

**COURSE SYLLABUS  
GRADUATE STUDIES IN COUNSELING  
INDIANA WESLEYAN UNIVERSITY**

**CNS 507 Research and Evaluation of Methods and Practice**  
**Wednesday, 2:00-5:00 p.m.**

**Fall 2011**  
**Room – AGS 109 (Elder 224 as assigned)**

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**Office Hours: Open Door or by Appointment (M-F 9:00 a.m. – 4:00 p.m.)**

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**COURSE DESCRIPTION:**

Studies that provide a broad understanding of quantitative and qualitative research designs, research reporting and evaluation, and the use of computers in data collection and analysis.

**COURSE OBJECTIVES:**

*This course is designed in parallel with Indiana Wesleyan University's mission of being a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership.*

As a result of this course, the student will be able to:

1. Understand the vital relationship between research and counselling/therapy;
2. Understand and gain practical experience in evaluation of client and program outcomes;
3. Demonstrate an appreciation for common threats to internal and external validity in research;
4. Identify appropriate research methodology for a wide range of questions, specialization, and applications in the helping professions;
5. Critique research methods and findings in professional journals;
6. Develop the ability to write a research paper, including research questions, a literature review, methodology section, results section, and discussion section.

**TEXTS:**

Jacobsen, D. & Jacobsen, R. H. (2004). *Scholarship and Christian faith: Enlarging the conversation*. New York, NY: Oxford University Press, Inc.

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2010). *Counseling research: Quantitative, qualitative, and mixed methods*. Boston, MA: Pearson.

Various supplemental readings (journal articles or chapters).

**Course Readings and Assignment Schedule**

The Course readings and Assignment Schedule is available through Blackboard.

*Note: This course syllabus is not a contract, but is the planned outline for the class. Various items may be added or deleted at the discretion of the professor.*

This course is designed to fulfill the following CACREP Criteria (CACREP Standards, Section II, G, 8)

**RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

### CURRICULUM MAP

CNS 507: Research and Evaluation of Methods and Practice	CACREP Standard Fulfilled	IWU World Changer Aim Fulfilled	Assessment Methodology
Understand the vital relationship between research and counselling/therapy	II: 8; a, e	2.1	Mid-term exam
Understand and gain practical experience in evaluation of client and program outcomes	II: 8; b, c, d	2.1, 2.2	IRB Project
Demonstrate an appreciation for common threats to internal and external validity in research	II: 8; b, c, f	2.1	Mid-term exam Methodology Section
Identify appropriate research methodology for a wide range of questions, specialization, and applications in the helping professions	II: 8; b, c, f	2.2, 2.3	IRB Project Research Question Methodology Section
Critique research methods and findings in professional journals	II: 8; e	2.2, 2.3	Article Critiques Quantitative & Qualitative Article Review
Develop the ability to write a research paper, including research questions, a literature review, methodology section, results section, and discussion section	II: 8; f	2.2, 2.3	Research Question IRB Project Research Proposal Project

## ACADEMIC HONESTY:

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

### Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

**Cheating** is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.

**Plagiarism** is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). *The Prentice Hall Reference Guide* (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one.

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgement of a source.

### Sanctions

It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Any undergraduate student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: failure in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

A graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for a single incident of academic dishonesty or cheating. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate graduate faculty.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrator who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies found in the Graduate Catalog.

**Falsification of Academic Records or University Documents:** Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

**Unauthorized Access to Computerized Academic or Administrative Records or Systems:** Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.

## **DISABILITY SERVICES – College of Arts and Sciences**

Indiana Wesleyan University is committed to providing equal access to students with disabilities. The Center for Student Success works to make programs and facilities available in a non-arbitrary and beneficial manner. The Disability Services coordinator is responsible for receiving a request for academic or physical accommodations. The coordinator will work with the student to obtain and review the required documentation and will assign reasonable accommodations based on documentation that supports the student's request. Academic accommodations include, but are not limited to, alternative testing formats, note-taking services, taping lectures, books in alternate format, and adaptive technology.

Note: IWU and the instructor desire to provide appropriate academic adjustments for students with special needs. Also, this course syllabus is not a contract, but is the planned outline for the class. Various items may be added or deleted at the discretion of the professor.

