

COUN 595: RESEARCH LITERATURE AND TECHNIQUES

Summer II 2012

3 Semester Hours

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OFFICE HOURS

Monday	Wednesday
Commerce	Mesquite
3:00 – 6:00	3:00 – 6:00
<i>Virtual office in e-College will also be utilized to answer questions.</i>	

I am available by telephone within 24 hours generally. If you need to speak with me, e-mail me and we will schedule a conference. Please use the e-college e-mail system to contact me. E-mails sent outside the secure e-college system are not confidential, and I assume no responsibility for protecting the information within them.

ONLINE COURSE:

This is an online class, it is important to schedule your time wisely. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different. There will be reflection exercises to help you integrate the material, as well as the same assignments that accompany a regular face-to-face course. I recommend you complete the reflection exercises after reading/listening to the lectures.

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CATALOG DESCRIPTION OF THE COURSE

COUN 595. Research Literature and Techniques

Three semester hours. Emphasizes research in the student's major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

GENERAL COURSE INFORMATION

Research Literature and Techniques is required in all master's degree programs in the Department of Counseling. The course includes studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Although the structure of the course will be that commonly encountered in graduate studies, the teaching philosophy of the instructor is invitational. The pursuit of a degree in counseling means different things to different people. Interests and emphases vary from person to person, but most recognize the importance of a basis in both quantitative and qualitative research methods. In the opinion of the instructor, even those who do not intend to perform research must be educated consumers of research in order to provide competent services. As a graduate of a CACREP accredited program, the professional community and the public will expect you to have basic research competencies. Your work may well lead you to situations where you will be required to perform studies, to accurately interpret the results and meaning of studies for others, or to make policy decisions that are based on the results of research. It would probably be in your best interest, as well as that of the Department, for you to take a very serious approach to development of these competencies. You are invited to discover what research means to you.

Attendance

This is an *Internet-based* course, not a *self-paced* course. You may not complete all assignments and exams in advance, nor may you delay the schedule for when you have time. All assignments will have strict due dates. We will adhere to the schedule. ***Daily participation in discussions is an integral part of the course. Read all posts by me and other students. Interaction is crucial.*** Note the last sentence at the bottom of this syllabus. That sentence generally applies to people who ASK QUESTIONS, PARTICIPATE AND DISCUSS THE MATERIAL!

COURSE OBJECTIVES:

In order to meet the requirements of CACREP, the department has developed course objectives pursuant to the requirements for accreditation. As a graduate of a CACREP accredited program, you will be expected to have mastered these objectives. The department requires successful completion of a comprehensive examination before graduation. Part of your examination will measure mastery of the following list of objectives:

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1. the importance of research and opportunities and difficulties in conducting research in the counseling profession;
2. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
3. technological competence and computer literacy;
4. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
5. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
6. use of research to improve counseling effectiveness; and
7. ethical and legal considerations related to research and program evaluation.

CONTENT AREAS include, but are not limited to, the following:

- I. Importance of research
- II. Research in the Counseling Profession
 - A. Opportunities
 - B. Difficulties
- III. Research methods
 - A. Qualitative
 - B. Quantitative
 - C. Single-case designs
 - D. Action research
 - E. Outcome-based research
- IV. Technological competence and computer literacy
 - A. General computer literacy
 - B. Use in conducting research
 - C. Use in program evaluation
- V. Program modification
 - A. Needs assessment
 - B. Program Evaluation
 - C. Using research results to effect program modifications
- VI. Using research results to improve counseling effectiveness
- V. Ethical and legal considerations related to research and program evaluation.

TExES COMPETENCIES

Competency 004 (Program Management)

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

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Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

PROFESSIONAL CONDUCT

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (See Student's Guide Handbook, Policies and Procedures, Conduct).

The class will consist of a series of formal lectures and discussions. Professional demeanor and behavior are expected at all times. The course content is primarily a technical and philosophical examination of research methods, and all research content matter discussed will be discussed from those perspectives only. Content in research tools courses may vary and touch on sensitive topics, but the content topics themselves are not the primary subject of the class. They are only considered in their relation to principles of research methodology. Discussions will be kept at the academic level. Particularly, criticism will not be allowed.

COURSE REQUIREMENTS AND GRADING:

Quizzes.....	50 points
Midterm	50 points
Final Exam.....	50 points
<u>Project.....</u>	70 points
Total.....	220 points

Grades will be assigned according to the following scale:

198 – 220 (90% -100%) = "A"

176 – 197 (80% - 89%) = "B"

154 – 175 (70% - 79%) = "C"

132 – 153 (60% - 69%) = "D"

BELOW - "F"

TEXTBOOKS:

Best, J. W. & Kahn, J. V. (2006). *Research in education* (10th ed.). Boston, MA: Allyn & Bacon

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

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SELECTED REFERENCES

Gall, M.D., Gall, J.P., & Borg, W.R. (2003). *Educational research: An introduction* (7th ed.).

Boston, MA: Allyn & Bacon.

Glass, G.V., & Hopkins, K.D. (1996). *Statistical methods in education and psychology* (3rd ed.).

Boston, MA: Allyn & Bacon.

Kirk, R.E. (1995). *Experimental design: Procedures for the behavioral sciences* (3rd ed.). Pacific

Grove, CA: Brooks/Cole Publishing Company.

Marshall, C., & Rossman, G.B. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks,

CA: Sage Publications.

Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA:

Sage Publications.

