CPSY 450: Research in counseling  
Fall 2017  
Mon 1:40 – 4:00  
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hxu2@luc.edu (best contact method)  
LT 1142  
Office hours: Monday 4:00 -5:00 PM  

Course Description  
This is a doctoral-level course on research methods that is required of all students in the doctoral program in counseling psychology. It can also be taken by master’s students in the community, clinical mental health, and school counseling programs to fulfill the research methods core requirement of these three programs.  

Each week will consist of questions and discussions of readings as well as some lecture on the topic. Students are expected to: (a) be prompt, (b) be respectful of each other, (c) come prepared, having read the material and having questions for discussion and (d) ask questions (if you do not know odds are others do not either).  

Also, each week a different article, serving as an example, will be assigned to be read by all. A specific student (or students) will present this preassigned article to the class. The student should summarize the article, locate it in a larger landscape of the field, and describe it in sufficient detail that an audience can understand it without being overly burdened with detail. The presentation should also cover why the article is (un)important and offer a critique. The student should then lead class discussion focusing on the assets and liabilities of the article and its potential impact on the field.  

The course is structured so that major quantitative analytic tools can be grasped by the student so that they can critically read and evaluate the professional literature and design their own study. The primary goal is for students to understand the fundamental ideas (i.e., big pictures of research methods) involved in each analytic tool and to be able to choose appropriate analyses for their research question. Added training/exercises might be needed for students to be able to apply analytic tools in a technically appropriate manner (i.e., technical procedures of research methods) but the focus of this course is to help students develop a strategic sense of research methods, based on which students can absorb detailed tactical procedures of research methods later.  

Specially, therefore, this course is designed to help students achieve two hierarchical learning goals, including: (1) gaining knowledge about research in counseling (e.g., various analytic strategies, and coordination between research questions and research design), and (2) learning application of knowledge in research to research design, critique and interpretation.  

Note: The two course objectives are the objectives that students will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system. In the IDEA system, these are labeled (1) gaining a basic understanding of the subject (e.g., factual
knowledge, methods, principles, generalizations, theories), (2) learning appropriate methods for collecting, analyzing, and interpreting numerical information. The addendum to this syllabus (see last page) explains more about the IDEA Course Evaluation System.

Course Requirements
Students are expected to have read all material for the course and engage in class discussion on the readings. There will be two exams, a midterm and final. Written assignments will consist of a manuscript review, and a research proposal. In addition, students will be expected to present their research proposal to the class.

Grading will be based on midterm exam (20%), final exam (20%), research review (10%), research presentation (15%), research proposal (25%), and class participation (10%).

The exams will consist of short answer (e.g., definition of terms) questions as well as an essay or two geared at integration and application of concepts.

Short answer evaluation rubric: Short answers will be evaluated for accuracy of explanation and inclusion of importance.
- Accuracy: 6 points for a completely accurate definition/description, 4 points for a mostly accurate description, 2 point for a small part being accurate but most inaccurate, and 0 points for an inaccurate response.

- Importance: 4 points for an accurate description why the concept is important, 2 point for partial coverage of importance, and 0 points for having no accurate reporting of importance.

Essay evaluation rubric: The paper is evaluated for accuracy of content (40%), adequacy of coverage (40%), and quality of organization (20%).

- Accuracy of content (40%): 40 points for completely accurate information; 30 points for mostly accurate (1 or 2 errors), 20 points for fairly accurate information with several errors, 10 points for mostly inaccurate information, 0 points for inaccurate content.

- Adequacy of coverage (40%): 40 points for complete coverage of content; 30 points for mostly covering content (1 or 2 minor omissions), 20 points for fairly complete information but with some prominent omissions, 10 points for many prominent omissions, and 0 points for egregious omissions.

- Quality of critical examination (20%): 20 points for well organized presentation of content and logical flow; 10 points for partial organization of material and/or some lapses in logical flow, and 0 points for no organization or just listing of material.
Students will hand in a **brief research review** on a manuscript provided. This task is intended to help them hone their critical skills as well as learn the process of manuscript submittal and review. The students are to act as if they were editorial consultants and submit a brief 1-3 page, single spaced review of the manuscript. The specific article to review is posted on blackboard. Reviews will be evaluated using the essay rubric stated above.

