

**CNS 721: Research Analysis in Counseling – Fall 2008**  
**Wake Forest University**  
**Thursdays 10:30-1:00; Tribble Hall A105**

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**Instructor:** Paige Greason, Ph.D., LPC, NCC, ACS  
**Office:** Laura Veach's office      **Office hours:** By appointment  
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**Text:** Fraenkel, J. & Wallen, N. (2003). *How to design and evaluate research in education* (6<sup>th</sup> Ed.). New York: McGraw-Hill.

**Course description:** This course will provide students with an overview of the development, evaluation, and utility of research in the counseling field. It will combine lecture, case studies, and student presentations to help students integrate key research principles into their role as professional counselors.

**Objectives:**

- Identify ways in which empirical research may be used to enhance the effectiveness of counseling practice and program development and advance the integrity of the counseling profession as a whole.
- Recognize and articulate the importance of research, including opportunities and difficulties in conducting research, in the counseling profession.
- Demonstrate understanding of research methods, needs assessment, and program evaluation.
- Be able to critically examine a research article, determine its strengths and weaknesses, and determine how to apply results to practice
- Locate, evaluate, and present findings from research-based literature on counseling-related topics

**Student Responsibilities:**

*Academic Integrity:* Academic honesty is fundamental to the activities and principles of the Wake Forest University. Any effort to gain advantage not provided to all students violates the university's honor code. Such a violation is a serious offense, the consequences of which range from probation to expulsion. It is the instructor's responsibility to uphold fairness for all students. Any questions or issues concerning the honor code should be brought to the instructor's attention immediately. You are expected to complete all work for this course in compliance with the Wake Forest Academic Honor Code. You can find information on the Honor Code at: <http://graduate.wfu.edu/GSDocuments/GradStudentHandbook.pdf> and at [http://graduate.wfu.edu/GSDocuments/GradSch\\_HonorCode\\_1106.pdf](http://graduate.wfu.edu/GSDocuments/GradSch_HonorCode_1106.pdf)

*Attendance:* Class attendance is expected. Students are allowed one absence without penalty. All subsequent absences will result in the deduction of three points from the final grade. Students are expected to arrive to class on time. Three tardy arrivals will be considered one absence. Students are responsible for obtaining any missed class notes, materials, or assignments.

*Assignments:* It is your responsibility to turn in assignments at the beginning of class on the scheduled date per the course schedule. Ten percent will be deducted for each calendar day an assignment is late. Please contact me as soon as possible if you will not be able to turn in an assignment on time.

*Confidentiality:* We may occasionally deal with very personal and sensitive matters. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

*Electronic Communication Devices:* Please ensure that any mobile phones and pagers are turned off during class.

## Course requirements:

- 1. Oral presentations of critiques of one research article from attached list (20% of grade)**  
Each student will choose one article from the attached list and present the article to the class using powerpoint. (More details will be distributed in class).
- 2. Protection of Human Subjects Certification (5% of grade):** This assignment is designed to inform you about the rights and welfare of human participants in research. Complete the tutorial and online quizzes at <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>. As evidence of completion turn in the printed certificate with your name on it.
- 3. Literature Review Ideas (5% of grade) & Review (30% of grade):** Conduct a thorough literature review on a counseling-related topic of interest to the student. Summarize findings in a 15-20 page paper using APA style format. More details will be discussed in class.
- 4. Poster (10% of grade) & Poster Presentation (20% of grade):** Create a poster presentation of literature review and present it during “Research Day” to faculty, 2<sup>nd</sup> year students, and other invited guests. (NOTE: This satisfies the poster requirement for Professional Orientation.) You must submit this poster for inclusion in the Graduate Student Research Day. See Pamela for details.
- 5. Class Participation (10% of grade).** Class participation is required. In order to participate effectively, you must complete the assigned reading prior to class. Bring a copy of Blackboard readings to class. They will be used in class activities. In addition, you are encouraged to print out the PowerPoint presentation (if available) to help you get the most out of the lecture and discussion.

## Course Grading

Assignment	Grade	Weight	Final Grade Points
Article Critique		.20	
Human Subjects Certification		.05	
Literature Review Ideas		.05	
Literature Review		.30	
Poster		.10	
Poster Day Presentation		.20	
Class Participation & Attendance (-3 for each absence >1)		.10	
TOTAL		1.0	/100

### Example

Article Critique	92	92 x 0.10=	9.2
Literature Review	87	87 x 0.30=	26.1

Final grades will be awarded based on the following grading scale:

<b>93-100</b>	<b>90-92</b>	<b>87-89</b>	<b>83-86</b>	<b>80-82</b>	<b>77-79</b>	<b>73-76</b>	<b>70-72</b>	<b>60-69</b>	<b>0-59</b>
<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>

## Accommodations

Students who require any accommodations for any aspect of this course should notify the instructor immediately. To receive accommodations, students must first be registered with the Disability Services <http://www.wfu.edu/lac/disability-svcs.html>.

