

Syllabus

DIVISION OF ARTS AND SCIENCES
COUN 514: Research Methods and Statistics

5 Credits
Effective: Winter 2013/2014

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: Thom Field, Faculty/Program Coordinator

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COURSE DESCRIPTION

This course is a graduate-level introduction to research in counseling. The course has three overarching objectives. First, students learn to evaluate existing studies. Students achieve this objective by reviewing articles in-class, analyzing a series of articles in five BlackBoard modules on evidence-based practice, and completing a Research Article Analysis assignment. Second, students learn to design research in practice settings. Students achieve this objective by completing a Research Study/Project Design, working collaboratively in-class to write a formal research proposal over the course of several weeks using a problem-based learning format. Third, students learn to conduct needs assessments and program evaluations in practice settings. Students achieve this objective by performing in-class needs assessments and program evaluations, creating databases, computing statistics, and applying this knowledge to complete the Sample Program Evaluation assignment.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- CACREP, 2009, II.G.8.a. The importance of research in advancing the counseling profession
- CACREP, 2009, II.G.8.b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research
- CACREP, 2009, II.G.8.c. Statistical methods used in conducting research and program evaluation
- CACREP, 2009, II.G.8.d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
- CACREP, 2009, II.G.8.e. The use of research to inform evidence-based practices
- CACREP, 2009, II.G.8.f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies
- CACREP, 2009, CMHC I.1 or MCFC I.1. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling or marriage, couple, and family counseling
- CACREP, 2009, CMHC I.2 or MCFC I.2. Know models of program evaluation for clinical mental health programs or marriage, couple, and family counseling programs

- CACREP, 2009, CMHC I.3 or MCFC I.3. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Analysis of existing empirical research
- Needs assessment and program evaluation, including formative and summative assessment
- Evidence-based practice
- Practice-based evidence
- Research methods such as qualitative, quantitative, mixed method, single-case design, action research and outcome-based research
- Descriptive and inferential statistical analysis
- Ethical and cultural issues in research

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
1. Research Article Analysis	20%
2. Research Study/Project Design	20%
3. Sample Program Evaluation	20%
4. Course Activities	40%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

1. Research Article Analysis (20% of grade)

Students submit a written critique of a research article, assigned by the instructor, from a mental health journal. The analysis should be five to seven pages (excluding title and references), following APA format.

The article analysis is expected to address the following: 1) A brief introduction of the article and its general purpose; 2) Description of the research methodology; 3) The student's analysis of whether the design is appropriate for the research question/hypothesis; 4) Description and analysis of the statistical methods used in the study; 5) Analysis of the Results and Discussions sections; 6) Example(s) of how the study’s findings could inform evidenced-based practice.

This assignment is graded on style and mechanics. The assignment is expected to adhere to APA Style (6th ed.). In addition, the assignment is graded on student mastery of the aligned 2009 CACREP Standards:

- II. G. 8. b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research
- II. G. 8. c. Statistical methods used in conducting research and program evaluation
- II. G. 8. e. The use of research to inform evidence- based practices
- CMHC I.1 or MCFC I.1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)

<i>Components</i>	<i>% of Grade</i>
II.G.8.b	20%
II.G.8.c	20%
II.G.8.e	20%
CMHC I.1 or MCFC I.1	20%
Style and Mechanics	20%
TOTAL	100%

2. Research Study/Project Design (20% of grade)

Students design a hypothetical needs assessment. The proposal should be 8-10 pages, using APA format for citations and references.

The proposal is expected to include, at a minimum, the following elements: 1) A description of the problem occurring in a practice setting and rationale for the needs assessment; 2) A preliminary literature review (6-8 articles), analyzing existing information that will help the researcher to understand the problem occurring in the practice setting; 3) A description of the purpose of the needs assessment, the research question(s), and the hypotheses (if any); 4) A description of the research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research; 5) A description of how findings will inform program modifications; 6) A description and analysis of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

This assignment is graded on style and mechanics. The assignment is expected to adhere to APA Style (6th ed.). In addition, the assignment is graded on student mastery of the aligned 2009 CACREP Standards:

- II. G. 8.b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research
- II. G. 8.d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
- II. G. 8.f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies
- CMHC I.2 or MCFC I.2. Knows models of program evaluation relevant for the practice of clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)

<i>Components</i>	<i>% of Grade</i>
II.G.8.b	20%
II.G.8.d	20%
II.G.8.f	20%
CMHC I.2 or MCFC I.2	20%
Style and Mechanics	20%
TOTAL	100%

3. Sample Program Evaluation (20% of grade)

Students complete a sample program evaluation. Students complete statistical methods used in conducting research and program evaluation, and analyze how findings can be used to effect program modifications.

This assignment provides students with guided practice in applying basic understanding of statistical computations, such as measures of central tendency, standard deviation, and simple inferential statistics to their understanding of current research in counseling. Students are expected to write 1-2 double-spaced pages summarizing findings, and articulating how findings can effect program modifications.

This assignment is graded on analysis and use of course concepts, evidence and support, and style and mechanics. The assignment is expected to adhere to APA Style (6th ed.). In addition, the assignment is graded on student mastery of the aligned 2009 CACREP Standards:

II. G. 8. c. Statistical methods used in conducting research and program evaluation.

II. G. 8. d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications.

<i>Components</i>	<i>% of Grade</i>
II.G.8.c	20%
II.G.8.d	20%
Analysis and Use of Course Concepts	20%
Evidence and Support	20%
Style and Mechanics	20%
TOTAL	100%

4. Course Activities (40% of grade)

Class participation through discussion activities is an integral part of this course. Five modules of articles related to evidence-based practices in counseling will be made available on BlackBoard for students to read and post responses.

Students are expected to: 1) post responses to discussion questions in the first five days of the school week (the instructor will clarify when your initial response should be posted); 2) Post two or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, and 3) Respond to any questions that the instructor has regarding the student's original post by the end of the week. The discussion questions will explore the importance of research in advancing the counseling profession, and introduce evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling.

This assignment will be graded on student mastery of the aligned 2009 CACREP Standards:

II. G. 8. a. The importance of research in advancing the counseling profession
CMHC I.3 or MCFC I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)

<i>Components</i>	<i>% of Grade</i>
II.G.8.a	50%
CMHC I.3 or MCFC I.3	50%
TOTAL	100%

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's 2005 Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to

respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Scholastic Honesty

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

SUPPORT SERVICES

Disability Resources

If you are a student with a disability and you require an accommodation, please contact the Disability Resource Office as soon as possible. For additional information, please see the section in the [University Catalog](#) titled *Students with Special Needs* under *Student Rights & Responsibilities*.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request your user name and password.