



**CF525 RESEARCH METHODS
FALL 2022**

INSTRUCTOR

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Office Hours: By appointment

DESCRIPTION (from *Student Handbook*)

Study of research methodology and program evaluation; including qualitative and quantitative research methods, design, and basic statistical analysis used to support and improve counseling; and an understanding of the importance of research in the field of counseling.

[3 credit hours. Instructor: Dr. William Mobley. Frequency: Even Falls. Prerequisite: None.]

COURSE OUTCOMES

At the end of this course, the student will:

1. Understand fundamental concepts and principles of ethical and culturally relevant strategies for conducting, interpreting, and reporting research studies and program evaluation.
2. Be able to state the purpose of a study and to create good research questions and hypotheses.
3. Know basic statistical concepts, including parametric and nonparametric statistics, as they relate to measurement and assessment in the behavioral sciences.
4. Be able to select appropriate methodological approaches to answer research questions and know when to apply certain types of research designs.
5. Be able to make appropriate use of computer for data management and analysis.
6. Be a good consumer of research, particularly in advancing the counseling profession and practice.

COURSE TEXT(S)

REQUIRED TEXTS

Creswell, J. W. & Creswell, J. D. (2018). *Research Design. Qualitative, Quantitative, and Mixed Methods*. (5th Edition). Thousand Oaks, CA: Sage Publications, Inc. ISBN-13: 978-1506386706 / ISBN-10: 1506386709

RECOMMENDED BUT NOT REQUIRED:

Salkind, N.J. (2012). *Exploring Research*. (8th Edition). Upper Saddle River, New Jersey: Pearson.

American Psychological Association (2009). *Publication Manual of the American Psychological Association*, 6th Edition. Washington, DC.

ADDITIONAL RESOURCES:

Annotated Bibliographies. The Owl at Purdue. (n.d.)
<https://owl.english.purdue.edu/owl/resource/614/01/>

How to Prepare an Annotated Bibliography: The Annotated Bibliography
<http://guides.library.cornell.edu/annotatedbibliography>

West, W. (2002, August). Some ethical dilemmas in counseling and counseling research. *British Journal of Guidance & Counseling*, 30(3), 261-268.

VassarStats. (n.d.). T-test for independent samples (n per sample up to null).
http://faculty.vassar.edu/lowry/t_ind_stats.html

Oliver, D., & Mahon, S. M. (2005, April). Reading a research article part II: Parametric and nonparametric statistics. *Clinical Journal of Oncology Nursing*, 9(2), 238-240.

Thompson, B. (2002). "Statistical," "practical," and "clinical": How many kinds of significance do counselors need to consider? *Journal of Counseling & Development*, 80(1), 64-71.

Nock, M. K., & Kurtz, S. M. S. (2005). Direct behavioral observation in school settings: Bringing science to practice. *Cognitive and Behavioral Practice*, 12, 359-370.

COURSE REQUIREMENTS

***NOTE: All assignments are to be submitted prior to the beginning of class on the date due.**

<p>1. Attendance and Class Participation [5%] [Outcomes 1-6]</p>	<p>Class attendance and participation is required. All students are expected to contribute to class discussions and attend all classes unless approved by the instructor. Students are expected to complete all readings in advance of class and to turn in assignments at the beginning of class. Class participation will be determined by students’ responses to the instructor’s questions, asked questions, contributions to weekly discussions, and perceived familiarity with assigned readings. You are expected to be prepared for class.</p>
<p>2. Research Project [50%] Topic and Purpose Statement: 5% Introduction: 10% Review of the Literature: 20% Poster Project: 10% Oral Presentation: 5% [Outcomes 1-5]</p>	<p>Students will select a research topic and complete an introduction and literature review. An annotated bibliography will be used to begin the development of the proposal and introduce students to literature on their topic of interest. Students will present their completed poster project at the end of the course. Research topics are expected to reflect student interests and the program mission</p> <ol style="list-style-type: none"> 1. Topic and Purpose Statement 2. Introduction <p>The introduction component of a research paper introduces the reader to your research issue. The purpose of the introduction is to provide a clear and concise overview of your research study</p>

	<p>including: the research issue/problem in counseling, a rationale for examining this research issue, and the purpose of your study. The introduction should be one-two pages.</p> <ol style="list-style-type: none"> Brief statement of the question/problem Background theory, research, data related to the question/problem Questions/hypotheses to be evaluated in the current study <p>3. Review of the Literature The review of the literature will allow you to integrate the knowledge developed from your annotated bibliography to more fully understand your research topic. The literature review should conclude with a restatement of your purpose and your research question(s). The literature review should be four pages.</p> <p>4. Final Research Proposal Presentation: After completing the components of the research paper, you will present your proposal to the class. Your presentation should be 10 minutes, including time for questions. This is expected to be a professional presentation.</p>
3. Article Analysis [15%] <i>[Outcomes 1-5]</i>	Students will review three articles and submit one page analysis of the research conducted. More details will be provided.
4. Observation Assignment [15%] <i>[Outcomes 1-5]</i>	Students will conduct an observation. Results of observation will be written in one page reflection. More details will be provided.
5. Single Case Assignment [15%] <i>[Outcomes 1-5]</i>	A single case project will be conducted. Students will graph the data and provide a two page reflection of the process. More details will be provided.

