DOANE COLLEGE

RESEARCH IN COUNSELING

COUNSELING 675
Winter II, 2012
3 Credits

COURSE SYLLABUS

TIME/LOCATION: MONDAY EVENING, 6:00 pm to 10:30 pm — Grand Island Campus

INSTRUCTOR: Donald P. Belau, Ph.D.
e-mail: donald.belau@doane.edu

cell phone: 402-759-0573
home phone: 402-759-4574

Please note that there will be possible adjustments in the schedule due to instructor conflicts. A possible makeup class may be assigned on a Saturday.

Instructor: Donald P. Belau, Ph.D. LIPC NCSP
How and when to contact: Contact information given at first class session

***Required Texts*:**
Stanovich, *How to think straight about psychology (8th Ed.)*
Zeisset, *Statistics & measurement: An introduction for MBTI users (3rd or 4th edition)*
Zeisset, A Quick Guide to Critiquing Research (3rd Ed.) (available on line)

Course Description:
This course provides students with the skills necessary to critically evaluate counseling and clinical research literature. Students are introduced to consensual models of science, the process of research inquiry, and the role of the mental health counselor as a knowledgeable research consumer. Students are also introduced to sampling theory, hypothesis testing, and the application of descriptive and inferential statistics. At the completion of this course, students will be able to read and understand research reports in the literature as well as critically examine literature that is non-empirically based. Students will also understand the process for designing their own research and program evaluation.

Course Outcomes and Objectives:
At the end of the course students will be able to interactively read and critically evaluate psychological research literature as well as non-psychological literature. Students will be Familiar with various models of research. Students will have a conceptual grasp of the value of research and the importance of basing counseling practice on a solid foundation supported by research. Students will understand basic statistical techniques used in research.

Methods of Instruction:
Readings, discussion, lectures, demonstrations and exercises. Summaries, with reflections and reactions, will be prepared by the student for assigned readings.

Assessment of Student Learning and Performance, Grades:
Evaluation will be based on class participation, class assignments, weekly summaries of readings, a quiz on statistics and measurement concepts, and a final project.

Points for the course will be assigned as follows:
15% Class participation
5% Weekly summaries of assigned chapters in Stanovich (to be turned in at class each week, beginning second week of class)
20% An open-book exam on statistics and measurement concepts
15% A multiple choice exam on research terms and concepts
10% Research critique assignments (5 total, one a week beginning Week 3)
30% Final Projects: (a) a critique of a full article and (b) a listing of key concepts from the course
5% Student self-evaluation of performance in course

Evaluation Process:

Grades will be calculated based upon the percent of points earned out of the total possible points. The following percentages will apply. A+=100-98 B+=89-87 C+=79-77
A =97-94 B = 86-84 C = 76-74
A-=93-90 B-= 83-80 C-=73-70

Attendance at all class sessions is expected. If you must miss a class, please let instructor know in advance, if possible. You will be expected to demonstrate your grasp of the material from that session in a paper (3-5 pages) or another format agreed to by the instructor if you want to partially offset the loss of class participation points for the session you miss. *A student missing more than two sessions should not expect to pass the course.* For make-up papers, length is based on double-spaced typed pages using one-inch margins and using a proportional 12-point font (such as this). Other formats are acceptable, but length should be adjusted accordingly.

Descriptions of Graded Performance Learning Activities:
Early weeks of the class will focus on basic statistics and measurement concepts, mastery of which will be assessed by an *objective exam.* As knowledge is gained about key components of research, application of that knowledge in actual critiquing of research will be the focus.

Both contrived and real articles will be used in class exercises. A list of questions about different aspects of a research study will be the basis for five *critiquing assignments.*

Weekly summaries. An example of a Stanovich chapter summary, for the reading for the first class session, will be provided during the first session. All other summaries will be due at the beginning of class on the date for which assigned.

Final project. The final project, due at the last class session, has two parts: A critique of a full article distributed at the next-to-last session, using the same questions as the five individual critique assignments, will be completed. The second part is a listing and brief description of the 20 most important concepts covered in the course, in the student's judgment. It is preferred that all assignments submitted for this course are typed. To facilitate this process, formats for critiques and self-evaluations will be available electronically.

