

Research Methods

COUN-5316

23/SR Section Temporary 01/17/2023 to 05/10/2023 Modified 06/14/2024

Meeting Times

Contact Information

Course Description

A study of the scientific method of social and psychological research in order to aid the student in understanding the theoretical bases of scientific research. The student will develop a working knowledge of the research methods and problems associated with doing human research. The student will gain the ability to recognize both excellent and poor quality research and research methods. Terms Offered: Fall, Spring.

Program Mission Statement

The Master of Arts in Professional Counseling is a 60-hr graduate program that integrates faith with clinical mental health counseling theory and practice from a Christ-centered worldview to produce servant leaders for work as Licensed Professional Counselors (LPCs) in various clinical settings in Texas and for ministry to a diverse world.

Program Objectives

Program Objectives

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1. Provide Christ-centered quality counseling education in order to produce graduates who integrate faith and learning in a diverse world.
2. Produce graduates who demonstrate the appropriate knowledge, skills, and dispositions required for the successful practice of clinical mental health counseling.

- Equip graduates with the prerequisites to pass the NCE (National Counseling Examination) and meet the qualifications for licensure as a professional counselor in Texas.
- Cultivate a professional counselor identity among faculty through organizational involvement, research, publications, presentations, and community service.

Student Learning Outcomes

- Demonstrate the appropriate knowledge, skills, and dispositions of a successful clinical mental health counselor.
- Practice and promote resiliency, optimal growth and development, and wellness for self and clients across the lifespan.
- Apply ethical and legal standards responsibly as a clinical mental health counselor.
- Develop and maintain a culturally-competent professional identity as a clinical mental health counselor.
- Demonstrate understanding of theoretical foundations, relationship dynamics, and therapeutic factors vital to assessing, diagnosing, and treating both individuals and groups.

Requisites

Undergraduate statistics.

Learner-Centered Outcomes

Student Learning Outcomes: By the end of this course (COUN 5316) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Explain the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (II.F.8.a, II.F.8.i).	Literature Review URM Assignments Exams Class Participation
2.	Identify and utilize the various parts of research, including needs assessment, the use of qualitative, quantitative, and mixed methods, and statistical analysis (II.F.8.c, II.F.8.f, II.F.8.h)	Research Project URM Assignments Exams Class participation

3.	Evaluate counseling interventions and programs (II.F.8.e)	Literature Review URM Assignments Exams Class participation
4.	Implement ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (II.F.8.j)	Research Project URM Assignments Class Participation & Project Presentation
5.	Describe designs used in research and program evaluation (II.F.8.g)	Research Project Literature Review URM Assignments Class Participation

Materials

Patten, M. L. (2018). *Understanding research methods* (10th ed.). Glendale, CA: Pycszak,

ISBN: 978-1-936523177

American Psychological Association

Publication Manual of the American Psychological Association (7th ed.)

Other Materials

Bibliography:

Gall, M., Gall, J., & Borg, W. (2007). *Educational research*. (8th ed). Boston, MA: Pearson.

Gay, L.R., & Airasian, P. (2003). *Educational research* (7th ed). Upper Saddle River, NJ: Merrill Prentice-Hall.

Grinnell, R. (2001). *Social work quantitative research and evaluation approaches*. (6th ed.). Saline, MI: McNaughton and Gunn.

Heppner, P. P., Owen, J., Thompson, M. N., Wampold, B. E., & Wang, K. T. (2016). *Research design in counseling*. Boston, MA: Cengage Learning.

Huch, S. (2000). *Reading statistics and research*. (3rd ed.). New York, NY: Longman.

Jackson, S. L. (2016). *Research methods and statistics: A critical thinking approach*. Australia: Cengage Learning.

Mertler, C., & Vannatta, R. (2002). *Advanced and multivariate statistical methods*. (2nd ed.). Los Angeles, CA: Pyrczak.

Pallant, J. (2003). *SPSS survival manual*. Philadelphia, PA: Open University Press.

