COUN/SPED 595
RESEARCH LITERATURE AND TECHNIQUES
Texas A & M University - Commerce
Department of Psychology, Counseling and Special Education
Spring 2015
Wednesdays, 7:20pm-10pm
CHEC

INSTRUCTOR INFORMATION:

Instructor:	**Chris Simpson, Ph.D., LPC-S**
Office Hours:	Tuesday, 10am-1pm (Commerce)
	Wednesday, 5pm-7pm (CHEC)
	Also available by appointment
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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:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
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CATALOG DESCRIPTION OF THE COURSE
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.

TEXTBOOKS:

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

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

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.

INSTRUCTIONAL STYLE AND PHILOSOPHY

Interaction is crucial. The material presented in this course is necessary for achievement of program goals in counseling and behavioral sciences. As a competent professional, you must know something about this material. This is a traditional university course in which you must participate. When you have difficulty understanding an idea, please use the Virtual Office tab on e-College to post a question. I suggest after doing so that you ***Read all posts by me and other students***. Also, I will post announcements from time to time on the announcements tab on e-College.

The discussions will be the closest thing we have to a formal lecture in this course. You may ask questions for me to answer, and all learners will benefit from the discussion as if it occurred in a lecture, with the added benefit of doing it at their own convenience. ***Read all posts by me and other students***. You are here to learn, and you are not expected to know everything! Please remember to use a professional tone in all your communications, and treat all other learners with dignity and respect.

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:

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.

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.

COURSE REQUIREMENTS AND GRADING:

Attendance/Participation	10 points
Quizzes	30 points
Project	60 points
Total	100 points

90%-100% - "A"
80%-89% - "B"
70% - 79% - "C"
60%-69% - "D"
BELOW - "F"

A13.12 Academic Honesty
Effective September 1, 1996
Revised April 14, 1998
Supplements System Policy 13.02
"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.)

Section A. Students

1. Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

2. If a student is accused of academic dishonesty, the faculty member making the accusation is responsible for initiating disciplinary proceedings. The penalty assessed should be related to the severity of the infraction. If the student and faculty member agree on the penalty, assessment of the penalty concludes the disciplinary action.

However, certain violations of academic honesty, such as plagiarism, infringe upon the academic community's basic tenets of scholarly inquiry. Therefore, if a faculty member believes the infraction is severe enough to warrant further action and/or if the faculty member believes the problem may be cumulative, occurring in other classes in which the student is enrolled, the faculty member may file a report of the infraction with the Dean for Graduate Studies and Research. The student must be notified that the report has been filed with the Dean for Graduate Studies and Research so as to allow the student the opportunity to file a response. If a faculty member believes the infraction is so severe that a penalty greater than failure on a project and/or course is warranted, the faculty member may recommend to the Dean for Graduate Studies and Research through the department head and academic dean that the student be suspended or expelled.

If the student disagrees with the charge or level of penalty, he/she is entitled to due process in accordance with the University procedure for student appeals. The appeal process for this procedure is through the following channels: department head, Dean for Graduate Studies and Research and the Administration

Committee of the Graduate Council, which will present its recommendation to the full Graduate Council for final disposition of the appeal. Final jurisdiction on graduate student appeals is with the Graduate Council.

About Plagiarism

Plagiarism occurs when previously published material or ideas are expressed as a student's own. As you work on your research project, it is imperative that you provide appropriate citations of where your material came from, and it is very common to feel that you are citing constantly. A research paper is not deisgned to express your ideas until you collect data, annalyze it, and report it. **You will not be doing that in this class. For this course, you will design a study <u>BUT NOT</u> collect data and report on the data.** So, your paper will consist of a literature review (that only focuses on the ideas and materials of others) and a research design that you will develop to answer a research question. Then, your paper stops. The focus of this project is to discover how to develop a study **if** you were to conduct one.

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): p. 26: #3, 7, 8, 9, 10
(Best & Kahn): p. 58: # 2
pp. 397-400: #1, 2, 4, 5, 6, 8, 10, 11, 12, 13, 14
(Best & Kahn): p. 197: #2, 3, 7
(Best & Kahn): p. 272: # 1, 5

FLEXIBLE COURSE SCHEDULE

1/21	Course Orientation, Syllabus Overview, Introductions
1/28	**No Class Meeting.** Prepare for Quiz 1 *Read Chapters 1 & 2 (B & K)*
2/04	Fundamentals of Research and Selecting a research project. *Read Chapter 3 (B & K); Review APA Publication Manual, 6th ed.*
2/11	Writing a research report. *Read Chapter 4 (B & K)*
2/18	Historical Research
2/25	**No Class Meeting.** Take Online Quiz 1 *Read Chapter 5 (B & K)*
3/04	Descriptive Statistics *Read Chapter 6 (B & K)*
3/11	Experimental and Quasi-Experimental Design *Read Chapter 7(B & K)*
3/18	**Spring Break. No Class Meeting**
3/25	Single-Subject Experimental Research *Read Chapter 8 (B & K)*
4/01	Qualitative Research
4/08	**No Class Meeting.** Take Online Quiz 2 *Read Chapter 9 (B & K)*
4/15	Methods and Tools of Research *Read Chapter 10*
4/22	Descriptive Data Analysis *Read Chapter 11*
4/29	Inferential Data Analysis
5/06	**No Class Meeting.** Take Online Quiz 3 and Work on Final Project
5/13	SPSS Overview. **Turn in Final Project**

Selected References

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

American Psychological Association. (2003). *Publication manual of the American Psychological Association* (5th Ed.). Washington, DC: American Psychological Association.

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.

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

For this research project, it is considered academically dishonest to recycle a paper previously submitted for another class.