## **ELECTRONIC DEVICES:**

Out of courtesy to the professor and students, please turn off all cell phones. Please let the professor know if emergency circumstances require that incoming calls be monitored.

## **COURSE REQUIREMENTS:**

### **ATTENDANCE POLICY & PARTICIPATION:**

Class attendance is expected and will be taken (occasionally and at the professor's discretion). In addition, students will complete Journals (see below) as assigned. Credit for the study questions and exercises will rely, in part, on consistent attendance. The content for the exam will be derived from class discussions. In addition, in a Masters level class, student participation in classroom discussions becomes a vital part of the overall learning process. In general, superior grades for the course will tend to be the natural consequence for persons who attend class faithfully.

#### *Journal*

Journals are submitted electronically on Blackboard by accessing the "Tools" segment and clicking on the "Journal" Link. Complete your entry on the dates listed by midnight. Each journal entry should be reflective in nature regarding the previous readings, assignments, and/or discussions. Use this area to share discoveries and personal questions regarding your research project. The journals should be between 100 and 250 words in length.

## Reading Assignments

All reading assignments are to be completed and thoughtfully analyzed prior to the workshop. You should enter the workshop prepared to engage in all workshop discussions. Not all readings will be directly addressed in the discussions but will aid in your understanding of the topic.

## Written Assignments

Written assignments are to be completed by the assigned dates. All written assignments should follow APA guidelines (as detailed in the APA Manual, 6<sup>th</sup> edition). Ten percent of the scoring of your written work will be reflected by the quality of your writing, including APA format, grammar, and citations. It is recommended that you thoroughly proofread all written material prior to submission.

## DUE DATES:

It is expected that assignments will be turned in on the identified due dates. Only under exceptional circumstances will assignments be accepted if turned in late. When such exceptional circumstances can be foreseen, it will be the student's responsibility to negotiate a revised due date with the professor. Students will be held accountable to the revised due date. Otherwise, a 10% deduction in attained score will be the penalty for any assignment turned in late.

## ASSIGNMENTS

Assignment	Points
Two Article Critiques (2@100)	200
Quantitative Article Review	50
Qualitative Article Review	50
Research Question Wiki	100
IRB Project	150
Research Proposal Project	
a. researchable question(s) & hypothesis(es)	10
b. bibliography	15
c. methodology	25
d. final draft	200
Mid-Term Exam	100
Participation/Journal	100
Possible Points	1000

Date Due	Assignment
September 21	Quantitative 12 Step
September 21 - October 5	Wiki Research Question in Blackboard
October 9	Qualitative 12 Step
October 12	Research Question & Hypothesis
October 19	Mid Term Exam
October 23	Article Critique #1
October 31	Bibliography
November 6	Article Critique #2
November 14	Methodology
November 27	IRB Proposal
December 7	Final Proposal

**GRADING OF THE COURSE:**

<b>Points</b>	<b>Grade</b>		
1000 - 950	A	769 – 730	C
949 – 900	A-	729 – 700	C-
899 – 870	B+	699 – 670	D+
869 – 840	B	669 – 630	D
839 – 800	B-	629 - 600	D-
799 – 770	C+	below 599	F

**ASSIGNMENT DESCRIPTIONS****Quantitative & Qualitative 12 Step Article Review (2@50 = 100 pts.)**

This assignment is for the student to become familiar with the critical reading of research articles. Each student is to read one quantitative and qualitative research article from peer-reviewed professional journals. Utilizing the “Twelve steps to reading quantitative research” and the “Twelve steps to reading qualitative research” forms found on blackboard under “Course Materials,” each student will complete the twelve steps for each article.

