George Mason University
College of Education and Human Development
Counseling and Development

EDCD 601.C01 – Introduction to Research in Counseling
3 Credits, Summer 2017
Mondays, Wednesdays, and Fridays 7:00 – 10:00 PM Krug Hall Room 107 – Fairfax

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Enhances knowledge of and involvement in counseling research by introducing techniques and principles 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 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.

Course Delivery Method
This course will be delivered in a hybrid format, using in person classes, group/independent work, and online modules.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
- 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
EDCD 601 fulfills the following CACREP requirements:
2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
2.F.8.b. identification of evidence-based counseling practices
2.F.8.f. qualitative, quantitative, and mixed research methods
2.F.8.g. designs used in research and program evaluation
2.F.8.h. statistical methods used in conducting research and program evaluation
2.F.8.i. analysis and use of data in counseling
2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Additional professional standards addressed in this course:
- This course fulfills the Virginia Department of Education requirement (8VAC20-543-610) that school counselors understand:
  - the knowledge, skills, and processes of student appraisal and assessment relative to school counseling programs including individual and group assessment; and
  - the skills and processes of research and evaluation aimed at improving school counseling programs
- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Research"

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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or 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 <u>summary</u> of the content *and* an <u>evaluation</u> of the article's usefulness and rigor. Include the <u>total word count</u> 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.

<u>*APA Style Quiz (15% of total grade)*</u>
To ensure understanding and retention of APA style, students will be given an APA style quiz. The quiz can be taken twice.

<u>*Reading Quizzes (10% of total grade)*</u>
To ensure understanding of readings on research, students will be given 3 open-book quizzes that can be taken twice.

<u>*Participation (5% of total grade)*</u>
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; demonstrate preparedness for each class meeting; and demonstrate completion of online tasks.

- **Other Requirements**

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 do the following: (1) attend each class, (2) complete all reading assignments and tasks as assigned, (3) arrive on time and stay for the entire class period, (4) participate in discussions and work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments: Submit an electronic copy prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site or as noted. 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.

- **Grading**

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]

Annotated Bibliography	20%
Introduction and Literature Review for Research Paper	30%
Methods Section for Research Paper	20%
APA Style Quiz	15%
Reading Quizzes	10%
Participation	5%

Professional Dispositions

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

Class Schedule

Class	Date	Topic(s)	Reading Due	Assignment Due
1, M	June 26, 2017 IN PERSON	Introduction to Research in Counseling; Library Info		
2, W	June 28, 2017 ONLINE	Foundations of research	ER Chs. 1 & 2; Research article on topic	
3, F	June 30, 2017 ONLINE	Participant Sampling and Selection; Instruments and Collection	ER Ch. 4 & 6; APA Ch. 1, 2, & 3	**Reading Quiz #1 on ER Chs. 1, 2, 4, & 6 – Complete PRIOR to class 4**
	July 3, 2017 NO CLASS	HOLIDAY		
4, W	July 5, 2017 IN PERSON	Conceptualizing research: Research problems and questions	ER Chs. 3 & 12; APA Chs. 4, 6, & 7	Bring research article, researcher memo, and research question to class
5, F	July 7, 2017 ONLINE	Believability in Observation and Measurement	ER Ch. 5; Article on PCLC	**Annotated Bibliography Due (Bb)**
6, M	July 10, 2017 IN PERSON	Individual Student Conferences	APA Chs. 5 & 8	Research outline (2 completed copies)
7, W	July 12, 2017 IN PERSON	Individual Student Conferences	Video on Bb	Research outline (2 completed copies)
8, F	July 14, 2017 Independent work	Literature Review Draft in Pairs/Teams		Submit copy of your review provided PRIOR to class 9 **APA Style Quiz – Complete PRIOR to class 9**
9, M	July 17, 2017 ONLINE	Quantitative Research Design	ER Ch. 7	**Reading Quiz #2 on ER Chs. 3 & 7 – Complete PRIOR to class 10**
10, W	July 19, 2017 ONLINE	Qualitative Research Design & Analysis; Action Research (part 1)	ER Chs. 8 & 10; Stringer Chs. 1 & 2 (via Bb)	**Introduction & Literature Review Due (Bb)**
11, F	July 21, 2017 IN PERSON	Qualitative Research (cont.); Descriptive and Inferential Statistics	ER Ch. 9	Bring song lyrics to class

12, M	July 24, 2017 ONLINE	Evaluating Research; Ethics and Social Justice	Video; CITI Training; Review: IRB App.; IRB Informed Consent/Assent form(s)	
13, W	July 26, 2017 <mark>IN PERSON</mark>	Action Research (cont.); Program Evaluation; Final class	ER Ch. 11	Turn in CITI Training Certificate; Bring action research article & notes (see Class #10); TSE notes **Reading Quiz #3 on ER Chs. 8, 9, 10, 11 – Complete PRIOR TO FINAL EXAM DAY**
F	July 28, 2017	Final Exam Day – Submit paper online		**Methods Due (Bb)**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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/).

- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

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

Assessment Rubric(s)

Annotated Bibliography Rubric

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]

Area Assessed	%	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
1. **Length**: 150-170 words per annotation	10%	Conforms to the correct length	Close to the correct length	Somewhat different than correct length	Very different than correct length
2. **References parameters**: 5 empirical research articles from peer-reviewed journals published in the last 10 years	10%	All parameters met	Most parameters met	Some parameters met	Most parameters not met
3. Citations in **APA (6th ed.) format**	20%	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
4. **Summary** addresses the research purpose/question(s), methods/approaches, and findings	30%	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
5. **Evaluation** includes the usefulness or rigor and thoughtfulness and reflection on content	20%	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
6. **Writing style and grammar**: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable.	10%	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 of out 100: