



College of Education and Human Development

Counseling & Development
4400 University Drive, MS 1H1, Fairfax, Virginia 22030
Phone: 703-993-2087; Fax: 703-993-5577
<http://gse.gmu.edu/counseling/>

EDCD 601 001: Introduction to Research in Counseling (3:3:0)
Summer 2016
Mondays, Wednesdays, & Fridays 3:45 PM – 6:45 PM
Krug Hall 107

Professor: Rachael D. Goodman, Ph.D., LPC

Office hours: Monday/Wednesday by Appointment (email to schedule)

Office location: Krug 201C, Fairfax Campus

Office phone: (703) 993-5242

Email address: rgoodma2@gmu.edu (preferred contact)

COURSE DESCRIPTION

A. Prerequisites/Corequisites

None

B. University Catalog 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.

C. Expanded Course Description

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, social justice and/or internationalism.

NATURE OF COURSE DELIVERY

Face to face; online course materials and submissions; independent group/partner work.

LEARNER OUTCOMES or OBJECTIVES

This course is designed to enable students 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.

PROFESSIONAL STANDARDS (CACREP)

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

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 ASSIGNMENTS AND EXAMINATIONS

Research Proposal

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 (20% of total grade)

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 at the end of each annotation. You must adhere to APA (6th ed.) guidelines.

Introduction and Review of the Literature (30% of total grade)

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 (20% of total grade)

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 (15% of total grade)

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 proposal and respond to questions. You will also give feedback to your peers and receive peer feedback.

Participation & Reading Reflections (15% of total grade)

Students in Counseling & Development courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each class meeting.

Reading Reflections: For each of the following classes where there is an assigned reading, you will bring in a short written reflection that addresses the topic/prompt for that class (see list below). This can be informal and does not need to be in APA format, although it may be collected so please write/type coherently. The primary purposes are to ensure reading comprehension and to generate reflection and ideas for discussion in class.

Class #	Reading Reflection Prompts
2	What are some of the differences between qualitative and quantitative research? What are your reactions to or thoughts about each type? (ER Ch 1)
3	Reader's choice: What was a useful or salient point you identified from these readings? Describe how this was or will be useful to you in the course and/or in your future education/work. (ER Chs. 3 & 12; APA Ch. 1)
4	Identify and <u>describe</u> one way in which you might collect data for your research project. (ER Ch 6)
5	What reliability, validity, or believability evidence might you use in your own research project? (ER Ch 5)
7	Reader's choice: What was a useful or salient point you identified from these readings? Describe how this was or will be useful to you in the course and/or in your future education/work. (ER Ch. 7; APA Chs. 3 & 4)
8	Think of a quantitative research question (even if you are doing a qualitative research proposal). Write the research question, null hypothesis, and alternative hypothesis. Identify the statistical test that you would use. (ER Ch 9)
9	Think of a qualitative research question (even if you are doing a quantitative research proposal). Which of the designs described would work best for this question and why? (ER Ch 8)
10	Imagine that you are going to conduct an action research project in an area of interest (perhaps a current or future professional setting). What do you think the benefits and challenges of conducting action research would be (particular to the setting, population, problem, etc.)? (Stringer Chs. 1 & 2)
11	Reader's choice: What was a useful or salient point you identified from these readings? Describe how this was or will be useful to you in the course and/or in your future education/work. (CITI Training)

Grading

Annotated Bibliography	20%
Introduction and Literature Review for Research Paper	30%
Methods Section for Research Paper	20%
Final Research Proposal Presentation	15%
Participation & Reading Reflections	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]

COURSE EXPECTATIONS

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.

Assignments

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, and (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.

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 not 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.”

Frequently Asked Questions

What should I do if I'm having problems with Bb?

Please contact technical support for assistance with Bb: courses@gmu.edu.

What is required for the Mental Measurements Yearbook (MMY) Test Review?