**Article Critique Format (2@100 = 200 pts.)**

The following outline provides you with a framework for fulfilling the Article Critique requirements for this course. You will select two articles that are interesting to you and relevant to your professional interests. For the purposes of this assignment, these articles must report on empirical investigations from peer-reviewed journals. You may want to choose articles that are central to your research question. Being creative can certainly coexist with being relevant and informative. Consider the following format and contents for your presentations:

- I. Statement of the Problem Addressed in the Article (if an empirical investigation, include the specific research question and hypotheses)
  - Provide background information to help us understand the significance of the issue or the rationale underlying the study or program
  - Point out relevant sources of information found in the literature review
- II. Methodology
  - Describe nature of sample and sampling procedures, operationalization of key variables, instruments, and procedures
- III. Results and Discussion
  - Describe procedures used to test specific hypotheses, statistical tests used, results of statistical analyses and conclusions derived by the authors
  - Limitations of the study or program, recommendations for future research and program, implications for the practice of Counseling
- IV. Critique
  - Describe any strengths and weaknesses *you* found in the study or description of program
  - How results and conclusions fit into or expand your understanding of the subject
  - How the information gained might be applied to solve “real world” problems

As always, please follow APA Style, 6<sup>th</sup> edition in writing your critiques.

### **Institutional Review Board Project (125 pts.)**

Prior to undertaking a biomedical or behavioral research project involving human subjects, researchers are required by federal law to have their research proposal reviewed by an IRB. The requirements for an IRB are uniform. For this assignment, students are to utilize the IRB form from the IWU website and construct an IRB Research Proposal for their particular research project. While there are portions of the IRB process which may be difficult to fully complete, the student is to get the IRB proposal as close to finalized as possible.

### **Research Proposal (Final Draft = 200 points)**

Creating a Research Proposal is the final “project” of this class. The Research Proposal is the foundation of any research project. For this project you will develop appropriate research components, and finally assemble a formal proposal (see outline below).

- Research Question & Hypothesis (10 points)
  - First step of a Research Project
  - Use WIKI feedback to present concise research question & hypothesis
- Bibliography (15 points)
  - Correct APA VI Citation
  - Annotated. A minimum of 150 words per annotation
  - Maximum number of points available:  
4 Sources (5 pts.), 5 Sources (10 pts.), 6 Sources (14 pts.) 7 + (15 pts.)
- \* *This will be the base for your Reference page in your Research Proposal Final Draft.*
- Methodology (25 points)
  - Quantitative Research Proposals follow a formal structure.
  - Follow the Methodology Section outline below for this assignment.

\* *This will be the third chapter of your proposal.*

*Outline for your Research Proposal:*

- I. Title page and Abstract
- II. The Purpose of this Project - Include in this section your mission, research question(s), and hypotheses
- III. Literature Review - Write a fairly comprehensive review of the scholarly literature related to the topic you are investigating.
- IV. Methodology
  - A. Participants - Include description of the characteristics of the sample and sampling techniques.
  - B. Instruments - Provide a concise description of the specific instruments you plan to use. Include a brief discussion of each instruments psychometric properties (i.e., purpose, validity, reliability, etc.).
  - C. Procedures - Describe specifically how you plan to carry out your study. Write this section with sufficient detail so the reader would be able to replicate your procedures.
- V. Results - Describe how, specifically, you will statistically test each hypothesis. Then, note what results you plan to obtain.
- VI. Conclusions - Discuss why your study will make significant contribution to the literature, limitations of your study, and recommendations for future research.
- VII. References – APA 6<sup>th</sup> ed. This is different than the “Bibliography” submitted earlier for the research project. Note the difference between References and Bibliography.

And, of course, my joy will be made complete when the papers are written according to APA Style, 6<sup>th</sup> edition.

