

COUN 8300
Research Design in
Counseling and Evaluation

Fall 2011

**Department of Special
Education, Rehabilitation, &
Counseling**

College of Education

INSTRUCTOR INFORMATION:

Randolph B. Pipes, Ph.D.

Professor

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334-844-2883

OFFICE HOURS:

By Appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer

SYLLABUS

1. **Course Number:** COUN 8300
Course Title: Research Design in Counseling
Credit Hours: 3 Semester hours (Lecture 3)
Prerequisites: COUN 7320, COUN 7100 or 7950
Corequisite: None
Course Meetings: 1:00-3:50 Wed—HC2435
Instructor: Randolph B. Pipes, Ph.D.
Phone: 334-844-2883
Email: pipesrb@auburn.edu

2. **Date Syllabus Revised: August, 2011--Dr. Pipes**

3. **Text or Major Resources:**

Required:

1) Kazdin, A. E. (2003). *Research design in clinical psychology (4th ed.)*. Boston, MA: Allyn & Bacon. ISBN 0205332927

Other Required Readings and Materials

Oberlander, S. E., & Spencer, R. J. (2006). Graduate students and the culture of authorship. *Ethics & Behavior*, 16, 217-232.

OTHER ARTICLES AS ASSIGNED

Recommended:

George P. Knight, G. P., Roosa, M. W., & Umana-Taylor, A. J. (2009). *Studying ethnic minority and economically disadvantaged populations: Methodological challenges and best practices*. Washington, DC: American Psychological Association.

Cole, E. R. (2009). Intersectionality and research in psychology, *American Psychologist*, 64, 170-180.

Heppner, P. P., Wampold, B. E., Kivlighan, D. M. Jr. (2008) *Research design in counseling*. Belmont, CA: Thomson Brooks/Cole.

Cherry, A. L., Jr. (2000). *A research primer for the helping professions*. Belmont, CA: Brooks/Cole.

Heppner, P. P. & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation & research*. Belmont, CA: Thomson Wadsworth

4. **Course Description:**

Advanced study of methods for planning, developing, conducting, and evaluating counseling research. Emphasis is on the *design* of experiments, including true experimental and non-experimental methods.

5. **Course Objectives:**

At the end of the course students should:

1. Be able to identify the ethical and legal issues in counseling and psychological research;
2. Have working knowledge of counseling and psychology research methods concepts and terms;
3. Be able to identify and select appropriate research methodology;
4. Be able to design and implement quantitative research and methodology;
5. Be able to identify and discuss issues related to counseling and psychological research and the use of human participants, including but not limited to participant selection, risks to participants, and participants' rights;
6. Have an understanding of how diversity (including but not limited to factors such as culture, gender, economic status, sexual orientation, and race and ethnicity) must be considered in the design and carrying out of research.

6. **Course Content and Schedule:**

AUG 17: Class organization. Broadly stated, informal goal of the course: Learning how to get an unambiguous answer to our research questions; or how can we set up our study so that we can test our hypotheses and be able to draw some clear inferences. Brief introduction to research design: Operationalizing, random selection, random assignment, confounding, counterbalancing (treatments; measures), internal validity, external validity, manipulation, manipulation check.

AUG 24: Material shifted to 9/7 due to class cancellation

AUG 31: Focused discussion on experimental design issues in two articles (emailed). Dr. Buckhalt

SEP 07: In-Class quiz. Chapters 1, 2, 6, and 7. Experimental Research—Group designs, including Control and Comparison Groups. Assigned articles: *Journal of Personality and Social Psychology*, June, 1977. (a) Reactions to Physical closeness. First author Storms, M. D. p. 412-418. (b) Second article: The gain/loss concept and the evaluator: First some good news, then some bad. First author: Brothen, T. p. 430-436. Independent and dependent variables.

SEP 14: In class quiz. Chapters 3 & 4. Standard 8 of the APA Ethics Code. Article assigned: Bulman & Wortman, JPSP, 1977, 35(5), 351-363. Discussion of apple/cherry pie research study. Discussion of a “does prayer work” study (reference emailed).

SEP 21: Focused discussion on experimental design issues in two articles (emailed). Dr. Buckhalt

SEP 28: Plagiarism tutorial certificate due. Chapter 8. Construct an experimental design and post to Blackboard. **Class exercises. Articles as assigned.**

OCT 05: In-class quiz. Chapter 5. Construct an experimental design and post to Blackboard. **Class exercises. Articles as assigned.**

OCT 12: Mid-term exam (exam may include up to three questions from Chapter 9). Chapter 9. Construct an experimental design and post to Blackboard. **Class exercises. Articles as assigned.**

OCT 19: Chapters 10 & 11. Construct an experimental design and post to Blackboard. **Class exercises. Articles as assigned.**

OCT 26: Chapter 12. Oberlander. Construct an experimental design and post to Blackboard. **Class exercises. Articles as assigned.**

NOV 02: In-class quiz. Chapters 13 & 14. Class exercises. **Articles as assigned.**

NOV 09: Chapters 15 & 16 of text. Linking design and statistics. Dr. Kluck. Articles as assigned.

NOV 16: In-class quiz. Class exercises. **Articles as assigned.**

NOV 23: THANKSGIVING BREAK

NOV 30 Final exam

7. Course Requirements

1. Reading of texts and articles as assigned.
2. Participation in exercises and discussions in class in order to obtain mastery of the material.
3. Post a minimum of five experimental designs on Blackboard. I will comment on these. At least three of these must include a manipulation check.
4. Students will successfully complete a tutorial and test on plagiarism. The tutorial and test are available at <http://www.indiana.edu/~istd/> and students will need to print the certificate of completion to document that they have passed the test. Failure to complete this assignment will result in an incomplete in the course (regardless of the grade earned) until the assignment is completed.
5. Quizzes over reading assignment, class lectures, and class exercises.

6. Mid-term exam.
7. Final exam. This is a comprehensive examination.
8. Exercises as assigned.

8. Evaluation

The final grade will be calculated as follows:

Quizzes:	10%
Posted designs:	30%
Midterm:	30%
Final Exam	30%

The following scale will be used:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	0 - 59%

9. Class Policy Statements:

Students are expected to attend all class meetings and participate in all assigned activities (Tiger Club, p. 73). Should students need to be absent for any reason, please contact the course instructor before missing that class meeting or as soon as possible in the event of emergencies. You are still responsible for any content missed when you are absent and it is your responsibility to obtain the information and inform the instructor of your absence.

Attendance: This course covers extensive amounts of material, class attendance is very important. Miss class at your own risk (in other words, you are responsible for all material covered whether you are in attendance or not).

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- i. Engage in responsible and ethical professional practices

- ii. Contribute to collaborative learning communities
- iii. Demonstrate a commitment to diversity
- iv. Model and nurture intellectual vitality