

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 408: Research Seminar

INSTRUCTOR INFORMATION

name  
office  
phone  
e-mail

COURSE DESCRIPTION

Introduces students to the nature of social/scientific research, with particular reference to the research methods and statistical treatments that are appropriate to the study of problems and issues related to professional counseling. Students demonstrate their critical understanding by designing a research proposal. This course contributes to the Research and Program Evaluation component of the program and is required of all students.

PREREQUISITE

COUN 404 Evaluation Techniques

RECOMMENDED TEXT

Ary, D., Jacobs, L., & Razavieh, A. (2005). *Introduction to research in education* (7<sup>th</sup> ed.). Ft. Worth, TX: Holt, Rinehart, & Winston.

MODE OF INSTRUCTION

Lecture/discussion supplemented with tutorial sessions and individual exploration

COURSE OBJECTIVES

The objectives of the course support the College of Education Performance Standards #9 Assessment, #12 Research, and #13 Diversity. (See Appendix A for table of standards.) In addition, these objectives are designed to

1. introduce students to the importance of social/scientific research in the counseling field;
2. acquaint them with research designs, including methods used in quantitative and qualitative approaches;
3. help them to understand the difficulties involved in defining research problems and supporting hypotheses;
4. introduce them to various types of data collection, including standardized instruments, self- design inventories, needs assessments, and program evaluations;
5. help them to recognize and use descriptive statistics, including measures of central tendency, indices of variability, and correlation coefficients;
6. help them to recognize and use inferential statistics, including t-test, analysis of variance, and chi-square test;
7. require students to demonstrate their competencies in using research methods by designing and writing a proposal;
8. acquaint them with ethical standards for conducting research, including issues related to minorities, persons with disabilities, and other special populations; and
9. introduce students to the use of computer based search and statistics applications.

### REQUIRED PROJECT

The student will design and write a 3-chapter research proposal on an approved topic, including Introduction, Literature Review, and Method. The project satisfies the performance-based assessment component of the course.

### STUDENT EVALUATION

Each student will be required to complete a midterm examination covering the material in the text, other assigned readings, and the lecture material presented in class. Grades will be assigned on the basis of the student's performance on the exam and the proposal project.

### GRADING POLICY

Midterm exam	40% of grade
Proposal project	60% of grade

A = 90-99    D = 60-69  
 B = 80-89    F = below 60  
 C = 70-79

### INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

### ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools (midterm exam and proposal) will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

### STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

### STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read assigned materials, participate in class discussions, submit the proposal, and take the examination.

**COURSE TOPICS AND SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Standard</b>
1	Introduction to research and basic approaches to research design in the social sciences	Ary, Chap. 1	CACREP II.K.8.a
2	Selection of research problems and formulation of hypotheses	Ary, Chaps. 3-4	CACREP II.K.8.a,b
3	Uses of psychometrics in research; sampling	Ary, Chap. 8 and pp. 162-172 in Chap. 7	CACREP II.K.8.d
4	The role of descriptive statistics in research	Ary, Chap. 6	CACREP II.K.8.c
5	The role of inferential statistics in research	Ary, Chap. 7	CACREP II.K.8.c
6	Types of experimental research designs; hypothesis rejection	Ary, Chap. 10	CACREP II.K.8.b
7	Causal/comparative research	Ary, Chap. 11	CACREP II.K.8.b
8	Correlational research and survey research	Ary, Chaps. 12-13	CACREP II.K.8.b
9	Case studies and other qualitative approaches to observational research	Ary, Chaps. 14-15	CACREP II.K.8.b
10	Midterm examination  Basic elements of program evaluation; ethical considerations in conducting research and program evaluation; 6 step model of program evaluation (American Evaluation Association)	<a href="http://www.cdc.gov/progeval">www.cdc.gov/progeval</a> <a href="http://www.eval.org">www.eval.org</a>	CACREP II.D.8.f
11	Ethical and legal issues in research; interpretation of research with respect to minorities and persons with disabilities		CACREP II.K.8.f
12-14	Individual tutorial sessions on proposal projects		
15	Use of needs assessments to effect program change; Implications of research findings for counseling effectiveness	Handout Proposal due	CACREP II.K.8.d,e

## BIBLIOGRAPHY

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- Creswell, J.R. (2007). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3<sup>rd</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
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## Appendix A: Table of Standards

The course objectives for Research Seminar are linked to the following standards. (COE = College of Education; CACREP = Council for Accreditation of Counseling and Related Educational Programs; CORE = Council on Rehabilitation Education.)

COE Performance Standards #9 Assessment and #12 Research

CACREP II.K.8 = Research and Program Evaluation

CORE C.8 = Research and Program Evaluation

1. introduce students to the importance of social/scientific research in the counseling field;  
COE Performance Standard #12  
CACREP II.K.8.a  
CORE C.8.1
2. acquaint them with research designs, including methods used in quantitative and qualitative approaches;  
COE Performance Standard #12  
CACREP II.K.8.b  
CORE C.8.2
3. help them to understand the difficulties involved in defining research problems and supporting hypotheses;  
COE Performance Standard #12  
CACREP II.K.8.a  
CORE C.8.1
4. introduce them to various types of data collection, including standardized instruments, self-design inventories, needs assessments, and program evaluations;  
COE Performance Standard #9  
CACREP II.K.8.d  
CORE C.8.5
5. help them to recognize and use descriptive statistics, including measures of central tendency, indices of variability, and correlation coefficients;  
COE Performance Standard #9  
CACREP II.K.8.c  
CORE C.8.5
6. help them to recognize and use inferential statistics, including t-test, analysis of variance, and chi-square test;  
COE Performance Standard #12  
CACREP II.K.8.c  
CORE C.8.5
7. require students to demonstrate their competencies in using research methods by designing a proposal;  
COE Performance Standard #12  
CACREP II.K.8.e  
CORE C.8.2, C.8.3, C.8.4, and C.8.6
8. acquaint them with ethical standards for conducting research, including issues related to minorities, persons with disabilities, and other special populations; and  
COE Performance Standard #13  
CACREP II.K.8.f  
CORE C.8.7
9. introduce students to the use of computer-based search and statistics applications.  
COE Performance Standard #12  
CACREP II.K.8.c  
CORE C.8.5 and C.8.6