## COURSE OUTLINE:

<b>Week 1</b> <b>Sept. 7</b>	<b>Introduction to Course: Why Do Research?</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapter 1 &amp; 2: 1-14)</li> <li>• Jacobson &amp; Jacobson: (Forward, Preface, &amp; Prologue: pp. vii-xiv, 1-14)</li> <li>• Alder: “How to Read a Book” available on Blackboard.</li> </ul>
<b>Week 2</b> <b>Sept. 14</b>	<b>Basic Statistics, Research Questions &amp; Christian Scholarship</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapters: 4: 32-45 &amp; 15: 215-234)</li> <li>• Jacobson &amp; Jacobson: (Chapter 1: pp.15-44)</li> <li>• Statistical Handouts</li> </ul>
<b>Week 3</b> <b>Sept. 21</b> <ul style="list-style-type: none"> <li>• <b>Quantitative 12 Step</b>  <i>Sept. 21</i></li> <li>• <b>WIKI Research Question</b>  <i>Sept. 21-Oct 5</i></li> </ul>	<b>Quantitative Research Design: Experimental &amp; Predictive</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapters 5: 46-60 &amp; 14: 200-214)</li> <li>• Jacobson &amp; Jacobson: (pp. 45-61)</li> <li>• APA Manual Section 4.41-4.49</li> <li>• Statistical Handouts</li> </ul>
<b>Week 4</b> <b>Sept. 28</b>	<b>Quantitative Research Design: Experimental &amp; Predictive</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapter 6: 61-79 &amp; Review Chpts 14 &amp; 15)</li> <li>• Jacobson &amp; Jacobson: (pp.77-101)</li> <li>• APA Manual Section 5.01-5.18</li> </ul>
<b>Week 5</b> <b>Oct. 5</b> <ul style="list-style-type: none"> <li>• <b>Qualitative 12 Step</b>  <i>October 9</i></li> <li>• <b>WIKI Research Question over</b></li> </ul>	<b>Qualitative Research Design:</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapters 9: 115-134 &amp; 10: 135-150)</li> <li>• Jacobson &amp; Jacobson: (Essay Three: 104-117)</li> </ul>
<b>Week 6</b> <b>Oct. 12</b> <ul style="list-style-type: none"> <li>• <b>Research Question &amp; Hypothesis</b>  <i>October 12</i></li> </ul>	<b>Literature Review</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapters: 3: 15-31)</li> <li>• Jacobson &amp; Jacobson: (Chapter 4: 119-134)</li> <li>• APA Manual: Beginning of section 1 thru 1.06; 6.22-6.32</li> </ul>
<b>Week 7</b> <b>Oct. 19</b> <ul style="list-style-type: none"> <li>• <b>Article Critique #1</b>  <i>October 23</i></li> </ul>	<b>Mid Term</b>
<b>Week 8</b> <b>Oct. 26</b> <ul style="list-style-type: none"> <li>• <b>Bibliography</b>  <i>October 31</i></li> </ul>	<b>Survey Research &amp; Mixed Methods Research</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapter 7: 80-92 &amp; 13: 187-199)</li> <li>• Jacobson &amp; Jacobson: (Chapter 5: 152-169)</li> <li>• APA Manual: Manuscript Structure &amp; Content (all) + 3.01-3.04</li> </ul>
<b>Week 9</b> <b>Nov. 2</b> <ul style="list-style-type: none"> <li>• <b>Article Critique #2</b>  <i>November 6</i></li> </ul>	<b>Program Evaluation</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapter 12: 173-186)</li> </ul>
<b>Week 10</b> <b>Nov. 9</b> <ul style="list-style-type: none"> <li>• <b>Methodology</b>  <i>November 14</i></li> </ul>	<b>Professional Writing &amp; Publication</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapter 16: 235-248 &amp; Appendix B)</li> <li>• Guest Speaker on Publication</li> <li>• APA Manual: Figure 2.1 Sample One-Experiment Paper</li> </ul>



<b>Week 11</b> <b>Nov. 16</b>	<b>Ethics &amp; IRBs</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapters 17: 249-261 &amp; Appendix A)</li> <li>• IWU IRB Material</li> <li>• <a href="http://news.yahoo.com/panel-reveals-details-1940s-experiment-012040543.html">http://news.yahoo.com/panel-reveals-details-1940s-experiment-012040543.html</a></li> </ul>
<b>Week 12</b> <b>Nov. 23</b>	<b>No Class – Happy Thanksgiving!</b>
<b>Week 13</b> <b>Nov. 30</b> <ul style="list-style-type: none"> <li>• <b>IRB Proposal</b>  <i>November 27</i></li> </ul>	<b>Multicultural Research &amp; Funding</b> <ul style="list-style-type: none"> <li>• Sheperis, Young, &amp; Daniels: (Chapter 18:262-274)</li> <li>• Funding for Research Quest Speaker</li> </ul>
<b>Week 14</b> <b>Dec. 7</b> <ul style="list-style-type: none"> <li>• <b>Final Proposal</b>  <i>December 7</i></li> </ul>	<b>Current Research Projects in the Division of Graduate Counseling.</b>