

EDP 385C.4 RESEARCH DESIGN FOR PRACTITIONERS
SYLLABUS, Fall 2016
Course 10775; Mondays 1:00 – 4:00 pm; SZB 268

Instructor

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** Office Hours by Appointment

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Teaching Assistant

Course Objectives

To demonstrate

- (1) An understanding of the fundamentals of research design and statistics, with an emphasis on practical application and implications for teachers and counselors
- (2) Knowledge and application of single-case design study/analysis, with an emphasis on application in counseling and educational settings
- (3) The ability to read, dissect, and synthesize relevant research in higher education, community mental health, and/or school counseling research
- (4) Aptitude in being a critical consumer of applied counseling and/or school research
- (5) Adequate graduate-level research writing and presentation skills
- (6) Ability to develop and communicate to a peer audience one's research-informed expertise.

Primary Texts

Patten, M. L. (2013). *Understanding research methods: An overview of the essentials* (9th ed.). Los Angeles, CA: Routledge.

Galvan, J. L., & Galvan, M.C. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th ed.). Glendale, CA: Pyczak Publishing.

Additional Readings from

Pyczak, F. (2013). *Evaluating research in academic journals: A practical guide to realistic evaluation* (5th ed.). Glendale, CA: Pyczak Publishing

Cipani, E. (2009). *Practical research methods for educators: Becoming an evidence-based practitioner*. New York, NY: Springer.

* Additional readings posted on Canvas

Teaching and Learning Methods

The class will be taught through brief lectures, readings, discussion board posts, class discussions, writing assignments, and presentations.

Course Requirements

- **Class Discussion** — Significant contribution to class discussion is expected from each member of the class. This requirement assumes participation and attendance; any absence from class must be discussed with the instructors. Missing more than 1 day of class will result in a significant reduction of your class participation grade, up to all 20 points (20% of grade). A minimum of 3 points will be deducted for each absence beyond the first. Arriving late on multiple days will also result in a deduction from your class discussion grade. Class discussion may also include brief Canvas posts that are either in-class assignments or to be completed after class (manageable homework assignments). Clear prompts for these posts will be provided in class. (20 points)
 - **Quizzes** — Being adequately prepared to discuss the readings is critical to success in the course. Based on faculty perceptions of student preparation and readiness, quizzes MAY be given during the semester. These quizzes will evaluate your basic preparation of the materials. In other words, if you did the readings, the quizzes should be relatively easy. If the quizzes are given, they will count for up to 5 points (each quiz) of your Class Discussion grade.
- **Potential Research Topics** — By the 3rd week of class, you should identify 2–3 possible areas of research. Each should have a practical emphasis and be relevant to some type of “problem” in your field of interest. For each potential topic, briefly identify the “Me-search” element, why it’s important to you, and what you want to learn from a critical review of the literature. What is the “angle” of your review – that might not be out there for you to study/synthesize? The primary purpose of this assignment is to *get you started and help define the problem and your proposed goals for study*. (5 points)
- **Research Report** — Your research report should be an 8-10 page double-spaced paper that A) defines the problem and why this is an important area of study; B) overviews and critiques in greater detail 4–5 research studies or theory based articles with greatest relevance to your topic; and C) provides conclusions, practical implications, and suggestions for research based on your selected topic and related research articles. A grading rubric for this assignment will be provided and discussed in class. (25 points)
- **Research Presentation** — A 15–20 minute research presentation intended to communicate your emerging area of research expertise in an engaging, practitioner-focused manner. The goal is to “bring alive” in a dynamic manner the issue and your knowledge. The presentation should cover some of the research and theory in an accessible, manageable, media-friendly way. This is your TED talk, and it will be evaluated as such. Further, basic presentation skills will be evaluated with both professor and peer feedback provided. A grading rubric for this assignment will be provided and discussed in class. (25 points)
- **Comprehensive Exam** — An in-class exam will be comprised of multiple-choice, short-essay, and potential case-based questions. This may also involve a review and critique of a journal article. This will likely take the entire time period. (25 points)

Course Grading

100 points available: A = 93–100, A- 90–92, B+ 88–89, B 83–87, B- 80–82, C+ 78–79, C 73–77, C- 70–72. As this is a graduate level course, a B- is considered the minimum for a passing grade.

SCHEDULE

Week	Date	Focus	Assignment
1	Aug 29	Introduction; Course Overview and Syllabus; Me-search; Data vs. Constructs vs. Real-World Implications; Understanding Sampling: Descriptive vs. Inferential Stats; Samples vs. Populations, Measurement Error	
2	Sep 12	Basics of Research Methods: Experimental vs. Non-Experimental Hypothesis Testing <i>Janelle Hedstrom, Negotiating UT Research Databases</i> (Computer Lab B)	Patten, Part A: Topics 1–12
3	Sept 19	How to get started on your research ideas Instrument Development, Common Counseling and School Methodologies Evaluating Academic Journal Articles	Patten, Part E: Experimental Design Pryczak (selected chapters)
4	Sept 26	Critical Statistics for Counselors & Teachers Central Distribution, Standard Deviation, Probability Theory; Why Variance Matters!	Patten, Part F: Understanding Statistics Potential Research Topics Due
5	Oct 3	Critical Statistics for Counselors and Teachers Continued: Basics in Validity, Reliability, and Instrument Development (Dr. Rochlen will be absent today due to Rosh Hashanah)	Galvan, Chapters 1–2
6	Oct 10	Single-Case Studies <i>Dr. James Pustejovsky (2:45–4 pm)</i>	Cipani, Chapter 3 Galvan, Chapters 3–4
7	Oct 17	Basics of Qualitative Research: Grounded Theory; Qualitative Interview Practice and Analysis; Research in the Schools	Patten, Part H: Qual Research Glesne (selected chapters to be provided on Canvas)
8	Oct 24	Academic Writing 101: WGARA, Funnel Writing, Avoiding Pitfalls, and Keeping it Real Literature Review Practice	Galvan, Chapters 5–6
9	Oct 31	Multicultural Considerations in Research Participatory Action Research	Gloria Ladson-Billings: What we can learn from multicultural education research Kidd & Kral: Practicing Participatory Action Research
10	Nov 7	Presentation Tips: Keeping your audience, engaged, educated, and drool-free Considerations for school-based research	Galvan, Chapter 7–10
11	Nov 14	Research Presentations 1–5	
12	Nov 21	Research Presentations 6–10	
13	Nov 28	Research Presentations 11–15	Research Report Due
14	Nov 29	Research Presentations 16–17 Exam Review	
15	Dec 5	In-class Exam	

STUDENTS WITH DISABILITIES

If you are a student with a disability and need reasonable accommodations, please see the instructors at the start of the semester. You are also advised to register with the office of the Dean of Students (Students with Disabilities). *Official documentation is needed for us to insure appropriate accommodations. This documentation is required within the first week of class.*

SCHOLASTIC DISHONESTY

Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructors.

Carrying of Handguns

Students in this class who hold a license to carry are asked to review the university policies regarding campus carry:

[Overview](#)

[Fully Policy](#)

Per their right, both instructors prohibit carrying of handguns in their personal offices. ***Note that this information will also be conveyed to all students verbally during the first week of class.*** This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.