**Research presentation** will consist of the student presenting a research proposal to the class. This should include a brief summary of the research questions and their justification. Most of the presentation should focus on issues of method and analysis. What data will be collected and how? How will the data be analyzed? How will these data and analyses answer the research question? Strength and weaknesses? To assist with this task, the class as a whole (and in smaller groups) will potentially engage in designing several studies.

**Research proposal** will probably consist of the same content as the research presentation (although this is not necessary). The student will write a research proposal in a manner similar to a journal article (in APA style). This will consist of 3-6 pages of introduction (introduce and justify the research question and review appropriate literature), method (sample, measures, treatments, procedures, analysis), discussion of hypothetical results and what they will state, and finally limitations of the study. This should be no longer than 20 pages of text (excluding references). Reviews will be evaluated using the essay rubric stated above.

**Late Assignment Policy**: If you submit any assignment after the class start time (i.e., 1:40 PM) of the due date, your assignment will be considered late. You could receive 50% of the total points if you submit your assignment (except the research proposal) within one week after the due date. After one week since the due date, your assignment will not be accepted.

**Readings**

See Reading Assignments on the attached course schedule. All, except where otherwise noted, can be downloaded from the University Library electronic journals data base. Those that are unavailable electronically will be posted on Sakai.
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<tr>
<th>Class</th>
<th>Content</th>
<th>Assignment</th>
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<tr>
<td>Aug 28</td>
<td>Introduction to course</td>
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<td>Sep 4</td>
<td>Labor day</td>
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<td>Sep 11</td>
<td>Grad school survival Research criteria</td>
<td>Schwartz (2008)</td>
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<td>Basic research design</td>
<td>T2-dissertation guide</td>
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<td>Tracey-JCP review guidelines</td>
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<td>Article 1 ()</td>
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<td>Sep 18</td>
<td>Significance testing, effect size, and power</td>
<td>Tracey &amp; Glidden-Tracey (1999)</td>
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<td>Tracey, 2000</td>
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<td>Article 2 ()</td>
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<td>Sep 25</td>
<td>Measurement: Classical, Item response theory</td>
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<td>Hoyt et al. (2006)</td>
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<td>Article 3 ()</td>
<td>Harvey &amp; Hammer (1999)</td>
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<td>Goldman &amp; Anderson (2007)</td>
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<td>Oct 2</td>
<td>General Linear Model Regression/Mediation/Moderation Multilevel models</td>
<td>Wampold &amp; Freund (1987)</td>
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<td>Frazier et al. (2004)</td>
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<td>Oct 9</td>
<td>Mid-Semester Break</td>
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<td>Oct 16</td>
<td><strong>Midterm exam</strong></td>
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<td>Oct 23</td>
<td>Factor Analysis</td>
<td>Fabrigrar et al. (1999)</td>
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<td>Cluster/MDS</td>
<td>Borgen &amp; Barnett (1987)</td>
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<td>Fitzgerald &amp; Hubert (1987)</td>
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<td>Neville et al. (2000)</td>
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<td>Oct 30</td>
<td>Structural Equation Modeling</td>
<td>Quintana &amp; Maxwell (1999)</td>
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<td>Article 6 ()</td>
<td>Weston &amp; Gore (2006)</td>
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<td>Dunckley et al. (2000)</td>
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**Article Review due**

Nov 6       Longitudinal modeling
            Missing values
            Article 7 ()

Nov 13      Meta-analysis

Nov 20      Presentations of proposals

Nov 27      Presentations of proposals

Dec 4       **Final Exam**

Dec 11      No class in the exam week   **Proposals due**

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**Readings**


SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Social Action through Education. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination are as empirically-based as possible.

DIVERSITY

Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. We will cover educational and career development issues with diverse populations to facilitate your work with diverse clients and communities.

DISPOSITIONS

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The specific disposition that student should develop in this class is Professionalism. The descriptions of the expected behaviors for the listed disposition can be found on the rubric posted in LiveText for this course.
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.