SUBMISSION OF ASSIGNMENTS

All assignments must be submitted through the ecollege dropboxes under **Course Home** as a **doc, docx, or rtf format**. **No assignments will be accepted that are emailed or faxed.**

When completing an assignment, you will have to save the file as a doc, docx, or rtf. When you save the file, save it with your name in the file before you submit it to ecollege. You will go to **file—save as—and type** “your last name—assignment name.doc” for the name of your document. Then, submit it to ecollege. For example, I would save my rough draft assignment as “Bore-rough draft.doc”

Late assignments will have the deduction of one letter grade per day. Assignments will not be accepted if more than two days late.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: StudentDisabilityServices@tamu-commerce.edu**

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

TENTATIVE SCHEDULE

Week 1 – Week of July 9, 2012:

- Course Orientation
- APA style
- Ethics
- **Readings:**
 - Best and Kahn pp. 1-10; 35-44; 47-56
 - ACA Code of Ethics – Find attachment

Week 2 – Week of July 16, 2012:

- Types of research
- Quantitative sampling
- Qualitative sampling
- Qualitative research
- Scaling
- Reliability
- Validity
- **QUIZ I**
- **Readings:**
 - Best and Kahn pp. 10-19; 20-24; 118-163; 246-287; 288-347

Week 3 – Week of July 23, 2012:

- Experimental Design
- Experimental groups

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- Variables
- Frequencies
- Measures of central tendency
- Normal distribution
- **Readings:**
 - Best and Kahn pp. 164-245; 351-397

- **MIDTERM EXAM**

Week 4 – Week of July 30, 2012:

- Z-score
- T-score, percentiles
- Correlations
- Hypothesis testing and statistical analysis overview
- Z-test
- t-test
- ANOVA
- Regression
- Applying experimental design to hypothesis testing
- **QUIZ II**
- **Readings:**
 - Best and Kahn pp. 351-397; 402-406; 433-434
- **RESEARCH PROJECT DUE**

Week 5 – Week of August 6, 2012:

- **Final Exam**

Suggested Exercises: These exercises are in your text book and will be helpful in preparing you for the quizzes and exams. For the computational problems, all of the answers are in the book. These exercises are for your practice and do not need to be turned in. However, I welcome any questions you may have regarding these exercises.

(Best & Kahn): pp. 26: #3, 7, 8, 9, 10

(Best & Kahn): pp. 58: # 2

pp. 397-400: #1, 2, 4, 5, 6, 8, 10, 11, 12, 13, 14

(Best & Kahn): pp. 197: #2, 3, 7

(Best & Kahn): pp. 272: # 1, 5

Research Project

- I. Title Page
- II. Abstract
- III. Introduction (Approx. 5 pages)
 - A. Presentation of topic
 - B. Literature Review
 - C. Research questions
- IV. Methods (2-4 pages)
 - A. Describe the sampling in your study. Who were the participants? How were they selected?
 - B. If quantitative, include a description of your instrumentation, including reliability and validity information. If qualitative, include 10 to 15 standardized open-ended interview questions you plan to ask as well as the observations you plan to conduct with at least four focus factors.
 - C. Describe the research design in your study. If quantitative, what are your threats to internal and external validity? How will you minimize these threats? Are there any limitations to generalizability? If qualitative, describe how trustworthiness will be substantiated in your study.
 - D. Data analysis—how will you analyze your data? For qualitative, consider coding and how you identify patterns. For quantitative, consider the range of statistical tools we have discussed.
 - E. Limitations

For methods section above, you will have the following headings for the respective study (quantitative or qualitative):

- a. Qualitative
 - 1. Theoretical sensitivity
 - 2. Participants—who are your participants and what qualitative sampling procedure was used?
 - 3. Data collection—interviews and observations with a list of questions and focus factor factors
 - 4. Trustworthiness—identify how each aspect of trustworthiness will be addressed
 - 5. Data analysis—coding—how will you look for patterns?
- b. Quantitative
 - 1. Participants—Who were your participants and a description of the sampling procedure?
 - 2. Instrumentation—describe your instruments (report reliability and validity)
 - 3. Procedure—this includes the type of design (correlational or experimental), how you will collect your data, use random assignment (if experimental), and analyze your results.

- V. References

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APA Pet Peeves

- p. 34, 2.03, Economy of Expression
- p. 39, 2.04, Editorial “we”—“we” only refers to authors—also refers to “us,” “our,” etc.
- p. 42, 2.06, Use the past tense
- p. 47, 2.08, a pronoun must agree in number
- p. 50, 2.09, misplaced and dangling modifiers
- p. 57, 2.11, parallel construction
- p.66, 2.13, gender (use plural pronouns)
- p.69, 2.16, disabilities (people before disabling condition)
- p. 78, 3.02, use a comma between elements
- p. 83, 3.06, quotation marks—do not hedge
- p.113-115, 3.31-3.32, headings
- p. 115, 3.33, seriation
- pp. 117-118, 3.34, quotation of sources
- p.122, 3.42 a, b, and especially 124 e—numbers
- p. 140, 3.58, use symbol for percent when it is preceded by a number
- p. 207-210, 3.94-3.96, Reference citations in text
- p. 223, 4.07, general form of citation for a periodical

Other important notes:

Do not use contractions

Do not objectify people—use participants instead of subjects

Do not overuse direct quotations

Avoid secondary citations

Avoid anthropomorphism

Avoid linear literature reviews (study by study)

Italicize technical or key terms

Italicize Likert scale descriptors—e.g. *totally disagree* (1)...*highly agree* (5)

For 3 to 6 authors, cite all authors first time and then use et al. e.g.—Brown et al. (1998)

Numbers—if under ten, write it out unless it is modifying—e.g. 3%

References to time use numbers

When comparing numbers below ten to above 10, use numbers instead of writing it out