

**COUN 625: RESEARCH APPLICATIONS**  
**Spring 2015**  
 3 Semester Hours

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**Office Hours:**

Tuesday	Thursday	Thursday
Virtual 1:00 – 3:00	Commerce 9:00-12:30	McKinney 2:00 – 4:00

**Meeting Day:** Thursdays 4:30 – 7:10  
**Location:** McKinney

**CATALOG DESCRIPTION OF COURSE**

625. *Research Application*. Three semester hours.

A doctoral course which focuses on the development of research skills and inquiry methods. The student is exposed to various quantitative and qualitative approaches. In addition, the course provides students with an understanding of scientific inquiry, purpose and benefits of research, research-related ethical and legal issues, and sampling procedures. Prerequisite: Doctoral status.

**GENERAL COURSE INFORMATION**

As a requirement in the doctoral program, this course surveys a variety of research tools and techniques pertinent to conducting research in general, and the dissertation in particular. Emphasis will be placed on dissertation research. Conceptual knowledge of research design, statistics, and APA writing style will be covered in depth.

**COURSE OBJECTIVES include, but are not limited to, the following.**

Beyond entry-level requirements, the student will demonstrate understanding of:

1. Design and implementation of quantitative research and methodology
2. Design and implementation of qualitative research
3. Ethical and legal considerations related to research
4. Purpose and benefits of research
5. Study and application of scientific writing skills
6. APA style
7. Evaluation of research, research methods, and literature pertinent to the counseling field and profession
8. Familiarity with dissertation and research process
9. Identification of differences in dissertation writing and counseling research

**CONTENT AREAS include, but are not limited to, the following:**

- I. Data screening procedures
  - A. Central Tendency
  - B. Variability
  - C. Normality
- II. Quantitative designs

- A. Sampling
- B. Experimental design
- C. Instrumentation
- III. Qualitative designs
  - A. Sampling
  - B. Theory
  - C. Interviews, Observations, Document collection
- IV. Experimental designs
  - A. Reliability and Validity
  - B. Ethics
  - C. Appropriateness of statistical procedures
  - D. Type I and Type II error
  - E. Power
  - F. Transfer and Generalizability

### **METHOD OF INSTRUCTION**

Lecture, discussion, guided practice, seminar

### **COURSE REQUIREMENTS**

**Dissertation Review.** (10 pages). Locate a dissertation relevant to your research area of interest and in a paragraph describe why you selected it. Summarize the contents of each chapter, including major subsections. I should know what the dissertation is about after reading your review. React to strengths and weaknesses of the dissertation. The checklists at the end of the following chapters in the Heppner and Heppner text (3,6,7,12,14) will provide guidelines for your review. You will turn in the dissertation along with your review (The dissertation may be turned in as a PDF electronic file or as a paper copy).

**Dissertation Prospectus.** You will write a 2-3 page prospectus in which you briefly describe your proposed dissertation study. The prospectus answers the questions: Why, what and how? It includes: 1) a working title, 2) introductory paragraphs that refer to the literature and identify the gap the dissertation will address (*why?*), 3) a brief methodology section (*What* are the questions, and *how* will you answer them?), and contributions to the profession. Samples will be provided as a guide.

**Dissertation Proposal Draft.** During this semester you will write and revise the first draft of your dissertation proposal. Samples will be provided as a guide.

Prior to turning in each chapter for a grade, you will have a classmate edit it. Once your revision is complete, you will turn in a hard copy *and an electronic copy of each chapter* (along with an electronic copy of your classmate's editorial suggestions) on the due date listed in the syllabus:

#### Chapter 1

- State the problem, introduce the study
- Ask the research questions or state the hypotheses
- Make the case that the study is important and needs to be conducted
- Include assumptions, delimitations, and definitions
- Have this chapter edited by one of your classmates

#### Chapter 2

- Write a preliminary review of the literature for your study
- Include headings, subheadings, and assertions—statements with a supporting reference

- Use at least 20 references
- Address relevant theory and previous studies
- Link your study with theory and past research
- Have this chapter edited by one of your classmates

Chapter 3

- Describe your methods in enough detail that the study could be replicated
- Include sample, measures, procedures, and analysis plan where appropriate
- Address issues of reliability, validity, and trustworthiness as appropriate
- Be sure that the data you collect will answer the research questions from chapter 1
- Have this chapter edited by one of your classmates

**Presentation.** At the end of the semester you will give a 20-minute professional presentation to the class describing your proposed study: statement of the problem and purpose of the study, literature review, and methods. You will have the opportunity to view a videotaped sample presentation.

**Attendance and Participation.** Regular attendance is expected. Your participation in the class involves preparation for and involvement in class discussions, and feedback for colleagues. You will edit chapters for a classmate and return your editorial comments in a timely manner. You will have a classmate edit your chapters. Be sure to get a copy to your editor early enough that you can turn in the revised chapter on the due date listed in the syllabus.

### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Dissertation review:	15 points		
Dissertation Prospectus:	5 points	90-100	A
Chapter 1:	20 points	80-89	B
Chapter 2:	20 points	70-79	C
Chapter 3:	20 points		
Presentation:	10 points		
Attendance and Participation:	10 points		
Total points possible = 100			

Each written assignment is graded on the following four components, weighted equally:

1. **mechanics:** correct grammar, spelling, consistent style (e.g. APA)
2. **structure:** topics are well organized with headings, subheadings, and transitions
3. **completeness:** topics that should be included in the chapter or review are addressed
4. **content:** a demonstrated awareness of the of the knowledge base in the area of study

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deducted from the final score.

### REQUIRED TEXT(S) AND/OR READING(S)

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole.

Mertens, D. M. (2015). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (4<sup>th</sup> ed). Thousand Oaks, CA: Sage.

