

EDP 385C.4 RESEARCH DESIGN FOR PRACTITIONERS
SYLLABUS, Fall 2017
Course 10695; Mondays 1:00 – 4:00 pm; SZB 268

Instructor

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** Office Hours by Appointment

Course Objectives

To demonstrate:

- (1) An understanding of the fundamentals of research design and statistics, with an emphasis on practical application and implications -- particularly for descriptive and predictive data 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) An ability to read, dissect, synthesize, and present (orally and in writing) 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

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. (these chapters shared in canvas)

Additional Readings:

Abrahams, H. (2007). Ethics in counseling research fieldwork, *Counseling and Psychotherapy Research*, 7(4), 240-244.

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

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

Kaffenberger, C. J. (2012). A call for school counseling practitioner research. *Professional School Counseling*, 16(1), 59-62.

Ray, D. C. (2015). Single-case research design and analysis: *Counseling Applications*, 93 (4), 294-402.

Moller, N. P. (2015). Defining infidelity in research and couple counseling: A qualitative study, *Journal of Sex and Marital Therapy*, 41(5), 487-497.

Whiston, S. C. & Quinby, R. F. (2009). Review of School counseling outcome research. *Psychology in the Schools*, 46(3), 2009.

Glesne, C. (2010). *Becoming Qualitative Researchers: An Introduction* (4th Ed). Pearson publishing.

Ladson-Billings, G. (1994). What we can learn from multicultural education research (1994). *Educational Leadership*, 51(8), 22-26.

Anderson, C. (2013). *How to give a killer presentation*. Harvard Business Review.

* Additional readings may be 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/Participation** — Timely attendance and significant contribution to class discussion on a weekly bases is expected and will be recorded. This requirement assumes any limitations to one's participation, attendance, and any absence from class should be discussed with the instructor. Missing more than 1 day of class will result in a significant reduction of your class participation grade, up to all 15 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/participation grade will also involve fully participation of brief Canvas posts. These will typically be done as in-class assignments or to be completed after class (manageable homework assignments). Clear prompts for these posts will be provided in class with their point allotment (typically 2-3 points each). (20 points)
 - **Quizzes** — Students should be adequately prepared to discuss class readings. 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 4 points (each quiz) as part of your discussion/participation grade.
- **Potential Research Topics** — By the end of the 2nd week of class (Deadline September 22nd), you should identify 2–3 possible topics for your major research project. Each option 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, the potential need (from what you know at the time) and what you want to learn from either a critical review of the literature or development of a preliminary measure to pilot test. I’m particularly interested in your “angle” of either the research review or measure development project. The primary purpose of this assignment is to *get you started and help define the problem, the need, and your proposed goals for study*. (5 points)
- **Major Project (Choose 1):**
 - Option A: **Research Report** — This option involves writing an 8-10 page (double-spaced) research report that A) defines the problem and why this is an important area of study; B)

overviews and critiques 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. (30 points)

Option B: Instrument Development – This option involves writing a 8-10 page (double spaced) that overviews a need/rationale for a new measure within the context of the existing literature. In addition, this option involves a description of your own process for measurement development and preliminary testing of descriptive and correlational data (most notably convergent and descriptive statistics). Your paper should include a correlation matrix, descriptive table, and a discussion of how some of your preliminary data compliments existing literature and sets up further research (that of course you will be doing) (30 points)

- **Research Presentation** — This assignment involves a 15–20 minute research presentation. This should be focused on your emerging area of research expertise as reflected in the choice of your major class project. The goal is to “bring alive” in a dynamic manner the issue, your knowledge, and/or the findings. 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. (20 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	Sep 11	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 18	Basics of Research Methods: Experimental vs. Non-Experimental Hypothesis Testing <i>Janelle Hedstrom, Negotiating UT Research Databases (Computer Lab B)</i>	Patten, Part A: Introduction to Research Methods 1–12
3	Sept 25	How to get started on your research ideas Instrument Development, Common Counseling and School Methodologies Basics in Validity, Reliability, and Instrument Development Probability Theory;	Patten, Part D: Experimental Design Pryczak (selected chapters)
4	Oct 2	Critical Statistics for Counselors & Teachers Central Distribution, Standard Deviation, Basics of Factor Analysis and why it matters! Guest Lecturer: Dr. Michael Parent	Patten, Part F: Understanding Statistics
5	Oct 9	Single-Case Studies Guest Lecturer: Dr. Tim Keith (2:45–4 pm)	Cipani, Chapter 3 Ray (2015)
6	Oct 16	Basics of Qualitative Research: Grounded Theory; Qualitative Interview Practice and Analysis Guest Lecturer: Dr. Ricardo Ainslie	Glesne (2010) Moller & Vossler (2015)
7	Oct 23	Academic Writing 101: WGARA, Funnel Writing, Avoiding Pitfalls, and Keeping it Real Literature Review Practice Research in the schools	Galvan, Chapters 5–6 Whiston & Quinby (2009)
8	Oct 30	Multicultural Considerations in Research School Counseling Research, continued Guest Lecturer: Dr. Richard Reddick,	Ladson-Billings (1994) Kaffenberger (2012)
9	Nov 6	Presentation Tips: Keeping your audience, engaged, educated, and drool-free Considerations for school-based research	Galvan, Chapter 7–10 Anderson (2013)
10	Nov 13	Ethics in Research Research Presentations 1–4	Abrahams (2007)
11	Nov 20	Research Presentations 5–10	
12	Nov 27	Research Presentations 11–15	Research Report Due
13	Dec 4	Research Presentations 16–17 Exam Review	
14	Dec 11	In-class Exam	

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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.