

GEORGE MASON UNIVERSITY  
College of Education and Human Development  
Counseling and Development Program  
EDCD 601: Introduction to Research in Counseling, Spring 2011

Instructor: Rachael D. Goodman, Ph.D., LPC, NCC

Email: rgoodma2@gmu.edu

Office Hours: Monday, 12pm to 2pm (or by appointment)

Class Meeting: Monday, 7:20 PM-10:00 PM, Science Technology I 126

Telephone: (703) 993-5242

Office: Robinson Hall A308C

### 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.

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 Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### 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* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Salkind, N. J. (2011). *Statistics for people who think they hate statistics* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

## 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* (3<sup>rd</sup> ed.). Belmont, CA: Thomas Higher Education.
- Stringer, E. T. (2007). *Action research* (3<sup>rd</sup> 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 SafeAssignment 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. Quizzes will be completed online via the course Blackboard site. Quizzes may not be completed after the deadline given. 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 100 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 (6<sup>th</sup> 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 four pages (not including title or reference pages). You must adhere to APA (6<sup>th</sup> ed.) guidelines. Note: although the literature review section will follow the introduction in the actual proposal, you will complete and turn in the literature review prior to the introduction for the purposes of this class.

### *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 (6<sup>th</sup> 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 (6<sup>th</sup> 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.

### *Statistics Quizzes (3)*

You will complete three online quizzes covering the statistics material from the Salkind readings. The material for each quiz is as follows: Quiz 1 Salkind chapters 1 through 6; Quiz 2 Salkind chapters 7 through 12; and Quiz 3 Salkind chapters 13 through 17. You are permitted to use your book and notes while taking each quiz; you are also permitted to re-take each quiz once, however you must do so by the due date given. Each quiz is worth 5% of the total course grade.

### Attendance

In accordance with the policies of the Counseling and Human Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required.

### Grading

Participation in class discussions and activities	10%
Annotated Bibliography	15%
Literature Review for Research Paper	20%
Introduction for Research Paper	15%
Methods Section for Research Paper	15%
Final Research Proposal Presentation	10%
Quizzes	15%

In accordance with the George Mason University Grading Policy, the following grades may be achieved: A [100-97]; A- [96-94]; B+ [93-81]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Course Schedule

<b>Week</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading Due</b>	<b>Assignment Due</b>
1	January 24, 2011	Introduction to Research in Counseling		
2	January 31, 2011	Library Resources; Foundations of research	Creswell Ch. 1 Salkind Chs. 1 & 2	
3	February 7, 2011	Quantitative and qualitative methods; Conceptualizing research	Creswell Chs. 2 & 3 Salkind Chs. 3 & 4 Article on topic (1)	Article post to Bb (1)
4	February 14, 2011	Multicultural Research; Presentation of research topics	Salkind Chs. 3 & 4 Cokley & Awad (via Bb) Article on topic (2)	Oral presentation Article and summary post to Bb (2)
5	February 21, 2011	Literature reviews and introductions	Creswell Chs. 4 & 5 Salkind Chs. 5 & 6	Annotated Bibliography Due
6	February 28, 2011	No Class: Individual Meetings with Dr. Goodman (to be scheduled in advance)		Statistics Quiz 1 (complete by 7pm EST)
7	March 7, 2011	Qualitative Research	Creswell Chs. 8 & 9 Salkind Chs. 7 & 8	
	March 14, 2011	Spring Break: No Class		
8	March 21, 2011	Action Research	Stringer Chs. 1 & 2 (via Bb) Salkind Chs. 9 & 10	Literature Review Due
9	March 28, 2011	No Class – Independent work; Attend ACA		
10	April 4, 2011	Quantitative Research	Creswell Chs. 6 & 7 Salkind Chs. 11 & 12	Introduction Due
11	April 11, 2011	Statistical Analyses	Salkind Chs. 13 & 14	Statistics Quiz 2 (complete by 7pm EST)
12	April 18, 2011	Evaluating Research; Ethics and Social Justice	Creswell Ch. 10 Salkind Chs. 15, 16, & 17	Methods Due
13	April 25, 2011	Research Proposal Presentations		Presentation
14	May 2, 2011	Research Proposal Presentations		Presentation
Exam Week	May 9, 2011	No Class Meeting		Statistics Quiz 3 (complete by 7pm EST)