COURSE WORKLOAD GUIDELINES

For courses in the Counseling and Family (CF), students should anticipate studying approximately two hours outside of class for each hour spent in the classroom. The following is a breakdown of the number of hours the average student can expect to spend outside of class to complete the required assignments. These numbers may be higher or lower depending on your particular background and education.

Reading	20 hours
Research Project	40 hours
Research activities	10 hours
Observation Assignment	10 hours
Single Case Assignment	10 hours
TOTAL	90 hours

GRADING INFORMATION

Letter Grade	Percentage	Grade Points	Description
A+	100–97	4.0	
A	96–93	4.0	Excellent; superior achievement.
A-	92–90	3.7	
B+	89–87	3.3	
B	86–83	3.0	Good; commendable achievement.
B-	82–80	2.7	
C+	79–77	2.3	
C	76–73	2.0	Satisfactory; acceptable achievement.
C-	72–70	1.7	
D+	69–67	1.3	
D	66–63	1.0	Poor; marginal achievement.
D-	62–60	0.7	
F	59–0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.

SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

Attendance Policy

One of the strengths of Phoenix Seminary is the classroom interaction between instructors and students. Attendance and participation are essential components of the training process. **An absence is defined as when a student does not attend a class period whether it be for an on campus or an online course. Watching a recorded lecture in lieu of attending class does not constitute attendance.** When a student is going to be absent, it is important that the student consult with the instructor in advance about work to be missed. In the case of extenuating circumstances, students may request an exception to this policy by submitting a petition to the Academic Petition Committee.

Excessive absences may result in grade reduction or course failure as indicated on the following chart:

COURSE FORMAT

15-week

REDUCED GRADE2nd missed class**COURSE FAILURE**4th missed class**Courteous Use of Technology in the Classroom (phone, tablet, laptop)**

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

BIBLIOGRAPHY

Cooper, H. (2011). *Reporting research in psychology: How to meet journal article reporting standards*. Washington, DC: American Psychological Association.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Howell, D. C. (2011). *Statistical methods for psychology* (7th ed.). Belmont, CA: Wadsworth.

King, B. M., Rosopa, P. J., & Minium, E. W. (2011). *Statistical reasoning in the behavioral sciences* (6th ed.). New York, NY: Wiley.

Leedy, P. D., & Ormrod, J. E. (2015). *Practical research: Planning and design* (11th ed.). Upper Saddle River, NJ: Pearson.

Pagano, R. R. (2012). *Understanding statistics in the behavioral sciences* (10th ed.). Belmont, CA: Wadsworth – Cengage Learning.

Salkind, N. J. (2012). *Exploring research* (8th ed.). Upper Saddle River, NJ: Pearson.

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

COURSE SCHEDULE CF 525 RESEARCH METHODS

***NOTE: Class Schedule is subject to change at instructor's discretion**

Class	Date	Topic	Readings due	Assignments Due
1	8/17/22	Syllabus Review Introduction and Foundation of Research		
2	8/24/22	Introduction & Literature review	Creswell Chs. 1, 2, & 3	Article #1
3	8/31/22	Conceptualizing research	Creswell Chs. 4 & 5	Topic
4	9/7/22	Intervention research Single case design	Articles	
5	9/14/22	Observation	Articles	Observation
6	9/21/22	Qualitative Research	Creswell Chs. 7 & 8	
7	9/28/22	Quantitative Research	Creswell Ch. 9	Introduction
8	10/5/22	Mixed Methods	Creswell Ch. 10	Article #2
9	10/12/22	Single case design	Articles	
10	10/19/22	Evaluating Research	Articles	Literature Review
11	10/26/22	Survey Research	Articles	
12	11/2/22	Action Research	Articles	
13	11/9/22		Articles	Article #3
	11/16/22	Reading Week – No class		Single Case
	11/23/22	Thanksgiving Break – No class		
14	11/30/22	Conceptual Content Analysis/Program Evaluation	Articles	
15	12/7/22	Research Proposal Presentations		Presentation and Poster Presentation