Mental Measurements Yearbook (MMY) is a database of test reviews. If you have questions about accessing the reviews through this database, the library staff can assist (contact Anne Driscoll at adrisco2@gmu.edu). You should find a test reviewed in the MMY, read the reviews, and bring the reviews to class for discussion. You can try to find a test that is of interest to you or would be useful in your proposal. However, you may not find a test that fits your interests exactly, since the MMY is not a comprehensive database and there are many tests that aren't reviewed by MMY.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Not applicable for this course

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

Professional Dispositions

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

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [<http://cehd.gmu.edu/values/>].

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

PROPOSED CLASS SCHEDULE

Class	Date	Topic(s)	Reading Due	Assignment Due
1, Mon.	June 27, 2016	Introduction to Research in Counseling; Library Info		
2, Wed.	June 29, 2016	Foundations of research	ER Chs. 1 & 2 Research article on topic	Bring research article to class Reading Reflection (RR)
3, Fri.	July 1, 2016	Conceptualizing research: Research problems and questions	ER Chs. 3 & 12; APA Ch. 1	Bring research article, concept map, and research question to class; RR
4, Wed.	July 6, 2016	Participant Sampling and Selection; Instruments and Collection	ER Ch. 4 & 6; APA Chs. 6 & 7	Researcher memo; RR
5, Fri.	July 8, 2016	Believability in Observation and Measurement	ER Ch. 5 Article on PCLC (bring to class)	Annotated Bibliography Due (Bb & Paper Copy) Bring Test Review from Mental Measurements Yearbook to class; RR
6, Mon.	July 11, 2016	Individual Student Conferences		Research outline (2 completed copies)
7, Wed.	July 13, 2016	Quantitative Research Design	ER Ch. 7; APA Chs. 3 & 4	RR
8, Fri.	July 15, 2016	Peer Reviews of Literature Review		Literature review draft due to partner
9, Mon.	July 18, 2016	Descriptive and Inferential Statistics	ER Ch. 9	Introduction & Literature Review Due (Bb & Paper Copy); RR
10, Wed.	July 20, 2016	Qualitative Research Design & Analysis	ER Chs. 8 & 10	Bring song lyrics to class; RR
11, Fri.	July 22, 2016	Action Research & Program Evaluation	Stringer Chs. 1 & 2 (via Bb); ER Ch. 11	Methods Due (Bb & Paper Copy); RR
12, Mon.	July 25, 2016	Evaluating Research; Ethics and Social Justice	CITI Training; IRB Forms	CITI Training Certificate; RR
13, Wed.	July 27, 2016	Research Proposal Presentations		Presentation

ASSESSMENT RUBRIC

Annotated Bibliography Rubric

Assignment Description (from syllabus)

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-reviewed (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 at the end of each annotation. You must adhere to APA (6th ed.) guidelines.

This assignment is worth 20% of the total course grade.

Note: Unlike other course assignments, you do not need to include a title page or separate references page(s). However, your citations must be in accordance with APA (6th ed.) format. Upload your assignment to Bb in a Word file (.doc or .docx).

Grading Rubric:

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]

	4: A [100-97]; A- [96-94]; Exceeds standards	3: B+ [93-91]; B [90-87]; meets standards	2: B- [86-84]; C [83- 80]; approaching standards	1: F [79 and below]; below standards
Length: 150-170 words per annotation	Conforms to the correct length	Close to the correct length	Somewhat different than correct length	Very different than correct length
References parameters: empirical research articles in peer-reviewed journals published in the last 10 years	All parameters met	Most parameters met	Some parameters met	Most parameters not met
Citations in APA (6 th ed.) format	Correct format	Close to correct APA format; a few errors	Somewhat different than correct APA format in most of the citations	Very different than correct APA format in most or all of the citations
Summary addresses the research purpose/question(s), methods/approaches, and findings	All summaries meet the criteria	Most but not all summaries meet the criteria	Some summaries meet the criteria	Most summaries do not meet the criteria
Evaluation includes the usefulness or rigor and thoughtfulness and reflection on content	All summaries meet the criteria	Most but not all summaries meet the criteria	Some summaries meet the criteria	Most summaries do not meet the criteria
Writing style and grammar: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable.	All summaries meet the criteria	Most but not all summaries meet the criteria	Some summaries meet the criteria	Most summaries do not meet the criteria

Total grade out of 100: