

**CED 611: The Counselor as Scientist-Practitioner
Fall 2004**

Instructor: Kelly L. Wester, Ph.D., LPC, NCC
Office: 219 Curry Building
Phone: 334-3430 (office)
E-mail: klwester@uncg.edu
Office hours: by appointment

Class Times: Monday 1:00-4:00 p.m.
Classroom: 251 Ferguson

Catalog Description:

Ways in which counselors can demonstrate accountability in a broad range of settings and from a variety of theoretical perspectives.

Course Objectives:

At the conclusion of this course, students will be able to:

- recognize and articulate the importance of research, including opportunities and difficulties in conducting research, in the counseling profession.
- be able to examine a research article and determine its strengths and weaknesses; identify hypotheses and research questions, sampling methods, and the validity and reliability of research
- be able to recognize and identify the important outcomes of a research article and determine how to apply the results to practice.
- recognize and use research methods such as qualitative, quantitative, and q-methodology, as well as designs such as single-case, experimental, quasi-experimental, correlational, ethnographic, interview, and others.
- understand and recognize ethical situations in research, be able to apply ethical and legal considerations in counseling research.
- be able to develop a study that applies to practice, including problem development, research questions and hypotheses, appropriate sampling, choosing methods and designs and completing a human subjects form
- discuss how accountability is accomplished in professional counseling, including in multiple areas such as school counseling, community counseling, gerontological, marriage and family, and student development counseling.

Required Readings:

These are listed in the course schedule, each week that the readings are required to be read by. The majority of the readings can be found on e-reserve which can be found online at <http://library.uncg.edu/>.

Recommended Books:

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association (5th ed)*. Washington, DC: Author.

Course Activities:

Lecture, small and large group interactions, discussion, classroom activities

Topics on the syllabus will be discussed each class meeting. These topics may or may not be coming from the required text or readings. Additionally, it is important that you participate in class discussions and activities, as much of the learning that occurs is facilitated through group discussions and activities. Your contribution in class

discussions greatly contributes to the learning process. At times, students may be divided into groups in order to facilitate experiential learning of a particular topic.

Readings

Students are expected to read assigned material **BEFORE** class and come prepared to discuss the topic. This is vital to your learning experience and understanding of the material. Additional readings may be assigned throughout the course.

Classroom and outside activities

Classroom activities will occur during class and will be used to supplement the readings or lectures. These activities are designed to assist in learning how to apply the material and research methods/designs into practice. At times, classroom activities may be assigned that require some outside time or hours to be fully completed. These will be assigned in class and will be expected to be completed at the date given.

Written Work

- Understanding Research Articles
- Community Interview
- Research Application Paper
- Group Research Design Project

Understanding Research Articles

This assignment is designed so that you will understand how to read research articles and pull out important, but basic, information to determine:

- ✓ what is an empirical article
- ✓ the difference between quantitative and qualitative research
- ✓ what the authors were interested in studying
- ✓ the sample and whether the sample was appropriately selected for the study
- ✓ the main findings
- ✓ the application of the research to practice

In this assignment you are to turn in a written summary of two (2) articles:

- 1 article that used a quantitative method
- 1 article that used a qualitative method

Each written portion of the assignment (one paper for each article) is to include the following sections:

- (1) the research problem or idea
- (2) research question(s) being addressed or explored
- (3) research hypotheses (if there are any)
- (4) whether the research is quantitative or qualitative (include the reason WHY you identified the research method you did)
- (5) the type of sampling method conducted
- (6) main findings of the study
- (7) application to practice that the author(s) discussed (if there are any)
- (8) applications YOU believe the research could bring to practice, or you can discuss the lack of application if you believe that it does not have any

For this assignment please turn in:

↳ Written paper – 2 papers total (one for each article) no more than 5 pages in length each

(The original article in which you selected

Community Interview

This assignment is designed for you to go out into the community and to discuss with a practicing clinician his/her viewpoint on using research in practice, and his/her current practice using research. In this activity, you may get a wide variety of responses and feelings in relation to research. Some of the interview questions will be given to you, while others will be discussed and added in class, as well as you can add additional questions on your own based on your own interests or the way the interview is progressing. In order to complete this assignment you are to contact a counselor in the community practicing within a setting that is consistent with YOUR TRACK (e.g., school counseling track interviews school counselors; community counseling track interviews counselors in a community agency or private practice; marriage and family interviews a counselor practicing and working with families; student development interviews a counselor who is at a university setting, etc). Ask this counselor if you could interview them, for approximately 15-20 minutes, regarding how they use or do not use research in their daily practice. You can choose to tape record your interview or take notes; this is a personal choice of yours and the person you are interviewing.

