

## Research Methods CSD 5500

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**Course Description:** This course is designed to introduce students to quantitative and qualitative methods of research in the counseling and student affairs profession. The course has two purposes: 1) to develop informed consumers of research; and 2) to develop in students an appreciation of research and its application in counseling and student affairs.

**Texts:**

Heppner, P.P., Kivlighan, D.M.Jr., & Wampold, B.E. (1999). *Research design in counseling*, 2<sup>nd</sup> ed. Boston, MA: Brooks/Cole.

McMillan, J.H., & Schumacher, S. (2001). *Research in education: A conceptual introduction*, 5<sup>th</sup> ed. NY: Longman.

**Course Objectives:**

Students will:

- i. Develop an understanding of the importance of research and opportunities and difficulties in conducting research in the counseling and student affairs professions.
- ii. Develop an understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
- iii. Understand the use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy.
- iv. Develop an understanding of the principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications.
- v. Develop an understanding of the use of research to improve counseling effectiveness.
- vi. Develop an understanding of ethical and legal considerations.

# Course Activities

## I. Literature Review Project [100 points]

- You are required to prepare a research proposal on a topic of your choice. You will write a summary report of your findings. The report must be 8 – 10 pages in length, typewritten, double-spaced, and must follow APA style. The 8 – 10 page length does **not** include your list of references, **nor** your cover page.
- Your paper must contain, on average, at least 2 references for each page in length (i.e., a paper of 8 pages in length must include at least 16 references). Your references must be from scientific (i.e., refereed journals, scholarly books or monographs) and/or authoritative sources (e.g., government publications).
- Your topic of choice must be pertinent to your major and concentration (i.e., community counseling, school counseling, college student affairs).
- Your proposal will contain two major sections: *Introduction* and *Method* section. We will be discussing at some length each of these sections during the course of the semester.
- Your proposal will be assessed on the following criteria:

### ***Introduction***

1. Organization of the information – you will likely need to include subsections in your Introduction; this also includes using proper APA writing style [10 points].
2. Clarity – this will include grammar, spelling, sentence structure, and thematic organization [10 points].
3. Adequate summary of studies – summaries should include the purpose or objectives of the study, description of the participants, and findings of the study [10 points].
4. Adequate number of empirical studies – should be at least half of your references [10 points].
5. Adequate number of references – see above for guidelines [10 points].
6. Summary of your findings from the literature review [10 points].
7. Objectives of your proposed study – will be in form of purpose, research questions, or hypotheses [10 points].

### ***Method section***

8. Participants that you propose to utilize in your study – answer at least *four* of the following questions [10 points]:

- 1) What is the target population?
- 2) Who will be the participants in the study?
- 3) Where will the participants be located?
- 4) When will the data be gathered?
- 5) How will the sample be selected?
- 6) Why will this sample be selected?

9. Procedure [10 points]

- Clarity of the explanation.
- Adequate details – so that the reader could replicate your study.

10. Instruments [10 points]

- Adequate descriptions – should include the purpose of the instrument(s), number of items on each instrument, response format of each instrument.
- Reliability information.
- Validity information.

## II. Research Team Project [100 points]

- Each student will be assigned to a Research Team. The team will conduct a “study” investigating several variables. The project will consist of performing given tasks by certain deadlines (see below for dates). Each team will be governed by democratic principles. That is, team members will decide among themselves who will perform each required task. Each team will elect a facilitator. Team meetings will be conducted in class.
  
- As part of the Team Research Project, each student is required to complete the online Institutional Review Board (IRB) training. The IRB training is an online program covering issues regarding individuals’ participation in research. Ethical issues such as informed consent, treatment of research participants, and participants’ rights are covered in the training. The training includes a short quiz at the end of the program. To earn credit for this activity, students will turn in a copy of their certification of passing the program. Detailed instructions will be provided in class.
  
- **Facilitator’s role and responsibilities:** The facilitator’s primary role is one of coordination and supervision. She or he will be responsible for monitoring the progress of the group members and keeping the group focused on members’ respective tasks. The facilitator will work closely with the group member assigned the task of preparing the final report of the research project. The facilitator will maintain communications with the instructor about the group’s progress. In addition, the facilitator will be responsible for preparing two summaries of research articles for the project. The facilitator will be evaluated by both the group members and the instructor.
  
- **Group Members’ role and responsibilities:** Group members will complete assigned tasks necessary to complete the project as a whole. Various tasks are described below. It is essential for each team member to complete her or his task(s) on time so that other members will have the necessary information to complete their own task(s). Group members will be evaluated by both the group facilitator and the instructor [see below for evaluation criteria].

- Task assignments should be made to complete the following:

**A. Preparation of the Introduction section**

- Assigned members will need to review and summarize published research that will support the selected purpose or hypotheses. Team members, and the facilitator will provide individual summaries of the research articles. Research articles will be provided on-line through Booth Library's web site and by print form on reserve in Booth Library.

This section should address four general topics: an introduction to the area being studied, a review of relevant literature, a summary of the article review, and a statement of the study objectives (i.e., purpose, research question(s), or hypotheses).

For the review of literature, each assigned team member will prepare a one-page summary of any article reviewed. Make two copies of each summary – one for the team members responsible for preparing the Introduction section, and one copy for turning in to the instructor. Articles for this project will be provided by the instructor.

