

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

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Class Meeting: Thursday, 4:30-7:30 PM, **Science & Technology II, Room**

Dates: January 21, 2010 through May 12, 2010; no class meeting on March 11

Course Description

No prerequisites required. 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.

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/or 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.

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.

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 <http://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.
- Plagiarism of any kind will not be tolerated and could result not only in the student's failure for this course, but dismissal from the program. Therefore, it is a requirement that students submit all written papers in two

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.

formats: both a hard copy and one via electronic submission on Blackboard. The electronic submission will be reviewed via GMU's plagiarism software, TurnItIn.

- 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 <http://www.gmu.edu/student/drc> or call 703-993-2474 to access the DRC.

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:

- Demonstrate an understanding of methodological and theoretical issues driving the field of counseling research today.
- Demonstrate competence in critically evaluating counseling research.
- Write using the APA style.
- 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.
- Explore the research process with a positive attitude.

Nature of Course Delivery

This class will use lectures, class discussions, small group discussions, readings, homework assignments, research proposals, and individual presentations to accomplish student outcomes.

Required Texts

Hoyle, R.H., Harris, M.J., & Judd, C.M. (2002). *Research methods in social relations* (7th ed.). Belmont Drive, CA: Wadsworth.

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

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

Suggested Texts

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.) New York: Psychology Press.

Campbell, D. T. & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Boston, MA: Houghton Mifflin Company.

Course Requirements and Assignments

Each student will:

- Attend each class and complete reading assignments before class. Each student is expected to arrive on time and stay for the entire class period.
- Select one research report or journal article for critique and possible class discussion (a “pet” article). Please select research that can be easily summarized and in a topic of interest to you.
- Participate in class discussions and be a contributing member of a peer review/learning group.
- Write a research proposal. Please select a topic that interests you that could be of use to you in your career (see suggestions above in the Course Overview). Additional details and a rubric will be provided in class. The research proposal is considered the benchmark assignment for this course and is a performance-based assessment. The research proposal reflects the GSE priority of research and scholarship. **Your final research proposal is due at the beginning of class on April 29, 2010.**
- Make an oral class presentation of your research proposal. Presentations will be schedule for the last two class meetings (**April 22 and 29**). Order will be determined randomly. Additional details and a rubric will be provided in class.
- Complete all assignments, having them ready for class discussion and submission on the due date. Homework details will be discussed in class meetings. Students should budget approximately 1 to 3 hours each week for completing homework assignments. These assignments will consist of computing statistical analyses on a data set or writing brief summary papers.

Students in Counseling & Development courses are expected to use APA style for all written papers. Failure to follow APA format will result in the loss of points from the grade received on the assignment. Links to additional information regarding APA guidelines may be found on the Counseling & Development resource page, <http://gse.gmu.edu/programs/counseling/resources>.

Grading

Participation in class discussions and activities	10 points
Written research proposal	40 points
Oral presentation of research proposal	25 points
Homework (statistics assignments and short papers)	25 points

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).

Each assignment will be worth a maximum of 100 points. A late assignment will be subject to a penalty of a 10-point deduction for every day that it is past due.

If a student wishes to rework homework, one rework per homework assignment will be accepted. The final score for reworked homework will be a maximum of 80% of the assignment's point value. The research proposal paper will be subject to a penalty of 5% per day if turned in late.

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 will result in failing the course. Two excused absences will result in the loss of 5 points from your final grade, and more than 2 excused absences will result in failing the course.** Any attendance issues should be discussed with the instructor as soon as possible, preferably *before* the class is missed.

Class Meeting Schedule and Reading Assignments

Meeting	Date	Topics	Reading Due
#1	01/21/2010	Course overview The joys and challenges of social science research The language of research Role of statistics in research <i>Homework:</i> Select a "pet" article	HOYLE: 1 SALKIND: 1
#2	01/28/2010	Evaluating social science theories and research Ethical principles Computing and understanding averages (central tendency) Understanding variability <i>Homework:</i> Central tendency; variability	HOYLE: 2, 3 SALKIND: 2, 3
#3	02/04/2010	Fundamentals of measurement Modes of measurement Graphical illustration of data <i>Homework:</i> Paper discussing the hypotheses, IV and DV of your "pet" article	HOYLE: 4, 5 SALKIND: 4
#4	02/11/2010	Randomized experiments Laboratory setting Correlation coefficients <i>Homework:</i> Correlation coefficients	HOYLE: 11, 12 SALKIND: 5, 14
#5	02/18/2010	Nonrandomized designs Applied Research Reliability and validity <i>Title and paragraph on research proposal topic due at beginning of class</i> <i>Homework:</i> Paper discussing the research design of your "pet" article	HOYLE: 13, 14 SALKIND: 6
#6	02/25/2010	Fundamentals of sampling Probability sampling methods Hypothesis testing Normal curve, z Scores <i>Homework:</i> Normal curve, z Scores	HOYLE: 8, 9 SALKIND: 7, 8
#7	03/04/2010	Reviewing research reports and literature Statistical significance <i>Homework:</i> Statistical significance	HOYLE: 19 (483-90) SALKIND: 9
	03/11/2010	Spring Break – no class meeting	

#8	03/18/2010	Writing the research report Tests between means (t-tests) <i>Homework: t-tests</i>	HOYLE: 20 SALKIND: 10, 11
#9	03/25/2010	Writing & reviewing research Analysis of variance <i>Rough draft of research proposal (for feedback) due at beginning of class</i>	SALKIND: 12
#10	04/01/2010	Questionnaire development Rating scales Linear regression <i>Homework: Regression</i>	HOYLE: 6, 7 SALKIND: 15
#11	04/08/2010	Observational and archival research Qualitative research Nonparametric tests	HOYLE: 15, 16 SALKIND: 16
#12	04/15/2010	Data Management and Analysis Other statistical procedures <i>Complete draft of written research proposal for instructor feedback due at beginning of class</i>	HOYLE: 17, 18 SALKIND: 13, 17
#13	04/22/2010	Student presentations	none
#14	04/29/2010	Student presentations <i>Final version of written research proposal due at beginning of class</i>	none

NOTE: Homework is due at the beginning of the next class meeting following assignment