

**Nova Southeastern University
Center for Psychological Studies**

Course Outline

Course # & Title: CGPY 507 - Research and Evaluation for School Counselors

Credit Hours: 3

Location/Section: Miami/M2G

Dates: June 6, 7, 8, 2008
June 27, 28, 29, 2008

Instructor: Craig D. Marker, Ph.D.
marker@nova.edu

Class Times: Fridays 6:00 PM to 10:00 PM
Saturdays 8:30 AM to 6:00 PM
Sundays 8:30 AM to 5:30 PM

Required Texts: Marczyk, G. R., DeMatteo, D., Festinger, D. (2005) *Essentials of Research Design and Methodology*, John Wiley and Sons. ISBN: 0-471-47053-8

Course Description:

This course seeks to prepare school counselors to be informed consumers of research and evaluation within educational settings. It covers basic statistics, research designs, and program evaluation. In addition, it reviews procedures of accountability for guidance departments.

This course is designed to be a graduate-level course covering research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analyses), and program evaluation. Validity issues in research (internal and external), cross-cultural issues, and research ethics are emphasized throughout.

Course Objectives:

- Understand the importance of research and opportunities and difficulties in conducting research in the counseling profession
- Demonstrate knowledge of basic parametric and nonparametric statistical concepts necessary to understanding research
- Understand basic types of research methods including quantitative and qualitative research designs, single case designs, action research, and outcome based research
- Understand reliability, validity, and common errors in research
- Use professional databases to locate research
- Demonstrate procedures used to attain accountability in guidance departments.

- Describe ethical and legal considerations in research
- Understand the issues present when conducting research with culturally-diverse students.

Calendar:

First Weekend

Prior to Friday read Marcyzk et al. Chapters 1, 2, 3, 4, 6, (additional reading assignments will be posted on WebCT; please check often)

Friday	-Introduction and course overview; Scientific Approach (Quiz)
Saturday	-Developing Research Questions; Extraneous Variability (Quiz)
Sunday	-Measurement; Methods of Data Collection; Validity (Quiz)

Second Weekend

Prior to Friday read Marcyzk et al. Chapters 5, 7, 8, 9 (additional reading assignments will be posted on WebCT; please check often)

Friday	-Descriptive Statistics (Quiz; Paper due at beginning of class)
Saturday	-Inferential Statistics (Quiz)
Sunday	-Inferential Statistics (Quiz)

Description of Assignments

Quizzes

After each topic a short quiz will be given. These quizzes will be based on the lecture and the book. The book is very good at highlighting the most important information in research methods (gray boxes). Although, it may sound intimidating, the quizzes will be short and should be relatively easy if you paid attention to the lectures and read the readings. The quizzes will be a combination of multiple choice, true-false, and short answer.

Research Critique Paper

In class, we will discuss many research articles and practice our knowledge of research methods. Thus, we will have quite a bit of familiarity with research critiques, with our end goal being that we will be good consumers of research articles. For this assignment, students will critique one selected research article, which will be due at the beginning of the second weekend. Articles will be given out in class.

The paper must be a minimum of 5 typewritten, double spaced pages utilizing the publication format of the APA. Resources must be referenced and outside references must be used (Websites are not counted as outside references; only articles and outside books).

Plagiarism will not be tolerated. I will be using turnitin.com to ensure papers are original works. If you use someone else's words, they must be quoted. If you use someone else's idea, it must be referenced. Papers must be turned in by email on the Friday of the second weekend. Every day late will result in a 5% reduction. Papers will not be accepted after Sunday of the second weekend.