For this assignment please turn in:

(2-3 page paper which:

- (briefly summarizes the interview, giving the general responses to your questions
- (your reaction to the response of the practitioner
- (your thoughts on the use of research in practice

Research Application Paper

This assignment is designed so that you bring research and practice together and learn how to apply existing empirical research to practice. It is designed so that, as a practitioner, you can use research in understanding a client that you are hypothetically counseling in order to:

- (better understand the presenting concerns;
- (acknowledge and apply theories, methods, and techniques that research has shown to be effective with the presenting concern;
- (develop a tentative plan of action for the client (e.g., next steps, goals of counseling)

For this assignment, you will be given a client vignette of someone you have seen in your agency, school, or private practice. This client could consist of an individual, group, family or couple with a presenting concern. You are to read through the vignette, determine what you believe the presenting concern to be and then research the presenting concern and find the research that discusses or has examines the presenting concern you are selecting from the vignette. Make sure some of the empirical articles you are using talk about what interventions or methods have proven to be EFFECTIVE in using in the type of case your vignette presents.

In researching the article you are to find 10 references (a minimum of 5 MUST BE empirical articles). The paper must be a maximum of 10 pages and MUST BE done in APA style (check the APA manual for this – APA style will be included in the grading of this assignment).

For this assignment please turn in:

(a maximum of 8-pages that include:

- (1) what you are believing to be the presenting concern of the client (and a BRIEF explanation of why you chose this concern)
- (2) your next steps – including things such as the theoretical orientation you will be using, interventions and techniques, specific programs, etc that you will be using with your client to work on the presenting concern. In this section you **MUST** cite research and talk about **WHY** you are choosing the methods/interventions/etc that you have decided to use! Back up your decision/argument with research!

Group Research Design Project

This assignment is designed so that you can learn how to apply the methods, designs and other basics of research into designing your own practice-based research study.

For this assignment, you will be divided into groups of approximately 5 individuals to design a research study. As a group, you can either design your own study from scratch, or you can be provided with a vignette of counselors that need to conduct a study and design the study from the vignette.

For this assignment please turn in:

(maximum of 5 page paper which contain the following

sections:

- (the research problem
 - (research question
 - (research hypotheses (if this is appropriate)
 - (sampling method
 - ✓ research method
 - ✓ research design (you may choose to draw or design a figure to better explain this section)
- ↳ IRB application (human subjects application) attached to the paper
- ✓ for this section you need to use the UNCG IRB form and complete it in its entirety, which means that you will need to either develop or find actual questions, surveys, or other assessments that you are going to use to include them as appendices. This also means that you will need to design a consent form(s) for your study.

Included as part of this assignment is that each group will act as an IRB for another group, determining whether their group ‘passes’ and is able to engage in their data collection for their research project. To ‘pass’ means that the IRB board believes that the benefits outweigh the costs to the participants in the research project, and that the researchers are taking every precaution possible to ensure the safety and rights of their participants.

Policy on attendance

CED 611 is a continuous class, where each class builds on the class material that was presented in the previous weeks. To miss a class will make it difficult to understand future material and to fully comprehend various aspects of research. Therefore, if you are to miss a class, please contact the instructor. If you are going to miss more than 1 class throughout the semester, you may want to consider taking the class at a different time – contact the instructor about this.

Also, in respect to the other students in the class, and the instructor, it is appreciated if you come to class on time. This will cause minimal disruption to other students in the class who are engaged in the lecture, discussions, and other classroom activities.

Policy on late assignments

Late assignments are subject to grade penalties (one letter grade for each day the assignment is late – assignments not handed in during class are considered one day late).

Cheating, submitting work other than your own, or plagiarism will result in an F in the course and will be reported to the Office of Student Affairs. If you are unsure of the University's Academic Integrity Policy and Honor Code, please refer to their website: <http://saf.dept.uncg.edu/studiscp/Honor.html>.

Accommodations of Student Needs

Students with special needs or disabilities will be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, the instructor might refer you to Student Disability Services in order for you to get the appropriate and required assistance (contact 336-334-5440 or visit <http://ods.dept.uncg.edu/> for more information on registration procedures).

Evaluation/Grading:

All written assignments are used in the evaluation of your work in the course and will determine your grade. Class group participation, regular individual participation, and attendance will be considered in the final grade.

Assignment	Points
Understanding Research Articles	2 @ 10 points each (20 points)
Community Interview	1 @ 10 points (10 points)
Research Application Paper	1 @ 35 points (35 points)
Group Research Design Project	1 @ 35 points (35 points)
Total Points:	100 points

Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

**Note: Course schedule is subject to change.

Week of:	Focus/Topics, Readings, and Assignments Due
8/16	Course Introduction Introduction to the Scientist-Practitioner Model Accountability in Counseling
8/23	Understanding Research (in class 1:00-2:30) • 2:30-4:00 Learning UNCG research system, Curry Bldg Room 304 Gerald Holmes <i>Readings:</i> ↪ Sexton, T.L. et al. (1997). The impact of outcome research in clinical decision making. In <i>Integrating outcome research into counseling practice and training</i> . ↪ Monette, D.R. (2005). Research in the human services. <i>Applied social research: A tool for the human services</i> .
8/30	Stages of Research; Scientific Method; Research Questions & Hypotheses; Research Methods – Q-Q-Q <i>Readings:</i> ↪ Sexton, T.L. et al. (1997). Reconstructing the research-practice relationship: Action research in clinical practice. In <i>Integrating outcome research into counseling practice and training</i> . ↪ Creswell, J.W. (2003). Research questions and hypotheses. In <i>Research design: Qualitative, quantitative and mixed methods approaches 2nd edition</i> .
9/6	LABOR DAY – no class
9/13	Research Methods – Q-Q-Q; Sampling Methods; Validity and Reliability <i>Readings:</i> ↪ Monette, D.R. et al. (2005). Sampling. In <i>Applied social research: A tool for the human services</i> . ↪ Creswell, J.W. (2003). Quantitative methods. In <i>Research design: Qualitative, quantitative and mixed methods approaches 2nd edition</i> . ↪ Creswell, J.W. (2003). Qualitative Procedures. In <i>Research design: Qualitative, quantitative and mixed methods approaches 2nd edition</i> . ↪ Asmundson, G.J.G. et al. (2002). Understanding data. In <i>Clinical research in mental health: A practical guide</i> .(pages 81-94)
9/20	Validity and Reliability cont'd; Methods of Data Collection; Quantitative Research Designs – Experimental <i>Readings:</i> ↪ Opie, C. (2004). Research procedures. In <i>Doing educational research: A guide to first time researchers</i> . ↪ Opie, C. (2004). Research approaches. In <i>Doing educational research: A guide to first time researchers</i> . (pages 73; 87-91) Assignment Due: ➔ Understanding Research Articles

9/27	Quantitative Research Designs – Quasi-Experimental Readings: (Opie, C. (2004). Research approaches. In <i>Doing educational research: A guide to first time researchers.</i> (pages 91-92)
10/4	Quantitative Research Designs – Correlational and Causal-Comparative; Case Study Readings: (Opie, C. (2004). Research approaches. IN <i>Doing educational research: A guide to first time researchers.</i> (pages 74-79). (Yin, R.K. (2003). Introduction. In <i>Case study research: design and methods</i> 3rd edition. Assignment Due: (Community Interview
10/11	FALL BREAK – no class
10/18	Qualitative Research Methods – sampling, validity/reliability; grounded theory; narrative analysis <i>Readings:</i> ↳ Opie, C. (2004). Research approaches. IN <i>Doing educational research: A guide to first time researchers.</i> (pages 93-94). Padgett, D.K. (2004). Introduction: Finding a middle ground in qualitative research. In <i>The qualitative research experience.</i> ↳ Oktay, J. (2004). Grounded theory. In Padgett, D.K. (Ed.), <i>The qualitative research experience.</i> ↳ Sands, R.G. (2004). Narrative analysis. In Padgett, D.K. (Ed.), <i>The qualitative research experience.</i>
10/25	Qualitative Research Designs cont'd – ethnography; case study research <i>Readings:</i> ↳ Floersch, J. (2004). Ethnography. In Padgett, D.K. (Ed.), <i>The qualitative research experience.</i> ↳ Drisko, J.W. (2004). Case study research. In Padgett, D.K. (Ed.), <i>The qualitative research experience.</i>
11/1	Q-Methodology <i>Readings:</i> ↳ Allgood, E. (2000). Attention in counseling and education: A Q methodological study. <i>Operant Subjectivity</i> , 24, 25-37. ↳ Houser, R. (1998). Development and application of research. In <i>Counseling and educational research: Evaluation and application.</i> ↳ Asmundson. G.J.G., et al. (2002). Generating worthwhile research ideas and setting an action plan. In <i>Clinical research in mental health: A practical guide.</i>

<i>Assignments Due:</i> ➤ Research Application Paper	
11/8	Program Evaluation <i>Readings:</i> ↳ Hadley, R.G. & Mitchell, L.K. (1995). Program evaluation: A variety of applied research; context and resource questions. In <i>Counseling research and program evaluation</i> . ↳ Hadley, R.G. & Mitchell, L.K. (1995). Program evaluation: Process and product questions; dissemination and utilization. In <i>Counseling research and program evaluation</i> .
11/15	Ethical Issues in Research <i>Readings:</i> ↳ Sikes, P. (2004). Methodology, procedures and ethical concerns. In <i>Doing educational research: A guide to first time researchers</i> . ↳ Waldrop, D. (2004). Ethical issues in qualitative research with high-risk populations. In Padgett, D.K. (Ed.), <i>The qualitative research experience</i> .
11/22	Ethical issues cont'd; Designing your own study; IRB and human subjects forms <i>Assignments Due</i> ➤ Group Research Design Project
11/29	Designing your own study, application
12/6	IRB board – evaluating others research projects

Have a great winter break! See you in the spring!