

EDP 384

RESEARCH DESIGN METHODS FOR COUNSELORS

SPRING, 2013

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Office hours: Wednesday 12-1; other times by appointment

Meeting Time/Place: Wednesday 4:30– 7:15 268 Sanchez Building

Overview

The purpose of this course is to provide students in the M.Ed. program in Counselor Education an overview of research design, and refine each students ability to review research, prepare proposals and brief literature reviews, and present the practical implications of research. For students who choose to write a masters report (no longer a requirement in our program), the course should also serve useful in preparing an early version of this paper.

Objectives:

If you participate in this seminar and work hard, you should:

1. Increase your awareness of research in your area of interest (professional and personal).
2. Evaluate and summarize the significance of others' research.
3. Develop a conceptual and practical understanding of different types of research
4. Generate a brief quality literature review and/or proposal accessible for a professional audience
5. Give a presentation on an area of research, needs assessment, or program evaluation
6. Improve your presentation skills.
7. Learn to give and receive feedback on academic writing and presentation skills.

***For CACREP Standards covered in this course, please see Appendix A.

Course Format:

The course format will be primarily seminar format. However, it will include a combination of brief lectures, discussions of the readings, guest lecturers, classroom exercises, and student presentations. We will also use segments of class time to work on literature reviews, student presentations writing assignments.

Primary Text:

Patten, M. L. (2012). *Understanding Research Methods*. 8th Edition Pryczack Publishing. Glendale, CA.

Readings

The below required readings will be posted as .pdf files on blackboard. Students should print out these articles at their convenience. Minor adjustments in the order of may be necessary during the semester.

Borckardt, J. J., Nash, M. R., Murphy, M. D., Moore, M., Shaw, D., & O'Neil, P. (2008). Clinical practice as natural laboratory for psychotherapy research. *American Psychologist*, 63(2), 77-95.

- Fraenkel, J. R., Wallen N. E., & Hyun, H. H. (2012). How to design and evaluate research in education. (8th ed). McGraw Hill. New York, New York.
- Galvan, J. L. (2009). Writing literature reviews: A guide for students of the social and behavioral sciences. Prysack Publishing. Glendale, CA.
- Heppner, P. P., & Heppner, M. J. (2004). Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions. Belmont, CA: Brooks Cole Publishing. Chapter 6 (Writing Your Literature Review: Integration and Case Building).
- Lichtman, M. (2010). Qualitative research in education: A user's guide. Sage Publication. Los Angeles, CA.
- Platow, M. (2002). *Giving professional presentations in the behavioral sciences and related fields: A practical guide for the novice, the nervous, and the nonchalant*. New York: Psychology Press.
- Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2005). *Program Evaluation: An Introduction*. (5th ed). Brooks Cole.

Recommended Purchase:

Required writing style for your masters report (and any masters and/or dissertation requirement at the university) will be in APA style. The basics of this writing format will largely not be a focus of this course. However, you are strongly encouraged to consult the APA manual and/or APA style online resources.

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

A helpful web resource on APA style:

<http://owl.english.purdue.edu/owl/resource/560/01/>

http://library.nmu.edu/guides/userguides/style_ap.htm#withDOI

Requirements and Expectations:

Attendance AND participation in this class is critical, particularly as we will be relying on each other throughout the course to give feedback on the direction of our projects. It is also expected that students remain open to feedback and are able to integrate suggestions (on writing and presentation) into their work. Finally, it very important that readings will be completed before class. Quizzes on the readings will remain a possibility and integrated into the attendance/participation grade if needed (see below note on quizzes).

Assignments	Possible Points	Due Date
Attendance and participation:	20 points	Everyday!!!
Possible Topic/Project Interest Topic	5 points	Assigned Day
Group Discussion Facilitators (on topic)	12.5 points	Assigned Day
Paper Beginning (3 paragraphs)	12.5 points	March 6th or 20th
*Formal Presentations:	25 points	On 1 of 4 presentation dates
*Final Document:	25 points	May 1st
Total possible points:	100 points	

A = 93 – 100 A- = 90 – 92 B+ = 88-89 B = 83-87 B - 80-82
 C+ = 78-79 C = 73-77 C- = 70-72 D + = 68-69 D = 63-67 D- = 60-62

* For these assignments a grading rubric will be provided in class explaining point breakdown

Brief Description of Assignments

Attendance and Participation

Attendance and active participation are critical and as noted by the 20%. IF you expect to miss a class please let me know ahead of time. Missing more than one week during the semester will have an impact on your grade as will repeated times coming in late. Also note that 5 - 10 points (5 - 10%) of this attendance and participation is to be based on your participation in short in class assessments and or brief homework assignments. Both will likely be a part of this class, for the primary basis of evaluating whether students are grasping the core concepts and features of the material being discussed.