A format for critiquing the articles follows:

BIBLIOGRAPHIC INFORMATION (provide reference in APA style)
SUMMARY OF THE RESEARCH

- PROBLEM STATEMENT (research question):
- BACKGROUND (does the article provide a good rationale for the question):
- HYPOTHESIS (what does the author predict):
- MEASUREMENT OF VARIABLES
 - Dependent variable:
 - Independent variable(s):
 - Control variable(s):
- RESEARCH DESIGN:
- SAMPLING (random assignment/random selection):
- INSTRUMENTATION (how do they measure; is it operationally defined):
- DATA COLLECTION/ETHICS:
- DATA ANALYSIS:
- Author's CONCLUSIONS:

CRITIQUE

Possible Threats to Internal Validity
e.g., History, Maturation, Instrumentation, Testing or Practice Effect,
Statistical regression (regression toward the mean), Selection, Mortality,
Sequencing, Participant Effects, or Experimenter Effects

Possible Threats to External Validity

CONCLUSIONS:

- Does the article make sense?
- Is the article useful?
- Do you have confidence in the findings? Why or why not?
- What significance do you see from this study for society in general?
- What significance do you see from this study for public administrators?
- Do you see it significantly changing the way you would practice?

Grading Criteria:

The course requirements and grade for the course will include:

- (1) 6 Quizzes (50% grade; 10% each one; lowest quiz score will be dropped)
- (2) Case Study Research Paper (30% of grade)
- (3) Class Participation (20% of grade)

The following grading scale will be used for all assignments:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
100 – 90 =	A	79.50 – 65 =	C
89.50 – 80 =	B	64.50 or below =	F

Cell phones, pagers, noisy watches:

Please either turn off or switch to a vibrating setting any pagers, cell phones, etc. Please inform the instructor if your situation is of a critical nature and requires you to respond to these devices.

Notes:

- I would like to make myself available for assistance as much as possible. Please feel free to

bring up questions related to the materials during class time. In between classes, please email me or write your question in our WebCT discussions. It is quite common for many people to have the same question, so please feel free to share your questions in the discussions.

- Each bit of new material builds on the previous material. As long as you have mastered the old material, then the new stuff is just one small step forward. On the other hand, if you do not know the old material, then the new stuff is totally incomprehensible. Keeping up means coming to class, asking questions, and doing homework on a regular basis. If you are getting lost, then get help immediately.
- I will attempt to present the material in many different ways in order to facilitate learning. Sometimes, the method of presentation may not fit your style of learning. If that is the case, attempt cognitive restructuring and other techniques in order to minimize frustration (e.g., just go with the flow until you get it). My grandmother (who wore dentures) used to say about food: “sometimes you just have to put things aside and chew on what you can handle.” I think the same thing is true in this course. I also like the example of jogging in place if you don’t get the sequence of steps down in aerobics. In general, I think frustration is one of the biggest obstacles to learning research methods and statistics.
- I will also try to bring out your learning through class participation. There is no expectation of mastering the topic during class participation. Rather class participation is a place to ‘chew’ through the problems in order to learn it better. I like the learning program of 1) observing, 2) doing, and 3) teaching. When I ask for classroom participation it is to work through this process. I hope that we will laugh and have some fun during this class. However, please be supportive to your classmates when they are participating. I am sure that you are all very empathetic of the process of being in front of others in class.
- I would like to use WebCT for discussions and as a forum for students to discuss issues. I will also post articles and helpful materials there. Please access it as soon as possible. If you can’t access it, email me or the person you registered with to get access.

Bibliography

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

Cohen, J. (1990). Things I have learned (so far). *American Psychologist*, 45, 1304-1312.

Cohen, J. (1994). The earth is round ($p < .05$). *American Psychologist*, 49 (12), 993-1003.

Okazaki, S., & Sue, S. (1995). Methodological issues in assessment research with ethnic minorities. *Psychological Assessment*, 7(3), 367-375.

NSU Institutional Review Board (n.d.). *Policy and procedure manual for research with human subjects*. On line at <http://www.nova.edu/cwis/ogc/irb/manual.html>.

Sales, B.D., & Folkman, S. (2000). *Ethics in research with human participants*. Washington, DC: American Psychological Association.

Other articles will be placed on WebCT