CPSY 450: Research in Counseling
Fall 2021
Thursday 1:15 – 4:15
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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 (20%), midterm exam (30%), research proposal presentation (10%), research proposal (25%), 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 and practice using past research to guide one’s own research. In this assignment, first you need to identify a topic of personal interest to you. For example, a mental health area you have passion for. Then you need to identify a TCP or JCP empirical article that investigates that topic. Last, you will present the article to the class (no more than 15 minutes; summarize essential information, including rationale, method, result, and theoretical/practical implication), offer your critique (around 10 mins; present assets and liabilities related to the article, and discuss its implication to your research), and lead class discussion (around 5 mins; focusing on questions and comments). Other students need to read the article and post at least two questions for that article on the discussion forum two days before the presentation day. The presenter will summarize the questions and incorporate them in the discussion. Your performance will be evaluated in terms of content adequacy, thoughtfulness/critical thinking, and presentation clarity. **There are two sessions of research critique. For each session, students will identify one article of their interest.**

Midterm exam. To ensure you gradually build the knowledge foundation through the course, you will take a midterm exam (open book). The midterm exam consists of multiple-choice questions focusing on the content covered in Chapters 2, 5, 7, and 10 and 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 60 multiple choice questions. So it is recommended that you read the textbook before taking the exam. You will be able to see the feedback for your answers after you finish the exam.

Research proposal presentation will consist of the student presenting a research proposal to the class (no more than 30 mins, excluding discussion and feedback time). 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 database. Those that are unavailable electronically will be posted on Sakai.
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<td>Sep 2</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 9</td>
<td>Identifying interests and operationalizing topics</td>
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<td><strong>Research critique topic and article due</strong></td>
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<td>Oct 21</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>Nov 4</td>
<td>Research critique I: Read TCP articles critically</td>
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<td>Nov 11</td>
<td>Research critique II: Read JCP articles</td>
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<td>Nov 18</td>
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<td>Nov 25</td>
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<td>Dec 2</td>
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<td>Research journey</td>
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<td>Proposal due on Dec 10th (11:30 pm)</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

- https://www.luc.edu/education/academics/syllabi/

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.
Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.