



RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership & School Psychology
Syllabus of Record – edited November 2010

Course: CEP 554: Research in Applied Settings

Prerequisites: Graduate status and a measurement and/or research course (CEP 534, PSYC520, or equivalent).

Required Text: Heppner, P. P., Wamplod, B. E., & Kivlighan, D.M. (2008). *Research Design in Counseling* (3rd ed.). New York: Thomson Brooks/Cole.

Optional/ Recommended Texts:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

CEP 554 Faculty Fall 08 to Fall 10			
	Torem, Christopher	Adjunct	CAGS-School Psy
	Gracia, Susan	Full time	Ph.D.
	Heard, Kenneth	Adjunct	Ph.D.

Course description:

Techniques and practices of applied educational research in educational and human services settings are examined. This course is designed for professionals who anticipate conducting applied research studies.

Relationship of course to program:

This course is required of all graduate students in the master's programs in Counseling and School Psychology. It provides an integrating framework for understanding the research process. Various methods of educational and social science research, including ethical issues, are examined. Course objectives are designed to address the research competency requirements for students enrolled in the Counseling Psychology and School Psychology graduate programs.

Relationship of Conceptual Framework and FSEHD:

This course is based on the reflective practitioner model that is compatible with the guiding principals for all instruction at FSEHD. These principles are based on the belief that the best educational decisions are made after adequate planning, analysis, and reflection. Consistent with this, the goal of this course is to educate reflective practitioners who critically analyze the research literature, reflect on the implications of research findings for their own work, and modify their practices accordingly. Becoming a reflective practitioner is an ongoing process that is accomplished by planning instruction to develop competence in understanding and applying research methods, by imparting agreed upon standards of professionalism, and by fostering sensitivity and responsiveness to human diversity.

Course Outcomes

<u>Course Learning Objectives</u>	<u>SPA</u>	<u>Conceptual Framework: Advanced Competencies</u>
1. Explain the fundamental concepts (e.g., hypothesis, sampling, replication, external validity) of educational research and the importance of research in advancing the education and counseling professions	CACREP Standard - 8a; 8b NASP 2.9	Knowledge - 1
2. Explain the specific procedures (e.g., formulating a research problem, selecting a sample, designing a research instrument, making a scatterplot) involved in the conduct of educational research	CACREP Standard - 8c NASP 2.1, 2.9	Knowledge - 2 Practice - 1
3. Select the correct univariate statistic for answering research questions	CACREP Standard - 8c NASP 2.1	Knowledge - 1, 2 Practice - 1
4. Develop research questions and effective strategies for answering such questions with objective data	CACREP Standard - 8a; 8e School Counseling Curriculum Domain B, C NASP 2.1 & 2.9	Knowledge - 1, 2 Practice - 1
5. Access and critically review and evaluate research in regard to soundness of methodology, design, and ethical issues	CACREP Standard - 8b; 8e CACREP Curricula Domain II School Counseling Curriculum Domain C NASP 2.1, 2.9, 2.10	Knowledge - 1, 2 Practice - 1, 2
6. Create a research proposal including: development of a research question, choice of design,	CACREP Standard - 8a; 8b, 8c, 8d, 8e CACREP Curricula Domain II; I2; J1	Knowledge - 1, 4 Practice - 1, 2, 3

identification of participants and measures, and production of a written proposal in American Psychological Association (APA) format	NASP 2.1, 2.9, 2.10 & 2.11;	
7. Utilize technology to access and share information with colleagues and gain access to a wide range of resources	CACREP Standard - 8d; 8e School Counseling Curriculum Domain C NASP 2.11	Knowledge - 1, 2 Practice - 2
8. Work cooperatively with colleagues in sharing research ideas and learning about applied research concepts and how they can be applied to program evaluation and program development	CACREP Standard- 8d; 8e CACREP Curricula Domain I2; J1 School Counseling Curriculum Domain B, C NASP 2.2, 2.8	Knowledge - 4 Practice - 4
9. Describe the history of the development of ethical and legal standards related to the treatment of human beings involved in research	CACREP Standard - 8a; 8e CACREP Curricula Domain I1 School Counseling Curriculum Domain C NASP 2.10	Knowledge - 4

Course Requirements

Assignments

1. Class Participation: When class meets, students are expected to attend each class meeting, arrive on time, and participate positively in class activities and discussions. This means candidates are to show respect for others by listening attentively while others speak, not dominating class discussions, and avoiding disruptions (cell phones, arriving late, etc.). The participation grade will also take into consideration each candidate's efforts in completing in-class activities. (Professionalism; Practice)

Written assignments: Students will be asked to complete various guideline sheets (called "problem sheets") and other handouts to help you understand the fundamentals of research and to apply them to your own work.