General Information:

Academic Integrity. The Doane College Academic Integrity Policy will be enforced in this course. All assignments, projects and tests in this course will represent your own work. Any use of others' ideas and words without proper citation of sources is plagiarism. Instances of academic dishonesty as defined in the policy, if a first offense, will result in loss of all points for the assignment or exercise. If warranted by the seriousness of the infraction, a greater penalty may be imposed on recommendation to the Vice President for Academic Affairs. Sanctions for second and subsequent offenses are handled by the Vice President for Academic Affairs.

Professional Performance Evaluation Ratings. In addition to a letter grade for the course, each student will receive a Professional Performance Evaluation rating. The following scale is used:

5 = Exceptional: At level of practicing professional counselor
4 = High: Higher than expected for educational and experience level
3 = Good: Performance meets expectations for level
2 = Low: Indicates substandard performance. Requires remediation
1 = Poor: Far below expected level of performance. Monitoring and significant remediation is required

In awarding the Professional Performance rating, the instructor will consider the following aspects of a student's performance:

a) Listens to others, cooperates with others, and accepts other points of view
b) Responds in a self-reflective and self-critical manner to comments about professional and academic performance
c) Abides by established ethical standards
d) Shows motivation to master new material
e) Demonstrates sensitivity, awareness, and acceptance of cultural and individual differences
f) Demonstrates critical thinking and healthy skepticism
g) Tolerates ambiguity that is inherent in the field of mental health
h) Recognizes the rights and responsibilities of counselors as well as other professionals.

Classes, Activities, and Lesson Outline: Note: *All readings are to be completed* **prior to** the class meeting.

Tentative Course Schedule–*Research in Counseling* Winter II, 2011

Week/Topic/Readings

WEEK 2
S&M Ch. 1 (p. 1-12)

WEEK 3
S&M pp. 12-17 & pp. 60-61
QGCR: Critiquing the Introduction

WEEK 4
QGCR: Critiquing the Sample

WEEK 5
S&M: Ch 3 (p. 26-29, 35-41)
QGCR: Critiquing Variables & Measures

WEEK 6
QGCR: Critiquing the Research Design

WEEK 7 *Statistics & Measurement Exam*
QGCR: Critiquing Results, Discussion and Abstract

WEEK 8
Discuss Final Projects

WEEK 9
Final Projects due
Course wrap-up
Stanovich Ch. 12 (no summary required)

Tentative Course Schedule–*Research in Counseling* Winter II, 2011

Week	Topic	Readings
1	Scientific Method; Reading, Thinking Critically APA Style and Communicating Research	Stanovich Ch. 1 Zeisset, Ch. 1
2	Theories and Falsifiability Frequency Distributions & Levels of Measurement Measures of Central Tendency and Variability	Stanovich Ch. 2 Zeisset Ch. 2 (p. 7-27)
3	Research Questions & Hypotheses Operational Definitions Correlation Critiquing the Introduction	Stanovich Ch. 3, 5 Zeisset Ch. 2 (p. 28-36) & Ch. 7
4	Samples, Sampling, and Tests of Significance Hypothesis Testing and Errors Artificiality is a Strength Critiquing the Sample	Stanovich Ch. 7 Zeisset Ch. 3 & Ch. 8 (131-139), Appendix B
5	Connectivity and Convergence Reliability and Validity Independent and Dependent Variables Critiquing Criteria, Variables, and Measures	Stanovich Ch. 8 Zeisset: Ch. 4, Ch. 5, & Ch. 8 (p. 139-147)
6	Testimonials and Case Study Evidence Looking for Confounding Variables Critiquing the Research Design Applying statistics & measurement knowledge	Stanovich Ch. 4, 6 Zeisset: Ch. 8 (p. 147-155)
7	*Statistics & Measurement Exam* Data Analysis and Presentation Critiquing Results, Discussion and Abstract	Zeisset: Ch. 9
8	Multiple Causation Probabilistic Reasoning Actuarial vs. clinical prediction Qualitative research Designing research, program evaluation Discuss Final Projects	Stanovich Ch. 9, 10,11
9	Final Projects due Course wrap-up	Stanovich Ch. 12 (no summary required)