

## **Seminar in Counseling Evaluation and Research**

CED 777B Spring 2003  
Wednesday 1:00-3:50 p.m.

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### **COURSE DESCRIPTION**

This course is designed for advanced level graduate students admitted to the counselor education program. The course provides an extensive study of contemporary issues and trends in student research. The purpose is to provide students with an opportunity to examine the state of research in counseling, and based on this, to identify the subject of and prepare for the start of their doctoral dissertation study.

### **METHODS OF INSTRUCTION**

Course content will be delivered through seminar style discussion, student presentations and assignments, peer review, and lecture and presentation.

### **COURSE OBJECTIVES**

The major objectives of this course are to:

- become familiar with the topic of research
- be able to analyze and evaluate research articles
- determine the feasibility of a potential research project
- determine the strategies for productive research
- understand, identify, and plan out various quantitative and qualitative research designs
- identify common research designs
- recognize factors that may jeopardize the validity of research designs
- form a potential research hypothesis
- select from a variety of sampling procedures, and understand how to randomly assign subjects
- choose appropriate instrumentation
- choose appropriate data analysis to match research questions
- introduce a research report
- know how to write for various publications and apply for grants
- understand how to apply for permission to use human subjects research

### **REQUIRED READINGS**

#### Books:

Heppner, P. P., Kivlighan, D. M., & Wampold, B. E. (1999). *Research in counseling* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Col.

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping profession*. Belmont, CA: Thomson.

E-reserve readings:

- Creswell, J. W. (2005). Analyzing and interpreting qualitative data. In *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (pp. 230-256). Columbus, OH: Pearson.
- Creswell, J. W. (2005). Analyzing and interpreting quantitative data. In *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (pp. 174-201). Columbus, OH: Pearson.
- Kerlinger, F. N., & Lee, H. B. (2000). Chapters 1 through 3. On e-reserve.
- Janesick, V. J. (2004). The Analysis Cycle. In *“Stretching” exercises for qualitative researchers, 2<sup>nd</sup> edition*. (pp. 105-124). Thousand Oaks, CA: Sage.
- Stake, R. E. (2000). Case Studies. In N. K. Denzin, & Y. S. Lincoln *Handbook of qualitative research, 2<sup>nd</sup> edition*. (pp. 435-442). Thousand Oaks, CA: Sage.
- Strauss, A., & Corbin, J. (1990). Introduction. In *Basics of qualitative research: Grounded theory procedures and techniques*. (pp. 17-32). Newbury Park, CA: Sage.
- Tedlock, B. (2000). Ethnography and ethnographic representation. In N. K. Denzin, & Y. S. Lincoln *Handbook of qualitative research, 2<sup>nd</sup> edition*. (pp. 455-486). Thousand Oaks, CA: Sage.

Online readings:

- Steneck, N. (n.d.). ORI Introduction to the responsible conduct of research. Office of Research Integrity. Retrieved online January 7, 2005 at <http://ori.dhhs.gov/documents/rcrintro.pdf>.

## RECOMMENDED READINGS

- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4<sup>th</sup> ed.). Orlando, FL: Harcourt College Publishers. (note: Previous doctoral students have **highly** recommended this book, not only for this course, but also for comprehensive exams and beginning stages of their dissertation)
- American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed). Washington, DC: Author.

## COURSE REQUIREMENTS

**Be prepared for class**

- Class will be conducted in a seminar format in which you will be expected to critically discuss research methodology and how it applied to the profession of counseling. This will require **reading** and **reflection** prior to class. To help you prepare for the seminar discussions, complete the following for each topic covered in class:
- Read all assigned readings and reflect on the content before each class
- Study the corresponding handouts. This should include completing the selected activities and exercises (requirements or suggestions will be given in class), reflecting on the discussion questions, and carefully reviewing the material as it may affect your proposed topic. Carefully look over the homework for each class because we will be discussing these topics in class; come prepared to raise the questions that you'd most like to discuss.

- Additional homework assignments, which are to be turned in, will include reaction questions and application exercises. Assignments and discussion prompts will be announced in class.

### **Homework and Other Assignments**

Homework and other assignments are designed to help you in understanding the concepts of research, as well as to prepare you for your Proposal for Research Project. Each of these assignments will be discussed further in class.

#### **Project 1: Article Analysis and Evaluation**

Prepare a critical analysis of one empirical journal article relating to the counseling profession. Consult class discussion on the categories of research. Evaluate your selected article's merits and shortcomings.

The analysis should be limited to two typewritten double-spaced pages and should include an APA style reference. The primary purpose of the analysis is to critique the author's message and further acquaint you with different methods of research. This is an ANALYSIS of the article, not an explanation of it.

At the top of the first page, cite the article using APA style for references. This should be followed by background information concerning the article, including an overview of the study (maximum length for citation and background is one page).

On the second page, discuss the article from the perspective of the following:

Topic: Was the topic clearly introduced? Were the major terms clearly defined?

Research Method: What is the category of research reviewed?

Hypothesis: Are they precisely stated or implied?

