

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

EDCD 601.001 – Introduction to Research in Counseling  
3 Credits, Spring 2018  
Mondays 5:00-7:10PM Robinson Hall A105– Fairfax

**Faculty**

Name: Rachael D. Goodman, Ph.D., LPC  
Amy Gleason Carroll, Ph.D.  
Office Hours: By Appointment; email to schedule  
Office Location: Krug Hall Room 201C  
Office Phone: 703-993-2087 (C&D Office)  
Email Address:

**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*

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 (6<sup>th</sup> 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 (6<sup>th</sup> 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 (6<sup>th</sup> 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 proposal and respond to questions.

### APA Style Quiz

To ensure understanding and retention of APA style, students will be given an APA style quiz. The quiz can be taken twice.

### Reading and Content Quizzes

To ensure understanding of readings on research and content presented students will be given open-book quizzes that can be taken twice.

### Participation & Reflection Activities

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. This component includes reflection activities, such as discussion board postings, written reflections, and peer reviews.

### • **Other Requirements**

#### **Course Expectations**

APA Format: Students in Counseling & Development courses are expected to use APA style (6<sup>th</sup> 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	25%
Methods Section for Research Paper	20%
Poster Presentation	5%
APA Style Quiz	10%
Reading & Content Quizzes	10%
Participation & Reflection Activities	10%

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times: See <https://cehd.gmu.edu/students/polices-procedures/>

### Class Schedule

\*Reading quizzes and assignments are due by 10pm for ONLINE classes.

\*Reading quizzes and assignments are due by the start of class for IN PERSON classes.

Class	Date	Format	Topic(s)	Reading Due	Assignment Due
1	January 22, 2018	IN PERSON	Introduction to Research in Counseling; Library Info		
2	January 29, 2018	ONLINE	Foundations of research	ER Chs. 1 & 2; Research article on topic	<b>ER Reading Quiz Ch. 1 &amp; 2 and Qual/Quant Designs;</b> Discussion board post
3	February 5, 2018	IN PERSON	Conceptualizing research: Research problems and questions	ER Chs. 3 & 12; APA Chs. 4, 6, & 7	<b>Reading Quiz;</b> Bring research article & analysis, research memo, research question to class
4	February 12, 2018	ONLINE	Participant Sampling and Selection; Instruments and Collection	ER Ch. 4 & 6; APA Ch. 1, 2, & 3	<b>ER Reading Quiz Ch. 4 &amp; 6 and Qual/Quant Sampling</b>

5	February 19, 2018	ONLINE	Believability in Observation and Measurement	ER Ch. 5; Article on PCLC	<b>ER Reading Quiz Ch. 5 and Believability; Annotated Bibliography Due (Bb)</b>
6	February 26, 2018	IN PERSON	Individual Student Conferences & Social Justice in Research	APA Chs. 5 & 8; Video and reading on Bb	Research outline (2 completed copies w/ questions about data/sampling; Discussion board post
7	March 5, 2018	ONLINE	Quantitative Research Design	ER Ch. 7	<b>Reading Quiz ER Ch. 7 and Quant Designs</b>
No Class	March 12, 2018	Spring Break			
8	March 19, 2018	Independent work	Literature Review (LR) Draft in Pairs/Teams	<i>Recommend that you complete the APA style quiz <b>PRIOR</b> to writing your LR</i>	<b>APA Style Quiz;</b> Submit copy of your LR review provided PRIOR to class 9
9	March 26, 2018	IN PERSON Thompson L018	Descriptive and Inferential Statistics; Methods	ER Ch. 9	<b>Reading Quiz; Introduction &amp; Literature Review Due (Bb)</b>
10	April 2, 2018	ONLINE	Qualitative Research Design & Analysis; Action Research (part 1); Methods Peer Review	ER Chs. 8 & 10; Stringer Chs. 1 & 2 (via Bb)	<b>Reading Quiz;</b> Submit copy of your Methods review provided PRIOR to class 13
11	April 9, 2018	IN PERSON	Qualitative Research (cont.)		Bring hard copies of lyrics for 5 favorite songs
12	April 16, 2018	ONLINE	Evaluating Research; Ethics and Social Justice	Video; CITI Training; Review: IRB App.; IRB Informed Consent/ Assent form(s)	<b>Methods Due (Bb)</b>
13	April 23, 2018	IN PERSON	Ethics (cont.) Action Research (cont.); Program Evaluation	ER Ch. 11	CITI Certificate; Action research article & reflection; TSE Reflection; <b>Reading Quiz</b>

14	April 30, 2018	IN PERSON	Poster Presentations		Poster Presentations
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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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

***Problems with Bb?*** Contact technical support for assistance with Bb: [courses@gmu.edu](mailto:courses@gmu.edu).  
Phone Support: (703) 993-8870 | Walk-in Support: Johnson Center 311

### Assessment Rubric(s)

Written Assignment are required to include a title page and references page(s) in accordance with APA (6th ed.) format. Your paper should be double-spaced in 12 pt. Times New Roman font with 1-inch margins. Assignments should be uploaded as a Word document (.doc or .docx) to SafeAssignment.

