

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling and Development Program
EDCD 601: Introduction to Research in Counseling, Fall 2010

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Class Meeting: Thursday, 7:20 PM-10:00 PM, Robinson Hall A105

Office Hours: Thursday, 4pm to 6pm in Robinson Hall A308C (or by appointment)

Course Description

Enhances 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. *No prerequisites required.*

Course Overview

This course will provide an introduction to research methods, questions, and trends in the field of counseling. Readings and discussions 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 counseling program. Consistent with the mission of the Counseling and Development Program, the course strives to develop in students a counseling perspective that incorporates a focus on multiculturalism, advocacy, leadership, and social justice.

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. EDCE 601 fulfills the research and evaluation requirement for Virginia state school counseling licensure and for the Virginia Licensed Professional Counselor credential. EDCE 601 meets CACREP standard II.K.h (Research and Program Evaluation) and the Graduate School of Education (GSE) standard of research and scholarship.

Expectations

The Graduate School of Education (GSE) expects that all students will 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.

Professional Dispositions

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The George Mason University Counseling & Development Program has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to these dispositions, which may be found at <http://gse.gmu.edu/programs/counseling/resources>.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: “Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

Student Outcomes

Upon completion of this course, students should be able to:

- Articulate relevant social justice and multicultural issues related to research and applications for counseling.
- Demonstrate an understanding of methodological and theoretical issues driving the field of counseling research today.
- 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.
- Write using the APA style.
- Demonstrate competence in critically evaluating counseling research.

Required Texts

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

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Recommended Texts

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Research design in counseling* (3rd ed.). Belmont, CA: Thomas Higher Education.

Salkind, N. J. (2008). *Statistics for people who think they hate statistics* (3rd ed.). Thousand Oaks, CA: Sage.

Stringer, E. T. (2007). *Action research* (3rd ed.). Thousand Oaks, CA: Sage.

Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, and (4) participate in discussions and in-class work groups.

Students in Counseling & Development courses are expected to use APA style for written papers. Links to additional information regarding APA guidelines may be found on the Counseling & Development resource page, <http://gse.gmu.edu/programs/counseling/resources>.

Course Assignments

All assignments are to be submitted prior to the beginning of class on the date due via SafeAssign on the course Blackboard site. Paper copies will not be accepted. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Annotated Bibliography

The annotated bibliography is a one of the first steps in the research process. The purpose is to become familiar with literature related to your topic of interest. In this assignment, you will develop skills in locating appropriate articles, as well as summarizing and evaluating the content. Using your database search skills (and assistance as necessary) you will locate five research articles from peer-review (scholarly) journals. Review each article and write an annotated for each (between 75 and 125 words each). Following the article citation, each annotation should include a summary of the content *and* an evaluation of the article's usefulness and rigor. You must adhere to APA (6th ed.) guidelines.

Introduction

This component of a research paper introduces the reader to your research issue. The purpose of the introduction is to provide a clear and concise overview of your research study including: the research issue/problem in counseling, a rationale for examining this research issue, the purpose of your study, your research question(s). The introduction should be one page (not including title or reference pages). You must adhere to APA (6th ed.) guidelines.

Review of the Literature

The review of the literature will allow you to build on the knowledge developed from your annotated bibliography to more fully understand your research topic. The literature review should be between four and five pages (not including title or reference pages). You must adhere to APA (6th ed.) guidelines.

Methods Section

In this section, you will describe the research methods you will use to address your research question. You will apply course material and additional readings as necessary. This section should allow other researchers to replicate your study. The methods section should be between two and three pages (not including title or reference pages). You must adhere to APA (6th ed.) guidelines.

Final Research Proposal Presentation

After completing the components of the research paper, you will present your proposal to the class. Your presentation should be 10 minutes, including time for questions. This is expected to be a professional presentation, and you are encouraged to use visual aids and/or handouts.

Attendance

In accordance with the policies of the Counseling and Human Development Program, on-time attendance at every class meeting is expected. **Two or more unexcused absences may result in loss of course credit.**

Grading

Participation in class discussions and activities	20%
Annotated Bibliography	15%
Introduction for Research Paper	15%
Literature Review for Research Paper	20%
Methods Section for Research Paper	15%
Final Research Proposal Presentation	15%

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A (100 to 96 points), A- (95.9 to 92 points), B+ (91.9 to 88 points), B (87.9 to 84 points), B- (83.9 to 78 points), C (77.9 to 74 points), F (below 74 points).

Course Schedule

Week	Date	Topic	Reading Due	Assignment Due
1	September 2, 2010	Introduction to Research in Counseling		
2	September 9, 2010	Foundations of research	Creswell Ch. 1 Crotty Ch. 1 (via Bb)	
3	September 16, 2010	Research problems in counseling; Library resources	Creswell Chs. 2 & 3	
4	September 23, 2010	Social justice and multicultural research	Heppner, Wampold, & Kivlighan Ch. 15 (via Bb) Addl. readings via Bb	
5	September 30, 2010	Developing a research proposal	Creswell Chs. 4 & 5	Annotated Bibliography Due
6	October 7, 2010	Quantitative Research I	Creswell Chs. 6 & 7	
7	October 14, 2010	Quantitative Research II: Statistics	Readings from Salkind (Bb)	Introduction Due
8	October 21, 2010	Qualitative Research	Creswell Chs. 8 & 9	
9	<i>October 28, 2010</i>	<i>No Class – Independent work on Literature Review; Attend SACES</i>		
10	November 4, 2010	Action Research	Stringer Chs. 1 & 2 (via Bb)	Literature Review Due
11	November 11, 2010	Evaluating Research	Creswell Ch. 10	
12	November 18, 2010	Publishing Research; Research to Practice		Methods Due
13	<i>November 25, 2010</i>	<i>No Class -- Thanksgiving</i>		
14	December 2, 2010	Research Proposal Presentations		Presentation
15	December 9, 2010	Research Proposal Presentations		Presentation