Possible Topics – 1-2 pages (10 points)

This assignment is designed to get you started early in identifying possible topics for your written paper. As noted below, the final paper for this class can either be:

- A) A literature review with an emphasis on practical applications and suggestions for research
- B) A research proposal (focus on introduction, research questions)/short discussion of methods
- C) A paper arguing for program evaluation or needs assessment

For this possible topics paper, you are simply to summarize your likely direction – both in choice and content. It is suggested that you include two potential topics. Include questions, motivations (or barriers) you may have. As stressed in class, the assignment is intended to encourage students to not rush into a topic. Obviously a literature review does not have to be conducted (or reported). However, it will be necessary to have at least conducted a preliminary review to assess the feasibility of each of the possible topics. (5 points)

Design Group Discussion Facilitators: Students teams that will be created to serve as discussion facilitators where core aspects of different research designs will be discussed. For these weeks, discussion facilitators will also be asked to discuss the highlights and implications of *two different studies (with relevance preferably to school or counseling settings) that have used these designs*. In general, the role of this assignment is to help create productive discussions around the core topic of the week. Points will be given on a credit/no-credit basis. Please note, that while students are encouraged to give thought to how to best facilitate discussion (and present summaries of this type of research), presentation style will not be a core, graded component: Topics include: 1) Traditional Experiments, 2) Program Evaluation/Quasi-Experimental 3) Regression/Correlation, 4) Mediators and Moderators 5) Qualitative Research, 6) Single Case Designs

Paper Beginning – 3 paragraphs

The purpose of this assignment is to get each student started on their paper and to get feedback on academic writing, research review, and “setting up” of the rest of the paper. Examples of effective academic writing style and forming an argument will be shared in class and through a discussion of the readings. The first paragraphs should include the larger context of the “problem” in the field or in the agency being addressed.

PowerPoint Presentation – 15 minutes (with 5 additional minutes addressing questions)

Each student will present a 15 minute PowerPoint presentation on a topic relevant to their paper. This presentation should provide another opportunity for students to organize and synthesize a significant area of research with an emphasis on practical implications and/or needs. The format is flexible with creativity and delivering alternative formats highly encouraged. In addition, the presentation should at least include some minimal efforts to be interactive with the other students actively engaged in the presentation. Importantly, ALL students will be required (as part of their active participation and attendance grade) to give feedback that is both positive and constructive, in writing, to the presenter.

Final Document – 8 - 10 pages (double spaced)

The final paper for this class should be 8-10 pages, written in an academic style. The paper may be the “start” of a much longer document used for potential publication, a potential study idea, or an argument a needs assessment or outcome evaluation for a specific agency. More detail on each of these options will be provided in class by the end of the 2nd week. Please note, there is quite a lot of flexibility in this assignment as long as it is approved ahead of time by the instructor. Feedback will be provided focusing on content (including accuracy and thoroughness), organization, professionalism, and writing style. This format should be carefully prepared in either APA format. (25 points)

Assignment Submission Instructions: Important: All assignments should be submitted via e-mail. Please type ALL documents in Word (12-point font, Arial or Times New Roman) with 1-inch margins and double-spaced. Please include your last name in the document file and always end file with “.doc” It would make it easiest for me if everyone used the following file naming format for each of the respective assignments (using my name as an example). Assignments will also be returned electronically – typically using track changes as a method for giving feedback.

<u>Assignment</u>	<u>Requested File name</u> (using your own last name)
Possible Topics:	rochlenPT.doc
Paper Beginning:	rochlenPB.doc
Final Document:	rochlenFD.doc

Course Dates, Readings, and Assignment Deadlines

	<u>Topic – Focus of Day</u>	<u>Readings</u>
January 16	Course Overview; Assignments Why research matters in Education and Psychology Data Review, Constructs versus Observational Data Research Approaches: Descriptive, Exploratory, Hypothesis Based	None
January 23	WGARA, Writing with a “Funnel”, Selecting a topic and identifying a need Initial Writing Recommendations Library data search techniques: <u>Guest Presenter:</u> Janelle Hedstrom, MLS MAC Lab (4:30 - 5:45pm)	Patten (Part A & D) Heppner & Heppner
January 30	Statistics Basics/Overview Understanding Validity and Reliability Scale Development/Item Development Practice <u>Due:</u> Possible Topics Assignment	Patten (Part F: 103-131)
February 6	Traditional Experiments: The Basics Guidelines for Paper Beginning Project Introduction guidelines	Fraenkel et al. (Chapter 13) Patten (Part E: 89-99)
February 13	Program Evaluation/Quasi-Experimental Design Needs Assessments Implications for school and higher education settings <u>Brief team presentations</u>	Royce (Introduction) Patten (Part A – Chapter 11)