Online quizzes: Three online quizzes will be administered through WebCT. Students are to complete these quizzes on their own time through WebCT. The quizzes are "open

book.” The quizzes will be made available to complete on WebCT. Once a student begins a quiz, s/he will have a certain amount of time in which to complete the quiz. The quiz will be in the format of multiple choice, true/false, and/or short answer questions. The dates of the quizzes are tentatively scheduled around Sept. 28, Nov. 2, and Dec. 15. More detailed information regarding the quizzes will be provided to students in the second class session.

Performance Assessments

	Course Outcomes	NASSP Standards	CACREP Standards	Conceptual Framework
<u>Article Critique</u> : Critique a published study in your field. An outline for the article critique is included on the syllabus.	5, 7	2.1, 2.9; 2.11	CACREP Standard – 8b; 8c School Counseling Curriculum Domain C	Knowledge – 1, 2 Practice - 1
<u>Research Proposal</u> : Design a research proposal for a study. The research proposal should contain the following sections: <ul style="list-style-type: none"> • Abstract • Section 1: Problem to be investigated <ul style="list-style-type: none"> ○ Purpose of study ○ Justification for study ○ Research question and/or hypotheses ○ Definition of terms • Section 2: Background and review of related literature • Section 3: Procedures <ul style="list-style-type: none"> ○ Research design ○ Sample ○ Instrumentation ○ Procedural details ○ Internal validity ○ Data analysis 	1,2,3,4,6,9	2.1, 2.9, 2.10, 2.11	CACREP Standard – 8a-8e CACREP Curricula Domain II School Counseling Curriculum Domain B, C	Knowledge - 1 Practice- 1, 2

Course Evaluation

Assignment	Points
Class participation:	10 points
Quizzes	30 points
Written Assignments:	10 points
Article Critique:	20 points
Research Proposal:	<u>30 points</u>
Total	100 points

Course Grading

A = 100-94 points	B+ = 87-89 points	C+ = 77-79 points	D = 65-69 points
A- = 90-93 points	B = 84-86 points	C = 74-76 points	F = 64 and below
	B- = 80-83 points	C- = 70-73 points	

References

Borg, W.; J. Gall; and M.D. Gall. (1999). *Applying Educational Research: A Practical Guide. (fourth edition)*. New York: Longman.

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Burgess, R. (Ed.) (1985). *Issues in Educational Research: Qualitative Methods*. London: Falmer.

Coalition for Evidence-Based Policy. (2002). Bringing Evidence-Driven Progress to Education: A Recommended Strategy for the U.S. Department of Education. Washington, D.C.: Comprehensive School Reform Program Office, Office of Elementary and Secondary Education, U.S. Department of Education. 34 pages.
<http://www.excelgov.org/usermedia/images/uploads/PDFs/coalitionFinRpt.pdf>

Constas, M. (1998). "The Changing Nature of Educational Research and a Critique of Postmodernism." *Educational Researcher*, 27, 26-33.

Erickson, Frederick, and Kris Gutierrez. (2002). "Culture, Rigor, and Science in Educational Research." *Educational Researcher*, 31 (8) 21-24.

Glass, G. (1992). "A Slice of Advice." *Educational Researcher*, 21, 23.

Jacobson, W. (1998). "Defining the Quality of Practitioner Researcher." *Adult Education Quarterly* 48, 125-38.

Lagemann, Ellen. (2000). *An Elusive Science: The Troubling History of Educational Research*. Chicago: University of Chicago Press. [ED 457 075](#).

MacColl, G., and K. White. (1998). "Communicating Educational Research Data to General, Nonresearcher Audiences." *ERIC Digest 21*. College Park, Maryland: ERIC Clearinghouse on Assessment and Evaluation.

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Richard J. Shavelson, and Lisa Towne (Eds.). (2002). *Scientific Research in Education*. Committee on Scientific Principles for Educational Research, National Research Council. Washington, D.C.: National Academies Press. 188 pages. <http://www.nap.edu/books/0309082919/html/R1.html/>

St. Pierre, Elizabeth Adama. (2002). "'Science' Rejects Postmodernism." *Educational Researcher*, 31 (8), 25-27.

