

**SCHOOL OF CONTINUING STUDIES In collaboration with the**



**SCHOOL OF EDUCATION**

***Location Address Mailing Address***

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*On Brockton Avenue P.O. Box 3080*

*Between University Street &Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:**

**Course Title:** Research and Evaluation

**Term: Days/Times: Class Location:**

**Faculty: Office: Phone: Office Fax: E-mail:**

**Office Hours:**

**Course Catalog Description**:

This course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods appropriate for counseling. Students will become proficient in computer analysis of data sets, designing and evaluating research designs and techniques, and having the skills to understand primary research in counseling literature.

**Student Outcomes**:

Upon successful completion of this course, the student should be able to:

 Discuss the importance of research in counseling and highlight the role that research plays in increasing counselor effectiveness

 Distinguish between empirical research and other approaches to gaining knowledge

 Identify the unique challenges faced by researchers in the counseling field

 Recognize the main characteristics of qualitative and quantitative research design.

 Exercise critical judgment in evaluating published research in counseling and related fields.

 Formulate a research question and applicable designs to address that question

 Appropriately apply the tools of descriptive statistics, e.g., frequency distributions, measures of central tendency, and measures of variability, to organize, summarize, and describe research data

 Appropriately apply inferential statistical procedures, e.g., t-test, correlation, ANOVA, to test research hypotheses

 Appropriately apply qualitative research procedures, e.g., coding procedures to test/produce research hypotheses or to describe phenomena.

 Use statistical software (SPSS) to enter and analyze quantitative data

 Explain the role of measurement in research and demonstrate understanding of the concepts of validity and reliability of data collection instruments

**Methods of Instruction**

The course has been designed in order to challenge the student to actively engage the material. As such, the course will utilize lectures, small group work, and hands on activities (e.g. analyzing data with SPSS, data collection, etc.) both inside and outside the classroom.

**Course Requirements**

The course is work intensive due to the breadth of material covered. Though a manageable work load, if you do not have the time to dedicate to the course this semester it is recommended that enroll at a later date. If you have concerns about this please see me in order to discuss in more specific terms the time commitment required.

**Research homework, 80 points:**

Each student will be required to complete eight homework assignments that involve data analysis or data collection. You will be required to complete: an interview/transcription\*, coding, and do several statistical analyses (descriptive statistics, independent samples t-test, paired samples t- test, Pearson’s correlation, one-way ANOVA, and two-way ANOVA). A more detailed explanation of the homework will be provided when assigned. Each homework assignment is worth 10 points.

**Research Paper, 50 points:**

Each student will be required to write up one hypothesis from our class research projects, the methods, the results, and a short discussion. Students will be required to write in accordance with the APA (6th Edition) Publication manual. Further details will be provided when assigned.

**Final Exam, 50 points:**

A take home final exam will be assigned. Submit your final exam via email to me by or before the end of class time.

**Participation, 20 points**:

This will be subjectively determined by the instructor and will be based on completion of assigned readings, activity in small group work, answering questions in class, sharing ideas and experiences in class, and posing your own questions.

**Attendance:**

You are required to attend all classes. Due to the nature of such coursework, questions and discussions that occur in class will help facilitate your learning. If a class is missed, you are still responsible for any homework due or assigned that day and all due dates apply (i.e. if you miss class you still need to turn in your homework that day).

You are allowed to miss one class without consequence. The second class you miss must be accompanied by a written excuse of some kind (e.g. a doctor, priest, rabbi, police, etc.) or your final grade will be lowered one whole grade. The third class you miss must be accompanied by an excuse and will require a seven-page paper in APA (6th Edition) format on the topic of the class that you missed. If this is not completed your final grade will be lowered one whole grade. If you miss a fourth class you will not pass.

\*You are not required to provide any personal information in the questionnaires or interviews. If you prefer you can make up a generic counseling student and answer from his or her point of view.

**Total possible Points: 200**

**Grading**

A= 95-100% B+= 87-89% C+= 77-79% F= 0-72% A-= 90-94% B= 83-86% C= 73-76%

B-= 80-82%

**Texts:**

Coolican, H. (2004). Research Methods and Statistics in Psychology. Hodder & Stroughton, Ltd. Milinki, A. K. (2006). A cross section of psychological research: Journal articles for discussion

and evaluation (2nd edition). Los Angeles: Pyrczak Publishing. **(optional)** Cronk, B. C. (2004). How to use SPSS. Los Angeles: Pyrczak Publishing. **(optional) SPSS Software:**

Seven of the homework assignments will utilize the Statistical Package for the Social Sciences (SPSS) software to enter and/or analyze data. SPSS is available on most campus computers. Some may find it more convenient to purchase a copy of the SPSS software. The package is called SPSS Student Version for Windows.