\*\*A list of additional required reading materials will be available to access as full text electronic documents.

**SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:**

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *Handbook of qualitative research* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage
- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. New York: Guilford.
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Research design in counseling* (3<sup>rd</sup> ed). Belmont, CA: Thompson.
- Kirk, R.E. (2013). *Experimental design: Procedures for the behavioral sciences* (4<sup>th</sup> ed.). Thousand Oaks CA: Sage.
- Pyrzczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing.
- Strunk, W., & White, E. B. (2000). *Elements of style* (4<sup>th</sup> ed.). Boston: Allyn & Bacon/Longman.
- Winston, R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development*, 63, 515-518.

**ATTENDANCE**

The student is expected to attend class regularly. University guidelines regarding attendance policy will be followed.

**NON-DISCRIMINATION**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148 [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**CONDUCT AND ACADEMIC HONESTY**

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

**UNIVERSITY CLOSING DUE TO WEATHER**

Check [www.tamuc.edu](http://www.tamuc.edu) regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

## Tentative Course Outline

Week/Class Date	Topic and Readings	Assignments
Week 1 September 3	Introduction and Course Overview	<ul style="list-style-type: none"> <li>Review syllabus and class expectations</li> </ul>
Week 2 September 10	Overview of Research Paradigms Strategies for Success; Identifying Your Research Topic	<ul style="list-style-type: none"> <li>Mertens, Chapter 1 (pp. 8-39)</li> <li>Heppner &amp; Heppner, Chapters 1&amp;2</li> </ul> - Fernando, D.M., & Hulse-Killacky, D. (2006). Getting to the point: Using research meetings and the inverted triangle visual to develop a dissertation research question. <i>Counselor Education and Supervision</i> , 46, 103-115.
Week 3 September 17	Searching and Reviewing the Relevant Literature	<ul style="list-style-type: none"> <li>Heppner &amp; Heppner, Chapter 4</li> <li>Mertens, Chapter 3</li> </ul> - Activity: Utilizing the library resources – a visit with the Research Librarian Handout and discussion: The “Reverse” Dissertation Process
Week 4 September 24	Writing the Literature Review	Heppner & Heppner, Chapter 6
Week 5 October 1	Purpose and Significance of the Study; Formulating Research Questions	<ul style="list-style-type: none"> <li>Heppner &amp; Heppner, Chapters 3 &amp; 5</li> </ul> <b>Dissertation Review due</b>
Week 6 October 8	Formulating Research Questions (continued)	- Activity: View videotaped proposal defense
Week 7 October 15	Ethics of Research; Protection of Human Subjects	<ul style="list-style-type: none"> <li>Mertens, Chapter 1 (pp. 40-45) and Chapter 11 (pp. 347-358)</li> <li>Heppner &amp; Heppner, Chapter 11.</li> </ul> -Belmont Report – download from TAMUC Research – Protection of Human Subjects webpage -Codes of Ethics: ACA, ASCA, NBCC -Activity: Common IRB errors; Review sample IRB protocols <b>Prospectus due</b>
Week 8 October 22	Overview of Quantitative Methods	<ul style="list-style-type: none"> <li>Heppner &amp; Heppner, Chapter 7</li> </ul> <i>Last day to get Chapter 2 to your colleague for editing</i>

<b>Week 9</b> <b>October 29</b>	Overview of Qualitative Methods	<ul style="list-style-type: none"> <li>• Heppner &amp; Heppner, Chapter 8</li> </ul> -McCaslin, M. L., & Scott, K. W. (2003). The five-question method for framing a qualitative research study. <i>The Qualitative Report</i> , 8, 447-461. <b>Chapter 2 due</b>
<b>Week 10</b> <b>November 5</b>	Sampling	<ul style="list-style-type: none"> <li>• Heppner &amp; Heppner, Chapter 9</li> <li>• Mertens, Chapter 11 (pp. 318-347, 358-360).</li> </ul>
<b>Week 11</b> <b>November 12</b>	Data Collection (methods, standards for judging quality; instrument selection and development)	<ul style="list-style-type: none"> <li>• Mertens, Chapter 12</li> </ul> <i>Last day to get Chapter 1 to your colleague for editing</i>
<b>Week 12</b> <b>November 19</b>	Methodology – Causal Comparative and Correlational Research; Survey Research; Delphi Method	<ul style="list-style-type: none"> <li>• Mertens, Chapters 5 &amp; 6</li> </ul> -Wester, K. L., & Borders, L. D. (2014). Research competencies in counseling: A Delphi study. <i>Journal of Counseling and Development</i> , 92, 447-458. -Granello, D. H. & Wheaton, J. E. (2003). Using web-based surveys to conduct counseling research. In J. W. Bloom & G. C. Walz (Eds.). <i>Cybercounseling &amp; cyberlearning: An encore</i> (pp. 287-305). ERIC <b>Chapter 1 due</b>
<b>Week 13</b> <b>November 26</b>	<i>THANKSGIVING</i>	
<b>Week 14</b> <b>December 3</b>	Methodology – Qualitative Methods; Mixed Methods Designs	<ul style="list-style-type: none"> <li>• Mertens, Chapters 8 &amp; 10</li> <li>• Review Mertens pp. 382-386 on interviewing</li> </ul> -Heath, A.W. (1997). The proposal in qualitative research. <i>The Qualitative Report</i> , 3(1) <a href="http://www.nova.edu/ssss/QR/QR3-1/heath.html">http://www.nova.edu/ssss/QR/QR3-1/heath.html</a> <i>Last day to get Chapter 3 to your colleague for editing</i>
<b>Week 15</b> <b>December 10</b>	<b>Presentations</b>	<b>Chapter 3 due</b>