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Whitehurst, Grover. J. (2002). "Statement of Grover J. Whitehurst, Assistant Secretary for Research and Improvement, Before the Senate Committee on Health, Education, Labor and Pensions." Washington, D.C.: U.S. Department of Education. Available online at <http://www.ed.gov/offices/IES/speeches/>

Wiles, David. (1972). *Changing Perspectives in Educational Research*. Worthington: Jones.

**CEP 554: RESEARCH IN APPLIED SETTINGS
RESEARCH PROPOSAL RUBRIC**

About research methodology: This instrument has been developed for use with research proposals employing qualitative, quantitative, and mixed research designs.

Using the rating scale: A four level rating scale is used for scoring each of the quality indicators in the rubric. In general, ratings of 3 or above are considered satisfactory, while ratings of 1 or 2 do not achieve minimal standards for passing.

Research Proposal Quality Indicators

<p>4 = All elements of indicator are thoroughly addressed. Description demonstrates superior insight and application of course content.</p> <p>3 = All elements of indicator are addressed. Description demonstrates good insight and application of course content.</p> <p>2 = Most elements of indicator are addressed. Description is limited and reflects poor application of course content.</p> <p>1 = Many elements of indicator are not addressed. Description is incomplete, unclear, and reflects little attempt to apply course content.</p>

Abstract (CACREP Standard 8a; CACREP Curricular Domain I1; NASP 2.1, 2.9; Knowledge - 1, Practice - 1)

<i>Indicator</i>	<i>Points</i>
1. Abstract contains a concise description of the study, a brief statement of the problem, exposition of methods and procedures, summary of findings, and potential implications of study.	

Problem to Be Investigated (CACREP 8a; 8d; School Counseling Curriculum Domain B, C; NASP 2.1 & 2.9; Knowledge 1, 2; Practice 1)

<i>Indicator</i>	<i>Points</i>
2. The Introduction section has a clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study. There is a brief, well-articulated summary of research literature that substantiates the study, with references to more detailed discussions in the Literature Review.	
3. The Problem Statement concisely states what will be studied by describing at least two factors and a conjectured relationship among them that leads to an identified problem.	
4. The specific Research Questions and Hypotheses are briefly and clearly described.	
5. The Purpose of the study is described in a logical, explicit manner.	
6. Operational Definitions of technical terms, jargon, or special word uses are provided.	
7. Potential limitations of the study are described	
8. The Significance of the Study is described in terms of	

<ul style="list-style-type: none"> a. knowledge generation, b. professional application, and/or c. social change. 	
9. Section ends with a Transition Statement that contains a summary of key points of the study and an overview of the content of the remaining sections in the study.	

Subtotal: ____/32

Background and Review of Related Literature (CACREP Standard 8a; 8b; CACREP Curricular Domain: I1; School Counseling Curriculum Domain C; NASP 2.1, 2.9, 2.10; Knowledge- 2; Practice – 1,2)

<i>Indicator</i>	<i>Points</i>
1. There is an Introduction that describes <ul style="list-style-type: none"> a. the content of the review, b. the organization of the review, and c. the strategy used for searching the literature. 	
2. The review of related research and literature is clearly related to the problem statement as expressed in the research questions and hypotheses	
3. The review of related research and literature includes the relationship of the study to previous research.	
4. The review contains concise summaries of literatures that help <ul style="list-style-type: none"> a. define the most important aspects of the theory that will be examined or tested (for quantitative studies), or b. substantiate the rationale or conceptual framework for the study (for qualitative studies). 	
5. The content of the review is drawn from acceptable peer-reviewed journals or sound academic journals or there is a justification for using other sources.	

Subtotal: ____/20

Procedures (CACREP Standard 8b; 8c; CACREP Curricular Domain I2; J1; NASP 2.1, 2.9, 2.10; Knowledge; Practice; Diversity)

<i>Indicator</i>	<i>Points</i>
1. Introduction includes a clear outline of the major areas of the section.	
2. Research Design and approach <ul style="list-style-type: none"> a. includes a description of the research design and approach, b. provides justification for using the design and approach, and c. derives logically from the problem or issue statement. 	
3. Setting and Sample <ul style="list-style-type: none"> a. describes the population from which the sample will be or was drawn, b. describes and defends the sampling method including the sampling frame used, c. describes and defends the sample size, and d. describes the characteristics of the selected sample. 	
4. If a treatment is used, it is described clearly and in detail.	
5. Instrumentation and Materials <ul style="list-style-type: none"> a. presents descriptions of instrumentation or data collection tools to include <ul style="list-style-type: none"> i. name of instrument, ii. type of instrument, iii. concepts measured by instrument, 	