Pan Ling, M., (2003) *Preparing Literature Reviews* (5th ed.). New York; Routledge.

Warner, R. M. (2013). *Applied statistics: From bivariate through multivariate techniques*. Thousand Oaks, CA: SAGE Publications.

✓ Assignments

1. **Exams:** Students will be evaluated by two exams that will be given during the semester. The exams will cover the material presented in the textbook and lectures as well as other material presented in class. Students are to consult the class schedule for dates and times of these exams.
2. **Understanding Research Methods (URM) Assignments:** Students will complete weekly URM assignments as listed in the syllabus. Submit answers on a "**Word**" document (Times New Romans 12 point font, black ink), using the class Blackboard email. Students may turn in additional URM assignments at any time. Late assignments will receive a 10-point deduction. An assignment that is more than seven days late will receive a ZERO.
3. **Human Subject Research:** Each student will complete the online CITI (Collaborative Institutional Training Initiative) at www.citiprogram.org. CITI assists students in their understanding of Human Subject Research. Each student is required to pass the online course with a score of 80% or better. Each student will print their CITI certificate and submit the certificate to the instructor, using Blackboard email, by **Jan. 31, 2023**. The CITI course is free!
4. **GROUP RESEARCH PROJECT/PRESENTATION:** Students will form "Research Teams/Group" of two to conduct a research project and presentation. Each research team/group is expected to design a social, educational, or psychological research project that will meet the criteria for quality research. This project is completed in conjunction with the bibliography & literature review. Each research team/group will present a 20-minute oral presentation of their research findings to the class. Each research team/group member will participate with giving the oral presentation. Students will receive additional instructions and guidelines in class for the completion of each phase of the research project. A detailed rubric is provided to indicate structure of the project, presentation, and expectations.

5. **Research Bibliography:** Student(s) will work (in groups) on a research project. Student (each group) will choose a behavioral science topic. All topics must be approved by the instructor. Once the topic is approved, the student (group) will prepare a reference bibliography of 8 to **10 current (2012-2022) scholarly resources**. The research topic will be the same for the literature review paper. The reference bibliography must be prepared in accordance with APA 7th edition format. This assignment offers students an opportunity to demonstrate competency in research skills and presentation of research references in APA format. *The assignment is worth 50 points. The research topic should be submitted by Feb 5th. The bibliography is due as a Word document, submitted in Blackboard grade center*
6. **Literature Review:** One of the most important steps in preparing a research study is the review of literature published on a topic of interest (mainly in peer-reviewed journals). A literature review is a paper in which the student examines research studies on a certain topic. Students will introduce readers to the importance of the topic and proceed to summarize and synthesize the research before stating a conclusion. One of the main purposes of the literature review is to present published research in a manner that easily allows the reader to identify the relationship between the studies and the benefit of research on the topic.

As part of this course, each student (group) will prepare a literature review paper that demonstrates competency in researching, reviewing, and synthesizing current literature on a topic approved by the instructor. The literature review will consist of a minimum of seven (**7**) **current** articles (published since 2012) on a topic.

The **body** of the paper should be a **minimum of seven (7) double-spaced pages, Times New Romans 12-point font**. The paper must follow APA 7th edition style and format and have **a cover page, an abstract page, the body (7 pages), and a reference page**. Notice that the points possible vary between the first draft and final paper. *The first draft is worth 25 points and is due as a Word attachment via Blackboard grade center. Each student (group) will receive a reply notification from the instructor as acknowledgment of the timely submission of the assignment.*

The final paper is worth 75 points and is due as a Word attachment via Blackboard Grade Center. Each student (group) will receive a reply notification from the instructor as acknowledgment of the timely submission of the assignment.