**B. Preparation of the Method section**

- This section should address three general topics and should be identified by subheadings: participants, procedures, and instruments used in their study.

**C. Preparation of the Results section**

- Assigned members will review, and summarize the results from the data analyses – which will be conducted by the instructor or by the team if requested. These members will also need to construct any needed *tables* containing the statistics generated for their study.

**D. Preparation of the Discussion section**

- Assigned members will develop a discussion of the results of their study. This section should address five general topics: brief summary of the findings, conclusions, implications of the findings, limitations of the study, and suggestions for future research.

**E. Final Report & Class Presentation**

- Assigned members will prepare a written report for their respective study. The report must be written in APA style. The report will contain the same sections as outlined above. In addition, those team members will present the team's study to the class.

- All team members will contribute to the data base from which each study will be drawn. Data collected in class will be returned to the team for statistical analyses, or analyzed by the instructor and returned to the respective teams.
- A separate sheet will be distributed containing a list of variables that will be investigated by the different research teams.

### **Due dates for members' tasks**

	<b>Date</b>
<b>Introduction</b>	
Article summaries	10/9
First draft	10/16
Second draft, if needed	10/23
<b>Method Section</b>	
First draft	10/23
Second draft, if needed	10/30
<b>Results Section</b>	
First draft	11/6
Second draft, if needed	11/13
<b>Discussion Section</b>	
First draft	11/13
Second draft, if needed	11/20
<b>Final Report / Presentation</b>	<b>11/27</b>

## Evaluation Criteria

- Your grade for this project will be generated from two sources: the instructor and your team members.
  - 1) The instructor's portion of the grade will be based on the following criteria:
    - a) turning in articles summaries on time [10 points],
    - b) completeness of the article summaries [10 points],
    - c) turning in drafts of report sections, or final report, on time [20 points total: 10 points for each draft, or 10 points, each, or final report and presentation],
    - d) completion of your team members' evaluations [10 points].
  - 2) The team members' portion of your grade will be based on the *average* resulting from evaluations made by each of your fellow team members and will cover the following:
    - a) member's participation [20 points],
    - b) member's attitude [20 points],
    - c) completion of the IRB training [10 points].
- Rating forms will be distributed at the appropriate time.

## Reserves

To gain access to the journal articles you will need to complete the Research Team Project, do the following:

- 1) Go to EIU web page.
- 2) Click on *Booth Library*.
- 3) Click on *Reserves*.
- 4) Click on *e-Reserves*.
- 5) Choose course (CSD 5500).
- 6) Enter password (\*\*\*\*\*).
- 7) Click on desired article.

### **III. Final Exam [100 points]**

A final exam will be given on the last class of the semester. It will be comprehensive in nature. The exam will consist of multiple-choice, true-false, and matching items.

### **Grade Assignments**

Each student's grade will be based on the total number of points from the three above course activities. Your final grade will be based on the following scale:

A: 255 – 300

B: 210 – 254

C: 150 – 209

D: below 150

### **Notice to Students with Disabilities**

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

## TENTATIVE SCHEDULE

Date	Topic	Readings / Chapters <sup>1</sup>
8/21	Introduction to Course	
8/28	History, Research Questions, Ethics Qualitative / Quantitative Research	HK&W: 1,2,10 M&S: 1,3,12 (pp. 394-415), 13, 14 CN: pp. 1 - 10
9/4	<b>LABOR DAY</b>	
9/11	Research Evaluation	
9/18	Research Evaluation: The Introduction	HK&W: 19 M&S: 2 (pp. 43-70), 4, 5 (pp. 155-158) CN: pp. 11 – 40
9/25	Research Evaluation: The Method Section, Part I Power Analysis  <b>Research Team Meeting – <i>Planning</i></b>	CN: pp. 119 – 126
10/2	Research Evaluation: The Method Section, Part II	
10/9	Threats to Validity  <b>Research Team Meeting - <i>Introduction</i></b>	HK&W: 4 M&S: 6 (pp. 186-195) CN: pp. 47 – 62

<sup>1</sup> **HK&W** refers to the Heppner, et al. text; **M&S** refers to the McMillan & Schumacher text; **CN** refers to the Course Notes booklet.

**more. . .**

10/16	Research Designs, Part I Between Subjects Single Subjects	HK&W: 3, 6, 8 M&S: 6 (pp. 164-186) 10 (pp. 319-342) 10 (pp. 348-355) CN: pp. 41-46, 63-78, 85-92
10/23	Designing Variables for Research  <b>Research Team Meeting – <i>Method section</i></b>	HK&W: 11, 12 M&S: 8 CN: pp. 101 – 118
10/30	Research Designs, Part II Quasi-experimental Descriptive / Exploratory	HK&W: 7, 9 M&S: 8 CN: pp. 79-84, 93-100
11/6	Research Evaluation: The Results Section  <b>Research Team Meeting – <i>Results section</i></b>	
11/13	Research Evaluation: The Discussion Section  <b>Research Team Meeting – <i>Discussion section</i></b>  <b>DUE: Research Proposal Project</b>	
11/20	<b>THANKSGIVING RECESS</b>	
11/27	Team Research Presentations	
12/4	Final Exam	