February 20	Regression/Correlation Practical implications generated from research - Introduction Critiques	Fraenkel et al. (Chapter 15) (pages 330-346)
February 27	Mediators and Moderators Guest Lecturer: Dr. Natasha Beretvas - Introduction Critiques	www.uni.edu/butlera/courses/ org/modmed/moderator_mediator.htm
March 6	Qualitative Research	Patten (Part H: 149-161)
March 13	Spring Break	Lichtman (2010, Chapters 1, 3, & 5)
March 20	Single Case Designs Guest Lecturer: Dr. Natasha Beretvas	Fraenkel et al. (Chapter 14)

Due: Introduction Assignment – second submission option (March 18th)

March 27	Presentation Guidelines & Suggestions	Platow
April 2	Individual Student Meetings (scheduled in 20-minute intervals)	
April 19	Student Presentations (Advanced Application Lab)	
April 16	Student Presentations (Advanced Application Lab): Writing Progress Updates and Peer Editing	
April 23	Student Presentations (Advanced Application Lab) Writing Progress Updates and Peer Editing	
April 30	Student Presentations (Advanced Application Lab) Lessons learned, where to go from here <u>Due:</u> Final Document Assignment	

Optional Quizzes on Readings

For the seminar format of this class to be successful, it is crucial for students to have completed the readings prior to each class and be ready to engage in an active discussion of the material. It is my preference (and most likely that of the students), that this course expectation be met without the need to give regular exams/tests. However, if necessary, quizzes (without notice) will be given to evaluate adequate preparation and review of the material. If given, each of these exams will be worth 10-20% of each student's participation/attendance grade (depending on how many are given during each semester).

Late Paper Policy

Late papers will be penalized 10 percentage points for each late day. As I will be grading approximately 20 papers of 20-30 pages each at the conclusion of the semester (that need a fast turnaround to beat the grading deadline), final documents will NOT be accepted after the May 2nd deadline. Incomplete grades will only be awarded under extreme circumstances.

E-mail and Blackboard Usage

I will occasionally send updates and additional information via the e-mail and announcement functions through Blackboard. *It is each student's responsibility to check and respond to Blackboard announcements AND e-mail regularly* (I strongly recommend daily).

Graduate Student Writing Center

The university has an outstanding support system in place for helping graduate students with writing. Their services can be reviewed at the following website. Many past students in this course have benefited from their help. <http://www.utexas.edu/student/utlc/ts/gsws/gsws.html>

Disability Statement

If you are a student with a disability and need reasonable accommodations, please see me at the start of the semester. You are also advised to be registered with the office of the Dean of Students (Students with Disabilities). Official documentation is needed for us to insure appropriate accommodations.

APPENDIX A: *CACREP Standards for Research Design*

SECTION II PROFESSIONAL IDENTITY

G. Common Core Curriculum

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession (II.G.8.a);
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research(II.G.8.b);
 - c. statistical methods used in conducting research and program evaluation (II.G.8.c); and the use of findings to effect program modifications (II.G.8.d);
 - d. the use of research to inform evidence-based practice (II.G.8.e); and
 - e. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (II.G.8.f);

SCHOOL COUNSELING

C. Knowledge

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling (SC-C.I.1).
2. Knows models of program evaluation for school counseling programs (SC-C.I.2).
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation) (SC-C.I.3).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card) (SC-C.I.4).
5. Understands the outcome research data and best practices identified in the school counseling research literature (SC-C.I.5).

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling (SC-C.J.1).

STUDENT AFFAIRS AND COLLEGE COUNSELING

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of student affairs and college counseling (HESCA-I.1).
2. Knows models of program evaluation for student affairs and college counseling that include measures for learning processes, outcomes and assessment of postsecondary environments and organizations (HESCA-I.2).
3. Knows basic strategies for evaluating counseling outcomes and/or programmatic outcomes in student affairs and college counseling(HESCA-I.3).

J. Skills and Practices

1. Applies relevant research findings to inform the practice of student affairs and college counseling (HESCA-J.1).