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

•It is important to realize that grades below 3.0 indicate a problem.

The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can

affect your degree and/or credential receipt.

B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

•Student should arrange conferences with the professor and advisor to discuss it.

C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.

•Student should arrange conference with the professor; and a conference with the advisor is required.

C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

•A meeting with the professor should be arranged; and a meeting with the advisor is

required. The professor will notify the advisor of the grade.

D/1.7 and F 1.3 – 0.0: Assignments not met – no credit for class. Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is required and a plan to correct the problems that led to the grade will be developed. Further unacceptable

grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**Course Policies & Expectations**

**Evaluation, Assessment, and Grading**

A letter grade and narrative feedback will be provided on all assignments. As well as your successful completion of assignments, you are asked to demonstrate the following professional

responsibilities:

• Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.

• Being prepared with written work, oral presentations and willingness to participate in activities.

• Attending class and meeting with me if you must miss any class or need to leave early.

• Respecting other people.

• Understanding that in everything you do or say, you are modeling values, attitudes, and

behaviors that impact the lives of others.

• Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to

the learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class

assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Assignments, Presentations, and Facilitation**

All assignments should be approached with professionalism as a foundation. Material is to be

typed, no hand-written assignments will be accepted (except for in-class projects, and completion of assessment questionnaires). Oral presentations will be graded on the basis of content as well

as delivery. If you need help with effective presentation skills please feel free to seek my assistance. Learning to communicate well is an important quality to develop as a counselor.

**Reasonable Accommodations:**

The University of Redlands seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be on file with Martin Bright in the School of Education office of the Dean at 909-748-8815.

**Respect for Diversity:**

Guided by the American Counseling Association Code of Ethics and the mission of the

University, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities fo r all persons, especially those who are disadvantaged or disenfranchised because of prejudicial attitudes and discriminatory practices. Students are expected to be respectable of the opinion of others while at the same time striving to attain the ideas of social justice.

**TENTATIVE COURSE CALENDAR**

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| DATE | TOPICS | READINGS |
| Week 1 | Review Syllabus  Overview of Research:   Why research for counselors?   Ethics in research   The Institutional Review Board (IRB)   Modern Research and Post-Modern Research Perspectives   Quantitative and Qualitative Research | 45-49 |
| Week 2 | Over-View of Inferential Statistics:   Hypothesis testing   Measurement of variables  SPSS tutorial  Descriptive Statistics | 313-342 |
| Week 3 | Over-View of Inferential Statistics, Cont.   Independent and Dependent variables   Distributions   Sampling   Validity and Reliability  **Homework Due: Descriptive Statistics** | 54-73 |
| Week 4 | Correlation Analysis  Writing up Results | 428-442 |
| Week 5 | Independent Samples T-Test  Writing up Results, cont. | 355-362 |

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| DATE | TOPICS | READINGS |
|  | **Homework Due: Correlation** |  |
| Week 6 | Analysis of Variance:  One-way ANOVA  **Homework Due: Independent Samples t-test** | 476-493 |
| Week 7 | Analysis of Variance:  Two-Way ANOVA  **Homework Due: One- Way ANOVA** | 502-512 |
| Week 8 | Paired Samples T-Test  Quantitative Research Designs:   Experimental   Quasi-Experimental   Ex-Post-Facto   Pre-Experimental  **Homework Due: Two-Way ANOVA** | 348-354  78-111 |
| Week 9 | Qualitative Research Methods:   History/Philosophy   Sources of data   The Interview  Qualitative Design:   Grounded Theory  Narrative Inquiry  **Homework Due: Paired Samples t-test** | 127, 144-161  Review online Power Point slides. |
| Week 10 | Qualitative Design, cont.:   Phenomenology   Ethnography  Analyzing Qualitative Data  **Homework Due: Interview/Transcript** | Review power  point slides online. |
| Week 11 | Program Evaluation | 555-583 |

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| DATE | TOPICS | READINGS |
|  | Action Research  **Homework Due: Coding**  **Assigned: Research Paper** | Review power  point slides. |
| Week 12 | Deconstructing research articles.  Constructing questionnaires and structured interviews. | Read articles  posted on  Blackboard. |
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| April 22 | **Final exam due via email** |  |

This syllabus is subject to change over the course of the semester. You will be notified of any updates or changes.