CPSY 450: Research in counseling
Fall 2019
Mon 4:15 – 6:45
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LT 1142

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 (d) ask questions (if you do not know odds are others do not either).

The course is structured so that major quantitative research methods 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., research methods and the coordination between research questions and research methods), and (2) learning to apply knowledge in research to research design, critique and interpretation.

Note: Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed. The evaluation is completely anonymous and will not impact a student’s grade. The addendum to this syllabus (see last page) explains more about the Smart Evaluation System.

Course Requirements
Students are expected to have read all material for the course and engage in class discussion on the readings. Grading will be based on weekly comment paper (5%), Research critique (10%), quiz 1 (15%) and 2 (15%), research review (15%), research proposal presentation (10%), research proposal (20%), and class participation (10%).
**Weekly comment paper.** At the end of the class, students will write a brief paper about any reflection, questions, or feedback related to the class material and turn it in. The comment paper should be at least two sentences, so the grading focus is on the completion of the paper instead of the length. The comment paper will serve as a tool to enhance students’ reflection and interaction with the instructor. The instructor will address typical or important questions selected from the comment papers in the next class.

**Research critique.** One of the best ways to build research interest is to find and critique research of personal relevance. In this assignment, first you need to identify a topic of personal interest to you. For example, a mental health area in which you would like to see changes on yourself. Then you need to identify a TCP or JCP empirical article that investigates that topic. Last, you will present the article to the class (summarize essential information, no more than 20 minutes), offer a critique, and lead class discussion (focusing on questions, comments, assets, and liabilities related to the article). Other students need to read the article and post at least two questions for that article on the discussion forum one day before the presentation day.

**Quiz.** To ensure you gradually build the knowledge foundation through the course, you will take two quizzes (open book). Quiz 1 consists of multiple-choice questions focusing on the content covered in the Chapters 2, 5, 7, and 10 of the text. Quiz 2 consists of multiple-choice questions focused on the content covered in the Chapters 11, 12, and 13 of the text. You can find the quizzes in the Tests and Quizzes section of Sakai. Once you start a quiz, you will have only two hours to answer 30 multiple choice questions. So it is recommended that you read the textbook before taking the quiz. You will only have one chance for each quiz and will be able to see the immediate feedback for your answers after you finish the quiz.

**Research review.** 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 1-2 page, single spaced review of the manuscript. Reviews will be evaluated in terms of the adequacy (content coverage), accuracy (validity of points), organization (writing clarity and cohesion), and particularly critical thinking (depth and salience of points) of your review.

**Research proposal presentation** will consist of the student presenting a research proposal to the class (no more than 25 mins). The proposal should cover introduction (introduce and justify the research question and review appropriate literature), method (sample, measures, treatments and/or procedures, analysis), discussion of hypothetical results, and finally limitations of the study. To assist with this task, the class as a whole (and in smaller groups) will potentially engage in designing several studies. Proposal presentation will be evaluated in terms of the adequacy (content coverage) and organization (presentation clarity and cohesion).
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 and/or 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 (double spaced, excluding references). Proposals will be evaluated in terms of the adequacy (content coverage), accuracy (validity of points), organization (writing clarity and cohesion), and particularly integration of research questions, hypotheses, and methods.

Late Assignment Policy: If you submit any assignment after the class start time of the due date, your assignment will be considered late. You could receive 50% of the total points if you submit your assignment within one week after the due date. After one week since the due date, your assignment will not be accepted.

Grading:
Final course grades will be assigned on the following basis:
90.0-100% = A
87.0-89.99% = B+
80.0-86.99% = B
77.0-79.99% = C+
70.0-76.99% = C
60.0-69.99% = D
<60% = F

Text & Readings

Supplemented 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.
## Course Schedule

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<thead>
<tr>
<th>Class</th>
<th>Content</th>
<th>Assignment</th>
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<tr>
<td>Aug 26</td>
<td>Introduction to course</td>
<td>Text, Chapter 2</td>
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<td>Research training: joys and challenges</td>
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<td>Sep 2</td>
<td><strong>Labor Day</strong></td>
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<td>Sep 9</td>
<td>Identifying interests and operationalizing</td>
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<td>topics</td>
<td><strong>Research critique topic and</strong></td>
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<td><strong>article due</strong></td>
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<td>Sep 16</td>
<td>Validity issues in research</td>
<td>Text, Chapters 7</td>
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<td>Example article 1</td>
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<td>Sep 23</td>
<td>Measurement</td>
<td>Text, Chapters 10</td>
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<td>Example article 2</td>
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<td>Sep 30</td>
<td>True experiment design</td>
<td>Text, Chapters 11</td>
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<td><strong>Quiz 1 due</strong></td>
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<td>Oct 7</td>
<td><strong>Mid-semester break</strong></td>
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<td>Oct 14</td>
<td>Correlational design</td>
<td>Text, Chapters 13</td>
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<td>Oct 21</td>
<td>Longitudinal design</td>
<td>Text, Chapters 12</td>
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<td>Oct 28</td>
<td>Course summary I:</td>
<td>Tracey &amp; Glidden-Tracey, 1999</td>
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<td>Match research questions with methods</td>
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<td>Translate research questions to research</td>
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<td><strong>Quiz 2 due</strong></td>
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<td>Nov 4</td>
<td>Research critique I: Read TCP articles</td>
<td>JCP review guidelines</td>
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<td>Vocational psychology()</td>
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<td>Psychotherapy process and outcome()</td>
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<td>Nov 11</td>
<td>Research critique II: Read JCP articles critically</td>
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<td>Multicultural/social justice()</td>
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<td>Nov 18</td>
<td>Presentation of proposal</td>
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<td>Nov 25</td>
<td>Presentation of proposal</td>
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<td>Dec 2</td>
<td>Course summary II: Revisit key concepts</td>
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<td>Research journey</td>
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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.
Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

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.