### Schedule of Classes and Assignments

Reading assignments are to be completed in advance of class.  
You do NOT need to read the sample studies at the end  
of each chapter...unless you want to.

Date	Readings Due on This Day	Assignments Due/Class Activities
August 28	Chapter 1: Introduction to Research	Come ready to discuss passages that stood out for you in the readings.
Sept. 4	Chapter 24: Preparing Research Proposals & Reports Chapters 2 & 3. The Basics of Educational Research.	
Sept. 11	Chapter 5: Review of the Literature	Using online research tools and endnotes training. Class meets in library for training on research strategies. Level four, room 476. Wilson wing. <b>Bring your laptops and cords.</b>
Sept. 18	Chapter 4: Ethics and Research Chapter 6: Sampling	<b>DUE: Human subjects certification.</b>
Sept. 25	Chapter 7: Instrumentation Chapter 8: Validity and Reliability Chapter 9: Internal Validity	
Oct. 2	Chapter 13: Experimental Research Chapter 14: Single-Subject Research Note: Chapters 10-12 not assigned ... covered in Statistics class.	<b>DUE: Literature review ideas</b> Analysis of study in class
Oct. 9	Chapter 15: Correlational Research Chapter 16: Causal-Comparative Chapter 17: Survey Research.	<b>Student Critiques:</b> Experimental/Case Study (n=3). (Sign-up sheet on Pamela's office door.)  <b>PRACTICE EXAM</b>
Oct. 16	FALL BREAK ☺	

Date	Readings Due on This Day	Assignments Due/Class Activities
Oct. 23	Chapter 18: Qualitative Research Chapter 19: Observation and Interviewing  BLACKBOARD READING: Berrios, R., & Lucca, N. (2006). Qualitative methodology in counseling research: Recent contributions and challenges for a new century. <i>Journal of Counseling &amp; Development, 84</i> , 174-186.	<b>Student Critiques:</b> Correlational (n=3). Sign-up sheet on Pamela's office door.
Oct. 30	Chapter 20: Content Analysis Chapter 21: Ethnographic Research Chapter 22: Historical Research	<b>Student Critiques:</b> Qualitative (n=3). Sign-up sheet on Pamela's office door.
Nov. 6	Chapter 23: Action Research  BLACKBOARD READING: Astramovich, R. L., & Cocker, J. K. (2007). Program evaluation: The accountability bridge model for counselors. <i>Journal of Counseling &amp; Development, 85</i> , 162-172.	<b>Student Critiques:</b> Qualitative/Mixed (n=3). Sign-up sheet on Pamela's office door.  Possible guest speaker:
Nov. 13	BLACKBOARD READING: Cook, D. W. (1989). Systematic needs assessment: A primer. <i>Journal of Counseling and Development, 67</i> , 462-464.  Moore-Thomas, C., & Erford, B. T. (2003). Needs assessment: An ongoing process for school improvement. <i>Measuring Up: Assessment Issues for Teachers, Counselors, and Administrators</i> .	<b>Student Critiques:</b> Program Evaluation/Needs Assessment (n=3). Sign-up sheet on Pamela's office door.  <b>PRACTICE EXAM</b>
Nov. 20	Catch-Up Day	<b>DUE: Literature Review</b>  Review how to make posters
Nov. 27	THANKSGIVING ☺	
Dec. 4	Research Day 4-5 p.m. Class time shortened... Time TBD	

**Avian Flu Plan:**

**Lectures:** Narrated powerpoint lectures will be posted on blackboard along with discussion questions and practice assignments. Students will complete discussion questions and practice assignments and send them to the professor through the digital dropbox on Blackboard.

**Presentations:** Students will create narrated powerpoints of their presentations, and send these to the professor through the digital dropbox on Blackboard. The professor will then post these presentations on Blackboard so they can be viewed by the entire class. Students will be required to write a paragraph summary of each presentation and submit it to the professor through the digital dropbox.

**Literature review:** Literature reviews will be submitted to the professor through the digital dropbox.

**Poster presentation:** In lieu of a poster presentation, students will complete two separate research-design assignments:

1. Create a survey of at least 20 questions on a topic of interest. Submit through digital dropbox.
2. Design an experimental research study based on literature review. Identify your sampling method and research protocol. Methodology for statistical analysis is not required. Outline limits to study based on issues of internal and external validity.