<i>Indicator</i>	<i>Points</i>
iv. how scores are calculated and their meaning, v. processes for assessment of reliability and validity of the instrument(s), vi. processes needed to complete instruments by participants, and b. includes a detailed description of data that comprise each variable in the study.	
6. Internal Validity a. Feasible alternate explanations that might exist for the results of the study are discussed.	
7. Overall, data analysis plans are consistent with the research questions or hypotheses and underlying theoretical/conceptual framework of the study.	
8. Measures taken for protection of participants' rights are summarized.	

Subtotal: ____/32 if treatment is used

or

Subtotal: ____/28 if treatment is not used

Writing Style and Composition (Practice- 1)

<i>Indicator</i>	<i>Points</i>
The proposal is written in scholarly language (accurate, balanced, objective, tentative). The writing is clear, precise, and avoids redundancy. Statements are specific and topical sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas. APA style is implemented correctly and consistently.	

Subtotal: ____/4

Organization and Form (Practice 1, 2)

<i>Indicator</i>	<i>Points</i>
The proposal is logically and comprehensively organized. The sections add up to an integrated "whole." Subheadings are used to identify the logic and movement of the proposal, and transitions between sections are smooth and coherent.	

Subtotal: ____/4

Total Points: ____/96 if treatment is used

or

Total Points: ____/92 if treatment is not used

CHALK AND WIRE

The Feinstein School of Education and Human Development has adopted *Chalk & Wire* as its data collection and assessment system. All students admitted to the Feinstein School and/or enrolled in any education course are required to purchase a *Chalk & Wire* electronic code at the RIC Bookstore. The *Chalk & Wire* electronic code purchase is a

required one-time textbook purchase. This code allows students to access *Chalk & Wire* for a four year period while enrolled at Rhode Island College. The electronic code is a personal code and cannot be exchanged among students. Students receiving financial aid may use their financial aid to purchase the *Chalk & Wire* electronic code. *Chalk & Wire* allows students to submit assignments electronically and receive electronic feedback from Education course instructors. Students also have the opportunity to create personal portfolios on *Chalk & Wire*. To assist students with this transition, instructions about how to use the *Chalk & Wire* system will be available in one or more of their education courses.

STUDENTS WITH DISABILITIES

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.

ACADEMIC HONESTY STATEMENT

Students in this course are expected to abide by the principles of academic honesty. Students who willfully violate these principles (e.g., by cheating on examinations and assignments, plagiarizing, altering or changing records, etc.) cheat themselves, destroy any presumption of personal integrity, and degrade the value of education. It is especially important that all students understand the nature of plagiarism, for their written work will be judged rigorously for honesty.. There are various forms of plagiarism of which the following are most common:

- 1. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (book, magazine or newspaper article, unpublished paper or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work within your paper use of quotation marks.
- 2. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
- 3. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference with the text of the paper.
- 4.** Many facts, ideas, and expressions are common property and need not be acknowledged, (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York-It's a great place to visit, but I wouldn't want to live there"), to acknowledge indebtedness.

(Note: The above paragraphs are based largely on D. Sears, Harbrace Guide to the Library and the Research, p. 39). It is especially important that all students understand the nature of

plagiarism; for further explanation, see Sears, Harbrace, *Guide to the Library and Research paper*. Student Handbook, pg 35

5. Self-plagiarism: Unauthorized multiple submissions of work for credit is a form of academic dishonesty. It occurs when a student, who has not been given permission to do so, submits for academic credit work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself. *Adopted by the Rhode Island College Council, spring 2006.*

A student who commits academic dishonesty will incur one of the following penalties depending on the severity of the infraction:

1. A low or failing grade on the assignment in which the offense occurred.
2. An additional assignment.
3. Reduction of the final grade up to and including course failure
4. Any combination of the above.

Students who willfully violate the principles of academic honesty (e.g., through cheating on examinations or assignments, plagiarism [see below], altering or changing records, etc) are subject to consequences ranging from an effect on their grade to academic probation or expulsion depending on the seriousness of the act. Any student accused of academic dishonesty may appeal to the Board of College Discipline.