Class Attendance and active participation in the class is of utmost importance. Active participation consists of attending each class session, completing assignments prior to class, participating in group work, and contributing to class discussions. Absence from class or non-participation will result in grade reduction. Active participation includes the ability of the student to interact with the professor and peers in a professional and respectful way. You must attend (on time) and participate in all class sessions in order to receive credit for this class

Literature Review Grading Rubric	Points /Final
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Clear, concise, and accurate presentation and assessment of research articles.	5/20
Paper structure is clear and narrative flows easily and makes sense to the reader. Writer demonstrates higher order thinking through analysis, evaluation, and creation (Bloom's Taxonomy).	10/25
Paper length is correct and APA formatting is used correctly throughout the paper and references. Correct spelling, grammar, and punctuation is used.	10/30
Total Points for 1st Draft/Total Points for Final Paper	25/75

6. **Student (Group) Research Presentation:** Each student (group) is expected to design a social, educational, or psychological research project that will meet the criteria for quality research. This project is completed in conjunction with the group's literature review topic. Each student (group) will present a 20-minute oral presentation of their research findings to the class. Each student (group member) will participate with giving the oral presentation. Students will receive additional instructions and guidelines in class for the completion of each phase of the research project.

Requirements for Credit

Requirements for Credit: Attention Education Certification Students: Go to dbu.edu/education/requirements for essential program requirements.

Type	Weight	Topic	Notes
Attendance and Class Participation	10%	Zoom Class and Blackboard Sessions	
Bibliography	5%	10 Scholarly Resources	
Literature Review	15%	10 Pages Total	7 pages in body, plus title page, abstract, and references

URM Topic Assignments	20%	Chapters 1-88	Submit on WORD doc.
Student (Group) Presentation	10%	Literature Review	20-minute oral presentation
Mid-Term Exam	20%	Chapters 1-57, plus handouts	
Final Exam	<u>20%</u>	Comprehensive	
	100%		

Institutional Policies

Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

** No grades of D are awarded for graduate courses

Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations

for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

Schedule

All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
Session 1	Introduction to Research Methods, URM Topics 1-6	Answer Questions 1, 3, 4, 5, 6 Begin CITI Online Assignment Topic 1- Knowledge and research methods Topic 2- Empirical Research Topic 3- The Role of Theory in Research Topic 4- Experimental and NonExperimental Studies Topic 5- Causal-Comparative Studies Topic 6- Types of NonExperimental Research
Session 2	URM - Topics 7-11	Answer Questions 1, 2, 4, 6, 7 CITI Certificate Research Topic Due Topic 7. Quantitative and qualitative research Topic 8. Quantitative and qualitative research Decisions Topic 9. Program Evaluation Topic 10. The development of ethical research standards Topic 11. Ethical principles and research

When	Topic	Notes
Session 3	URM - Topics 12-19	<p>Answer Questions: 1, 2, 4, 6, 7</p> <p>Research Topic Due</p> <p>Bibliography/Reference List Due</p> <p>Topic 12 Why researchers review literature</p> <p>Topic 13 Locating literature in electronic databases</p> <p>Topic 14. Structuring the literature review</p> <p>Topic 15 connecting the literature to your study</p> <p>Topic 16. Preparing to write critical review</p> <p>Topic 17- Creating a synthesis</p> <p>Topic 18 Why academics use citation?</p> <p>Topic 19 Introduction to style Guide</p>
Session 4	URM - Topics 20-24	<p>Answer Questions: 1, 2, 3, 5, 6</p> <p>Work on Research Topic</p> <p>Topic 20. Decisions in quantitative research design</p> <p>Topic 21 Variables in non experimental studies</p> <p>Topic 22 Variables and experimental studies</p> <p>Topic 23 operational definitions of variables</p> <p>Topic 24 Research hypothesis, purposes and questions</p>

When	Topic	Notes
Session 5	URM Topics 25-34	<p>Answer Questions: 1, 3, 5, 7</p> <p>Research Topic Work</p> <p>Topic 25 Biased and unbiased sampling</p> <p>Topic 26 Simple random and systematic sampling</p> <p>Topic 27 Stratified random sampling</p> <p>Topic 28 Cluster sampling</p> <p>Topic 29 Non probability sampling and qualitative research</p> <p>Topic 30 Sampling and demographics</p> <p>Topic 31 Sampling Composition and Bias</p> <p>Topic 32 Sample size and quantitative studies</p> <p>Topic 33 Sample size and diversity in qualitative research</p> <p>Topic 34 Sampling in the modern world</p>

