

## GEORGE MASON UNIVERSITY

### College of Education and Human Development Counseling and Development Program

#### EDCD 601-001 (3 credits): Introduction to Research in Counseling, Spring 2013

Instructor: Ali K. Wolf, PhD, LCPC, NCC

Email: [alikylewolf@gmail.com](mailto:alikylewolf@gmail.com)

Office Hours: By Appointment

Class Meeting: Monday, 4:30-7:10pm, West 1004

#### 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 perspective that incorporates a focus on multiculturalism, advocacy, leadership, and social justice.

#### Student Outcomes

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

- Articulate relevant social justice and multicultural issues related to research in 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 research questions, review and apply relevant literature, and communicate design and analysis plans.
- Demonstrate competence in critically evaluating counseling research.
- Write using the APA style.

#### 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 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 at the instructor's discretion based on the needs of the class.

## **George Mason University Policies and Resources for Students**

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center – 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/>].
- University Libraries – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
- 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 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."

APA Format Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

**Electronic Devices** **Turn off and put away all electronic communication devices during class.** Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

**Attendance** In accordance with the policies of the Counseling and 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. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

## **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, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

## **Required Texts**

American Psychological Association (2009). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: American Psychological Association. Schreiber, J., & Asner-Self, K. (2011). *Educational research*. Hoboken, NJ: Wiley.

## Course Expectations and Assignments

### 1. Participation

Read assigned chapters and additional reading according to the course schedule. Participate actively in class discussions and activities. You will be asked to integrate and apply the ideas expressed in the required reading and class discussions. Participation includes asking questions and making appropriate comments pertaining to the subject matter, supporting or refuting class lectures based on your research and reading, expressing personal and vicarious experiences to support your arguments, and contributing to an overall positive class atmosphere. Both the quality and quantity of your in-class participation will affect your final course grade.

### 2. Think-Pair-Share

Students will be required to think critically about each reading assignment. Upon arrival to class, students will split off in pairs and discuss the given topic of the week (topics will be assigned randomly based on the readings). After a 15-minute conversation, each pair will be asked to share their thoughts with the group.

### 3. Research Paper/Proposal

The main assignments for the course (Annotated Bibliography, Introduction and Literature Review, and Methods Section) are to be **submitted in two ways**: (1) Submit an electronic copy prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site, OR (2) Bring a paper copy to class on the date due. 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.

Students will select a research topic of interest and complete the three components of a research proposal: introduction, literature review, and methods sections. An annotated bibliography will be used to begin the development of the proposal and introduce students to literature on their topic of interest. Students will present their completed research proposal at the end of the course. Research topics are expected to reflect student interests and an aspect of the C&D program mission, which emphasizes social justice, multiculturalism, advocacy, leadership, and internationalism in counseling.

#### *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 annotation for each (between 150 and 170 words each, not including the citation). Following the article citation, each annotation should include a summary of the content *and* an evaluation of the article's usefulness and rigor. Include the total word count for the annotation as the end of each annotation. You must adhere to APA (6th ed.) guidelines.

#### *Introduction and Review of the Literature*

The *introduction* 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, and the purpose of your study. The introduction should be one page. The *review of the literature* will allow you to integrate the knowledge developed from your annotated bibliography to more fully understand your research topic. The literature review should conclude with a restatement of your purpose and your research

question(s). The literature review should be four pages. In addition to the one-page introduction and four-page review of the literature, you will include a title page and reference page(s). You must adhere to APA (6th ed.) guidelines.

### *Methods Section*

In this section, you will describe the research methods that 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 and reference pages). You must adhere to APA (6th ed.) guidelines.

### *Final Research Proposal Presentation*

After completing the components of the research proposal, you will create a professional conference poster summarizing the main aspects of your proposal. You will present your poster in a symposium held during our class. During the symposium, you will explain your research proposal and respond to questions.

### Grading

Participation in class discussions and activities 10%

Think-Pair-Share 15%

Annotated Bibliography 15%

Introduction and Literature Review for Research Paper 30%

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 [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

## PROPOSED COURSE SCHEDULE

Class #	Date	Topic	Reading(s)	Assignment(s)
1	1/28/13	Introduction to Research in Counseling		
2	2/4/13	Foundations of Research	ER Chpts 1 & 2	Bring Research Article to Class
3	2/11/13	Conceptualizing Research Research Problems and Questions	ER Chpts 3 & 12 APA Chpt 1	Bring Research article, concept map, and research question to class
4	2/18/13	Participant Sampling and Selection Instruments & Collection	ER Ch.4&6 APA Chs. 6&7	
5	2/25/13	Believability in Observation and Measurement	ERCh.5 Article on PCL---C	<b>Annotated Bibliography Due (Bb &amp; Paper Copy)</b> Bring MMY Test Review to class
6	3/4/13	Individual Student Conference instead of Full Class Meeting  Scheduled with Dr. Goodman in advance		
7	3/11/13	SPRING BREAK		
8	3/18/13	Quantitative Research Design	ER Ch. 7; APA Chs. 3 & 4	Bring Literature Review Draft to class for peer review
9	3/25/13	Descriptive and Inferential Statistics	ER Ch. 9	<b>Introduction &amp; Literature Review Due (Bb &amp; Paper Copy)</b>
10	4/1/13	Qualitative Research Design & Analysis	ER Chs. 8	Bring song lyrics to class
11	4/8/13	Qualitative Research Design & Analysis	ER Chs. 10	Bring Qualitative Research Article to class
12	4/15/13	Action Research & Program Evaluation	ER Ch. 11; Stringer Chs. 1 & 2 (via Bb)	
13	4/22/13	NO CLASS - Individual work on research proposal		Methods Due by March 27 <sup>th</sup> at Midnight (Bb & Paper Copy)
14	4/29/13	Evaluating Research; Ethics and Social Justice	CITI Training	CITI Training Certificate; HSRB App. Form; HSRB Informed Consent Form
15	5/6/13	Research Proposal Presentations		Presentation