Procedures: Are they clearly described? Are extraneous variables controlled? Is procedural bias controlled?

Feasibility: Could you replicate this study? If your answer is yes, what issues would you need to address to go about your data collection? If your answer is no, explain why you could not replicate this study. Also, identify and clarify any ambiguous terms.

In your discussion of the above topics, provide specific illustrations to support and/or explain your points. You should be prepared to give a brief presentation of your critique to the class.

#### **Project 2: Investigation of the Literature**

Prepare two annotated bibliographic references in support of two separate topics; each is to include eight to ten references. Select topics based on your interests within the profession of counseling. At least four of the references on each topic must be data-based, empirical, quantitative research, and one of the references must be data-based, empirical, qualitative research. Each list should have a heading that identifies the topic and all empirical articles should be identified as such. References should be cited in complete or correct APA format. Your annotations should include all information pertinent to a potential study, and should

be no more than one single spaced page for each reference (thus, **two** 8-10 page papers will be handed in for this project).

### **Project 3: Précis**

For this project you will be required to integrate various aspects of your proposed study into one document, a précis. Précis is defined as a concise summary (Webster dictionary). The précis will involve an integration of statements you have already developed, so it shouldn't be difficult. If some of your initial statements (in the exercises) have changed, you should incorporate those changes in your précis. This project will serve as the preliminary document upon which to build the project 4 proposal.

In preparing your précis, use the following headings: title, purpose (of the research plan), hypotheses, research design, participants, instrumentation, and data analysis. The précis should be typed, double-spaced, and no more than three pages. You will need enough copies for each class member and the instructor. As a group, we will discuss and critique the plans during class.

### **Project 4: Proposal for Research Project**

Prepare a fully developed proposal for a viable study. The proposal is to include the following sections: Introduction, Review of the literature, and Methodology. The proposal should be as complete as possible. The following outline with objectives is for your use as a guide in developing your research proposal.

This paper is designed to allow you to conceptualize a proposed research agenda from the material studied in class. This assignment is not to be a critique of *your* research idea, but instead to be a *proposal* for *your* research idea. In this assignment you are to:

- review and critique of related literature that supports your investigation
- state your proposed research problem
- the need for and significance of the study
- the research questions that you will be addressing
- the research methodology that will be used to address your research question

The paper should be 16-20 pages in length, 12-point font, 1" margins, APA style. In the paper you should provide background information on the topic, issue(s), and focus of the research. In this section you should also discuss your research issue/problem from the perspective of theory and status of the research in the literature – this latter section may also include the significance of and need for the study. You will need to ensure that you have you provide specific illustrations to support and/or explain your points. This may require hypothesizing about the topic, particularly concerning issue not yet addressed in the literature. Conclude the paper with the methodology section (i.e., How will the research be conducted?). This section should be approximately 8 pages. We will discuss further details in class.

Chapter 1: Introduction (approximately 5 pages)

- Statement of the problem
- Purpose of the study
- Significant of the study

Questions to be addressed (i.e., focus of research)  
Definition of terms

Chapter 2: Review of the literature (approximately 5 pages)

Chapter 3: Methodology (approximately 8 pages)

Introductory paragraph  
Research questions and hypotheses  
Population and samples  
Instruments  
Procedures and/or treatment  
Analysis of data (this will be fairly short in this project)  
Limitations of the study

**Project 5: Power Point Presentation of Proposal**

Below are the main points to be covered in your Power Point Presentation. The presentation should be no longer than 10 minutes followed by 5 minutes for fielding questions from the audience (your classmates). The order I've given below is typical, but not the only possible order. (In other words, order these topics any way you'd like, as long as you have a coherent and logical presentation).

Literature (included as necessary to address the points below)  
Purpose of the study  
Significance or need of the study  
Research questions (what you have presented up to this point should help the audience understand why you are asking the questions you are asking, and why these question are important)  
Hypotheses (should follow directly from the literature and your research questions)  
Sample  
Data analysis plan  
Conclusion/Wrap-up (whatever you want to bring closure to your presentation)

Tentative Course Schedule

Week	Topics and Activities	Readings Prior to Class
January 12	Introduction Knowledge of Research (including methods, designs, sampling, etc) Topics and things interested in	In- class assignment 1
January 19	Meaningful research in counseling Article analysis Constructs and research ideas	Kerlinger Ch 1, 3 (e-reserve) Heppner et al. Ch 1 Heppner & Heppner Ch 2  Homework 1 Due In-class assignment 2