When	Topic	Notes
Session 6	URM Topics 35-51	<p>Answer Questions: 1, 3, 5</p> <p>Topic 35 Introduction to Validity</p> <p>Topic 36 Judgmental Validity</p> <p>Topic 37 Empirical validity</p> <p>Topic 38 Judgmental-Empirical validity</p> <p>Topic 39 Reliability and its relationship to the validity</p> <p>Topic 40 Measures of reliability</p> <p>Topic 41 Internal consistency and reliability</p> <p>Topic 42 Norm and Criterion referenced tests</p> <p>Topic 43 Measures of optimum performance</p> <p>Topic 44 Measures of typical performance</p> <p>Topic 45 Measurement and qualitative research</p> <p>Topic 46 Interviews and qualitative research</p> <p>Topic 47 other methods for collecting qualitative data</p> <p>Topic 48 grounded theory and research design</p> <p>Topic 49 consensual Qualitative research design</p> <p>Topic 50 Designing case study research</p> <p>Topic 51 Mixed method designs</p>
Session 7	URM Topics 52-57	<p>Answer Questions 2, 3, 5, 6</p> <p>(Mid-Term Exam Review)</p> <p>52. Topic 52- True experimental designs</p> <p>53. Topic 53- Threats to internal validity</p> <p>54. Topic 54- Threats to external validity</p> <p>55. Topic 55- Pre experimental designs</p> <p>56. Topic 56- Quasi experimental designs</p> <p>57. Topic 57- Confounding things in experiments</p>

When	Topic	Notes
Session 8	URL 58-62	Answer Questions: 1, 3, 5, 7 Literature Review 1st Draft Topic 58 Descriptive and inferential statistics Topic 59 Scales of measurement and statistical tests Topic 60 Descriptions of nominal data Topic 61 Shapes of distributions Topic 62 The mean, median and mode
	Break- No Class	
Session 9	URM Topic 63	Answer Questions: 1-10 (All) Mid-Term Exam Literature Review 1st Draft Topic 63 The mean and standard deviation
Session 10	URM Topics 64-67	Answer Questions: 2, 3, 5, 7, 9 Topic 64 The main and interquartile range Topic 65 Understanding probability and inferential statistics Topic 66 Introduction to the null hypothesis Topic 67 The Pearson correlation coefficient
Session 11	URM Topics 68-70	Answer Questions: 2, 4, 6, 7 Final Literature Review Paper Due (Research Topic Work) Topic 68 The T- test Topic 69 One-way analysis of variance Topic 70 Two-way analysis of variance

When	Topic	Notes
Session 12	URM Topics 71-74	Answer Questions: 1, 2, 4, 6 Final Literature Review Paper Topic 71 Introduction to this chi square test Topic 72 The bivariate chi square test Topic 73 Regression basics Topic 74 Practical significance of result
Session 13	URM Topics 75-80	Answer Questions: 2, 4, 5 Final Literature Review Paper Group Research Presentations Today Topic 75 Introduction to effect size Topic 76 Interpretation of effect size Topic 77 Effect size and correlation Topic 78 Introduction to meta-analysis Topic 79 Meta analysis and effect size Topic 80 meta-analysis Strengths and weaknesses
Session 14	URM Topics 81-88	Answer Questions: 2, 3, 5 Topic 81 the structure of a research report Topic 82 writing abstracts Topic 83 Introduction and literature review Topic 84 describing participants Topic 85 Describing measures Topic 86 Reporting research results Topic 87 Writing the discussion Topic 88 preparing thesis and dissertations
Session 15	Peer Review Due, Final Exam	