GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling and Human Development
EDCD 601: Introduction to Research in Counseling, Spring 2005

Instructor: M. Andrew Berisford, Ph.D.
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Class Meeting: Mondays, 7:20 PM to 10:00 PM, Robinson B220
Dates: January 24, 2005 to May 9, 2005, no meeting March 14, 2005

Course Description
Catalog: No prerequisites required. Enhances students' knowledge of and involvement in counseling research by introducing techniques and principles used to design, implement, and evaluate research projects and program development in community and school settings.

Course Overview
This course will provide an introduction to research methods, questions, and trends in the field of counseling. Readings, discussions, and presentations will be used to explore the research process and highlight its role in the field of counseling. Students will be required to write a research proposal. Students will be encouraged to plan a proposal that could serve as the basis for an independent study, dissertation, or development of a school- or community-based outreach program. Students will also be encouraged to select research proposal topics which investigate or incorporate aspects of multiculturalism, social justice, advocacy, and/or leadership.

Relationship of Course to Program Goals and Professional Organizations
EDCD 601 prepares students to understand research design and evaluation, including basic statistics, so they can use published research to inform practice in schools and agencies. The course also introduces students to research methodology, enabling them to design and conduct research in academic and community settings.

EDCD 601 fulfills the research and evaluation requirement for Virginia state school counseling licensure and for the Virginia Licensed Professional Counselor credential.

EDCD 601 meets the CACREP standard II.K.h (Research and Program Evaluation) and the Graduate School of Education (GSE) standard of research and scholarship.

Expectations
The College of Education and Human Development and the (GSE) expect that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Note: This syllabus is subject to change based on the needs of the class. Students desiring assistance with writing papers may contact the Writing Center at 703-993-1200.
Student Outcomes
Upon completion of this course, students should be able to:

- Demonstrate an understanding of methodological and theoretical issues driving the field of counseling research today.
- Demonstrate competence in critically evaluating counseling research.
- Write using the APA style.
- Conceptualize and design a research proposal, including demonstrating the ability to identify research problems, develop testable questions and hypotheses, and communicate design and analysis plans.
- Explore the research process with a positive attitude.

Nature of Course Delivery
This class will use lectures, class discussions, readings, homework assignments, research proposals, and individual presentations to accomplish student outcomes.

Required Texts


Course Requirements and Assignments
Each student will:

- Attend each class and complete reading assignments before class. Each student is expected to arrive on time and stay for the entire class period, and participate in class discussions.
- Have ready one research report or journal article for possible class discussion (a “pet” article). Please select research that can be easily summarized and a topic that interests you. Other desirable qualities of a sample journal article will be discussed in class.
- Write a research proposal. Again please select a topic that interests you and that could be of use to you in your career (see suggestions above in the Course Overview). Additional details and a rubric will be provided in class. Due at beginning of class meeting on May 2, 2005. The research proposal is considered the benchmark assignment for this course and is a performance-based assessment. The research proposal reflects the GSE priority of research and scholarship.
- Make an oral class presentation and defense of the research proposal. Presentations will be scheduled for the last two class meetings (December 9 & 16). Order will be determined by random assignment. Additional details and a rubric will be provided in class.
- Complete all assignments, having them ready for class discussion and for submitting to the instructor if required. Homework details will be discussed in class meetings. Students should budget approximately one to two hours each week for completing homework assignments. These assignments will consist of computing statistical analyses on a data set or writing brief summary papers.

All written assignments must follow APA style and format. Failure to follow APA format will result in the loss of points from the grade received on the assignment.

Each assignment will be worth a maximum of 100 points. A late assignment is subject of a penalty of 10% (or minus 10 points) for every day it is past due.
If a student wishes to rework homework because of poor performance, one rework per homework assignment will be accepted if the original score was below 70 points. The final score of the homework will be computed as follows: final score = \[2 \times (\text{original score}) + (\text{rework score})/3\].

Grading

<table>
<thead>
<tr>
<th>Attendance and participation</th>
<th>10%</th>
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<tbody>
<tr>
<td>Written research proposal</td>
<td>40%</td>
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<tr>
<td>Oral presentation and defense of research proposal</td>
<td>25%</td>
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<tr>
<td>Homework (including statistics assignments and short papers)</td>
<td>25%</td>
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In accordance with the George Mason University Grading Policy, the following grades may be achieved: A+ (100 points), A (99 to 94 points), A- (93 to 88 points), B+ (87 to 82 points), B (81 to 76 points), B- (75 to 70 points), C (69 to 60), F (below 60).

Attendance

In accordance with the policies of the Counseling and Human Development Program, attending every class meeting is expected. Missing more than two classes may result in failing the course. Any attendance issues should be discussed with the instructor as soon as possible, preferably **before** you miss a class. Attendance and Participation grades will be determined by points awarded per class meeting as follows:

- Attending class = 6.4 points (6.4 x 15 = 96).
- Arriving late (after lecture begins) = 5 points
- Leaving early or arriving for latter half of class = 3 points
- Missing class = 0 points
- Possible additional points for contribution to in-class or blackboard discussions (1 to 4 points awarded during final grading process)

Class Meeting Schedule and Reading Assignments

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>01/24/2005</td>
<td>Course Overview, Science and Training in Counseling, The Language of Research, Role of Statistics in Research, Homework: Select a “pet” article</td>
<td>HKW: 1, S: 1</td>
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<tr>
<td>#2</td>
<td>01/31/2005</td>
<td>Identifying and Operationalizing Research, Levels of Measurement, Writing and Research Training, Homework: Levels of Measurement for Class Data Set (CDS) items</td>
<td>HKW: 2, HKW: 19</td>
</tr>
<tr>
<td>#4</td>
<td>02/14/2005</td>
<td>Validity Issues in Research Design, Homework: Paper discussing one validity threat in pet article</td>
<td>HKW: 4</td>
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<tr>
<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Additional Information</td>
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| #5  | 02/21/2005| Between-Groups and Within-Subjects Designs Quasi-Experimental and Time-Series Designs Measures of Central Tendency Homework: Paper discussing research design of pet article | HKW: 6  
HKW: 7  
S: 2  |
| #6  | 02/28/2005| Single-Subject Designs Quantitative Descriptive Designs Variance Homework: Central tendency and variability of CDS variables | HKW: 8  
HKW: 9  
S: 3  |
| #7  | 03/07/2005| Designing and Evaluating the Independent Variable Designing or Choosing the Dependent Variable Homework: Paper discussing IV and DV of pet article | HKW: 11  
HKW: 12 & S: 16  |
|     | 03/14/2005| No meeting. Spring Break                                               |                                                                                       |
| #8  | 03/21/2005| Population Issues Investigator, Experimenter, and Participant Bias Illustrating the Data and the Normal Curve Homework: Illustrate and compute z-scores of selected CDS variables | HKW: 13  
HKW: 14  
S: 4, 7  |
| #9  | 03/28/2005| Analog Research Outcome Research: Strategies and Methodological Issues Correlation Homework: Correlation coefficients and scatterplots for CDS variables | HKW: 15  
HKW: 16  
S: 5  |
| #10 | 04/04/2005| Design Issues Related to Counseling Process Research Regression Homework: Regression analysis of CDS variables, plus a chance for some extra credit | HKW: 17  
S: 14  |
| #11 | 04/11/2005| Program Evaluation Statistical Significance and t Tests Homework: t-tests with CDS variables | HKW: 18  
S: 8, 9, 10  |
| #12 | 04/18/2005| ANOVA and Testing Correlations Interactions Nonparametric Tests Other Tests Practical Considerations | S: 11, 12  
S: 13  
S: 15  
S: 17  
S: 20  |
| #13 | 04/25/2005| Qualitative Research How to Critique Research | HKW: 10  |
| #14 | 05/02/2005| Research Proposal Paper due at beginning of class Student Presentations | none  |
| #15 | 05/09/2005| Student Presentations                                                  | none  |