**4: A [100-97]; A- [96-94]; exceeds standards:** The student meets the criteria described consistently and/or completely.

**3: B+ [93-91]; B [90-87]; meets standards:** The student meets the criteria; few errors.

**2: B- [86-84]; C [83-80]; approaching standards:** The student partially meets criteria; some errors.

**1: F [79 and below]; below standards:** The student does not meet the criteria; numerous errors.

### Annotated Bibliography Rubric

Area Assessed	%
1. <b>Length:</b> 150-170 words per annotation	10%
2. <b>References parameters:</b> 5 empirical research articles from peer-reviewed journals published in the last 10 years	10%
3. Citations in <b>APA (6<sup>th</sup> ed.) format</b>	20%
4. <b>Summary</b> addresses the research purpose/question(s), methods/approaches, and findings	30%
5. <b>Evaluation</b> includes the usefulness or rigor and thoughtfulness and reflection on content	20%
6. <b>Writing style and grammar:</b> Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable.	10%

### Introduction & Literature Review Rubric

Area Assessed	%
1. <b>Writing style:</b> Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable. Past tense is used to discuss prior research; future tense may be used to discuss the proposed study.	10
2. <b>APA Format:</b> Accurately cites sources according to APA (6 <sup>th</sup> ed.) format both in-text and in the reference page.	10
3. <b>Articles:</b> A minimum of 10 articles from peer-reviewed journal is required, including at least 5 peer-reviewed research articles (published in the last 10 years) and at least 2 articles from American Counseling Association (ACA) journals (can be non-research).	10
4. Statements are supported with <b>citations</b> from the literature.	15
5. The <b>introduction</b> provides an overview of the proposed study, the need for the study, and the relevance of the study; all components of the research question(s) are addressed.	15
6. <b>Linearity:</b> The literature review addresses all components of the research question(s), thus showing the need for the study, and does not have irrelevant information.	15
7. <b>Integration and organization:</b> the literature review is well organized, flows logically, integrates research on the relevant topics (not just a series of annotated bibliographies).	15
8. A clear, answerable <b>research question</b> is provided at the end of the introduction <b>OR</b> at the end of the literature review.	10

**\*\* The page limit is 5 pages, not including the title page and the references page(s). For every half page over the limit, 5% will be deducted from your grade.**

## Methods Rubric

Area Assessed	%
1. Presents the <b>research question(s)</b> at the beginning of the paper.	10%
2. Provides the reader with a description of the methods proposed for the study that would allow for replication of the study. All components described are <b>appropriate</b> for the research question(s).	15%
3. Provides a detailed description of the intended <b>participants</b> in the study.	15%
4. Describes what <b>data sources</b> or measures will be used in the study thoroughly and completely.	15%
5. Describes the <b>procedures</b> used for data collection thoroughly and completely.	15%
6. Describes <b>how data will be analyzed</b> following data collection to address the research question(s).	15%
7. Adheres to <b>APA</b> (6th ed.) guidelines for citing sources and formatting.	15%

\*\* The methods section is typically between two and three pages (not including title and reference pages). Research proposals for intervention studies will likely be slightly longer.

## Poster Presentation

Area Assessed	%
1. <b>Presentation:</b> Poster is professional, clear, and understandable; presenter is able to summarize proposal and respond to questions.	15
2. Statements are supported with <b>citations</b> from the literature and <b>references</b> are provided on the poster or in a supplement in APA format.	15
3. A clear, answerable <b>research question</b> is provided that <b>aligns</b> with the study presented.	15
4. The <b>introduction</b> provides an overview of the proposed study, the need for the study, and the relevance of the study.	15
5. The <b>literature review</b> addresses all components of the research question(s), thus showing the need for the study.	15
6. <b>Methods:</b> Participants, data sources, procedures, and data analysis are summarized.	15
7. <b>Implications</b> of the study are provided.	10