Tentative Course Schedule Cont'd

January 26	Basic Ideas of Research	Heppner et al. Ch 15, 16, 17 to page 405 Heppner & Heppner Ch 4 up to pg 56  Project 1 Due In-class assignment 3
February 2	Research Questions Hypotheses Operational Definitions	Heppner et al. Ch 2, 17 (pg 405-409) Kerlinger Ch 2 Heppner & Heppner Ch 5  In-class assignment 4, 5, 6, 7
February 9	Common Designs: Experimental, Quasi-Experimental	Heppner et al. Ch 3, 6, 7 Heppner & Heppner Ch 6  Homework 2 Due In-class assignment 8, 9
February 16	Common Designs: Single-Subject, Descriptive	Heppner et al., Ch 8, 9  Project 2 due In-class assignment 10
February 23	Common Designs: Qualitative Designs	Heppner et al. Ch 10 Janesick (2004) Stake (2000) up to pg 442 Tedlock (2000) up to pg 466 Strauss & Corbin (1990)  Homework 3 Due In-class assignment 11
March 2	Mixed Methods Sampling procedures	Gioia (2004) Heppner et al. Ch 13, 19  Homework 4 Due In-class assignment 12, 13, 14
March 9	Spring Break – No Class	
March 16	Instrumentation Independent and Dependent Variables	Heppner et al. 11, 12 Heppner & Heppner Ch 7, 8 Project 3 Due
March 23	Factors Jeopardizing Validity of Designs	Heppner et al. Ch 4, 14  In-class assignment 15
March 30	Data analysis	Creswell (2005) Ch 7, 9 Heppner & Heppner Ch 12, 13

April 6	ACA – No Class	Preliminary Project 4 Due
April 13	Legal and Ethical Issues in Research Peer Review of Preliminary Project 4	Steneck (n.d.) online reading Peer Review of Project 4
April 20	Legal and Ethical Issues in Research Continued Institutional Review Boards: Using Human Subjects in Research	Heppner & Heppner Ch 14 Homework 5 Due
April 27	Writing Publications and Grants	Readings to be announced Homework 6 DUE In-class assignment 16
May 5	Reading Day	Project 4 Due
May 11	Finals Week	Project 5 Due Brief Presentation of Proposal

\*This is a tentative schedule and can change at any time during the semester as determined by the instructor.

## EVALUATION

The requirements that impact the final grade earned by a student include timely completion of assignments, active class participation, and satisfactory work on all assignments.

There will be no incomplete (I) given for this course unless the student has an unforeseen medical reason which is verified in writing. An F will be given for violations of the Academic Integrity Policy.

### Attendance

Attendance is a requirement for the course. If you are absent for *more than one class* during this semester, your grade may be negatively impacted.

### Policy on Late Assignments

Assignments must be turned in at 1:00 p.m. on the day they are due. Assignments turned in after the beginning of the class period will be considered late. Late assignments are subject to grade penalties. One letter grade will be deducted for each day the assignment is late (therefore, if you hand an assignment in that is considered 'A' work 2 days late you will receive a 'C,' if the assignment was 'B' work, you would receive a 'D.' Assignments not handed in during class time 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>.

## GRADES

Grades will be based on the five project assignments, brief homework assignments (these will be assigned most weeks), and class participation.

Project 1: Article Analysis and Evaluation	15 points total
Project 2: Investigation of the Literature	30 points total
Project 3: Précis	15 points total
Project 4: Proposal Development	50 points total
Project 5: Brief Proposal Presentation	15 points total
In-class and Homework Assignments	<u>30 points total</u>
	<b>155 points</b>

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

### Accommodations of Student Needs

The University of North Carolina at Greensboro recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or as soon as given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services in Room 101, Park Building, (336) 334-5440 (or visit <http://ods.dept.uncg.edu/> for more information on registration procedures).

### Program Statement of Expectations

The University of North Carolina at Greensboro (UNCG) Department of Counseling and Educational Development (CED) is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The UNCG CED Department attempts to establish a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training related requirements for self or others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional

attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program.

**CED 777B  
PEER REVIEW FORMAT**

In writing up your peer review of the proposal, put each of the following headlines (or questions) in bold type, use 12 point Times New Roman, 1" margins, double-space between headings and single space for your responses. Your final review should be roughly five pages (minimum of four, please no more than seven).

*Chapter One*

Is chapter one clear? Does it create interest in the topic? Does it reflect the title and the central idea of the proposal?

What is the question (thesis statement)?

Is the question clear and precise?

Is the conclusion clear (the justification for the study)?

Comment on each section as to its meeting the intended purpose.

Statement of the problem

Purpose of the study

Need and significance of the study

Focus of the research

*Chapter Two*

How many paragraphs are in chapter two (excluding the introduction and conclusion)?

Paraphrase the topic sentence of each paragraph (excluding the introduction and conclusion):

Paragraph 1:

Paragraph 2:

Etc, etc, etc

Are the topic sentences clear in each paragraph?

Does each topic sentence explain or develop the thesis statement in some way?

Are the paragraphs in the best order?

*Chapter Three*

Is chapter three clear? Does it answer methodological issues? Does each section explain or develop a response to the subheading?

Comment on each section:

Hypotheses or research questions

Subjects

Instruments

Procedures

Analyses of data

Limitations of the study

*Overall Proposal*

Does the author offer evidence to support the investigation?

Is the style clear, graceful, flowing, crisp, etc? (i.e., what is the style of the proposal?)

Author of proposal:

Title of proposal:

Name of editor: (your name)

Date: