

Plymouth State University

University System of New Hampshire

**CO 5070 ~ Research Design in the Helping Professions
Summer 2021, 3 Credits
(9:00am-12:30pm)
Online
Tuesday & Friday**

Instructor: Stephen V. Flynn, PhD, LMFT-S, LPC, NCC, ACS

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Office hrs. Fri. 10 – 12 pm

Office Location: Hyde Hall Room 227

Classroom: Zoom
<https://plymouthstate.zoom.us/j/9894980390>

Class Schedule:

- Zoom meetings will take place on the following dates: **5/11, 5/25, 6/8, 6/22**
- CITI Certificate: **5/20**
- Exams will be on the following dates: Mid-Term Exam **6/2** 1am – **6/3** 11:59pm, Final Exam **6/24** 1am – **6/25** 11:59pm
- There will be required online interaction on the following dates: **5/14 – 5/17, 5/18 – 5/20, 5/21 – 5/24, 5/28 – 5/31, 6/4 – 6/7, 6/11 -6/14, 6/15 – 6/17**
- 10 min. Theory/Epistemology Presentations date: **6/22**

Course Description:

This course is designed to familiarize students with a variety of research principles, ethical and legal considerations, research design, methodologies of research, data analyses, and principles of program evaluation. In addition, students will be able to critically evaluate research literature, understand basics of writing a literature review, and principles outlined in the Publication Manual of the American Psychological Association. As a result, students will be prepared to understand available research, act on that knowledge in being discriminate evaluators of research and in being able to design research projects.

****It is essential that students display excellent professional comportment in this course. For information on appropriate netiquette all students must view the following link <http://www.edutopia.org/netiquette-guidelines> ****

Content Areas

1. Develop an understanding professional writing and APA Publication Style.
2. Develop an understanding of ethical issues related to the research process

3. Develop an understanding for human subjects/institutional review board federal, state, state, and university standards.
4. Develop an understanding of research designs appropriate to quantitative and qualitative research questions.
5. Develop an understanding of univariate and multivariate research designs and data analysis methods.
6. Develop an understanding of qualitative designs and approaches to qualitative data analysis.
7. Develop an understanding of mixed methods research design and mixed analysis.
8. Develop an understanding of how cultural and diversity issues impact the research process.

Performance-based Objectives:

1. Achieve the CITI Certificate after passing the Human Participants Ethical Research Training
2. Participate in online class discussions related to the APA Style Manual and other salient course reading
3. Understand the major methodological blueprints that are relevant to the major research designs
4. Complete a multiple-choice/true and false mid-term and final examination which assesses the acquisition of basic research concepts, research design, research in counseling, and program evaluation
5. Understand the philosophical integration of major research methodological frameworks
6. Read information in both the APA Style Manual and counseling research text

Methods of Instruction

Discussion Board

Lecture

Large group discussion

Small group discussion

Small group processing

*****Given the online nature of this course students are responsible for their own learning, time management skills, self-motivation, and self-discipline/persistence in gleaning course related learning objectives. In addition, students' need to make themselves available for weekly discussion group participation. *****

Texts Required:

Flynn, S.V. (Ed.). (2021). *Research design for the behavioral sciences: An applied approach*. New York, NY: Springer Publishing.

American Psychological Association (2019). *Publication Manual* (7th Ed.). Washington, DC; McGraw-Hill.

Highly Encouraged Text:

Sheperis, C.J., Daniels, M.H., & Young, J.S. (2016). *Counseling Research: Quantitative, Qualitative, and Mixed Methods*, (2nd) Edition. Boston: Pearson.

Crotty, M. (2003). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage

Recommended Reading

Brooks-McNamara, V. and Torres, D. (2008). *The reflective school counselor's guide to practitioner research*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129- 5110-4

Dimmitt, C., Carey, J. and Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-4890-6

Student performance evaluation criteria and procedures

1. Collaborative Institutional Training Initiative (CITI) Human Subjects Ethical Research Training (0% of Grade)

Students must review and pass the CITI Protection of Human Subjects Training. This is a non-graded course requirement that needs to be achieved and placed in the course dropbox. To start the review/exam type in the following web address:

<https://campus.plymouth.edu/research-administration/training-2/compliance-training-citi/>

Next, click on the Human Subjects Research Section. You will then need to register and fill out all of the relevant information. Please remember this is the training requirement for all PSU students and faculty interested in conducting human subject's research.

(CACREP 8.j)

2. **Theoretical/epistemological presentation and class handout (25%)**

Students will team up with a classmate and create a Zoom presentation and class handout for a major research theoretical perspective or epistemology. Students may choose from positivism, post-positivism, critical inquiry, feminism, post-modernism, interpretivism, objectivism, constructionism, and subjectivism.

The presentation should include (presentation is only 10 min. in duration):

- How this theory/epistemology describes reality
- History of the theoretical perspective/epistemology
- How does this theory/ epistemology differ from others
- Major contributors (include time-period, how they changed the way people thought, etc.)
- Creative in class visualization, video, or exercise that somehow demonstrates this theory/epistemology
- Theories/epistemology stance on objective/subjective reality
- Best research methods to utilize while operating from this theoretical perspective/epistemology. Why?
- How the aforementioned research methods can be used to inform counseling practice (CACREP 8.a)

The class handout must include:

- A 1-page abbreviated summary of all points above
- Important references for those interested

To receive a passing grade all points of interest must be accounted for in an accurate manner. The PowerPoint and handout need to be placed in the course drop box by 11:59pm the night before the group presentations. Please note that it is essential that students look to original literature for this presentation (not comprehensive textbooks). APA Publication Style must be adhered to within the group handout.

(CACREP 8.a., 8.f., 8.g., 8.i.)

3. Participation in weekly discussion board activities (25%)

For each online unit of class there are up to two mandatory forums that offer a series of questions related to the weekly readings. Please check the course calendar for specific unit timeframes. The forums are about APA Style and information related to the course reading from the book *Research Design in the Behavioral Sciences: An Applied Approach*. These questions are located within the “discuss” tab on Canvas Students have been divided into groups to make the discussion more intimate and manageable. Students will be expected to participate in all discussions. Participation in the discussions means that students are required to attempt to fully answer one discussion board question from each discussion forum (i.e., up to two answers per unit). Students are required to provide appropriate citations and a full reference when providing a potential answer to a question. At the end of the course the instructor will literally count the amount of meaningful answers the student has posted for each unit. When you are responding directly to one of Dr. Flynn's questions please put a number after the letter that corresponds with the question posed. It should look like this “A 4.....”. Lastly, please do not wait to the end of every cycle to answer the question (i.e., answer throughout the week). Dr. Flynn will comment on discussion topics within student groups throughout the week. In addition, he will provide group members a formative evaluation regarding the quality of answers and participation in online discussion board work at the midpoint of the semester and a summative evaluation for each student at the end of the course. Remember to only hit reply to Dr. Flynn’s posts if you are providing

a formal answer to one of the questions. For any additional questions or thoughts please submit in a new thread format within the particular discussion board.

(CACREP 7.g., 7.h., 8b., 8.d.)

4. Exams (50%)

There will be two examinations throughout the course. The exams will be from course book and Canvas discussion/supplemental reading. A study guide of important concepts will be handed out 1 week before each exam. The important concepts sheet will only supply a foundational level of terms. Those students who wish to achieve excellence in the exams will need to read all materials and study beyond what is stated on the important concepts sheet. The exam will be located in Canvas under the “quiz” tab. Exams will be available from 1 am to 11:59 pm on the test day (see calendar for specifics). Exams will include 50 multiple choice/true and false questions (worth 2 points each). Students will be given 2 minutes to answer each test question. If for some reason you fail to take the online exams within the given time frame you will be given the score of 0.

(CACREP 8.c., 8.e., 8.h.)

Grading Scale:

- A (95 and up)
- A- (90-94)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (77-79)
- C (73-76)
- C- (70-72)
- F (69 and below)

Plymouth State University Policies

Add/Drop Deadline

Students are expected to understand semester-based course add/drop processing deadlines. Adds/drops are done online. Late add on requires an instructor's permission.

Statement of Expectations

Plymouth State University's graduate helping profession programs are charged with the task of preparing individuals to become therapists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. Program faculty attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program.

Excused Absence Policy and Class Attendance

Plymouth State University students are held accountable for meeting all course requirements, which may include both in-class and out-of-class experiences, as well as both individual and group-based activities. Students must therefore realize that they are expected to attend all regularly scheduled meetings of courses in which they are enrolled. Instructors outline attendance policies and explain the effect multiple absences have on final grades—whether or not unexcused absences will be used in computing grades—in the course syllabus. Course syllabi are distributed during the first class meeting, posted online, or can be requested from the instructor in advance. In classes that use online classroom management software (such as Moodle), online student activity is recorded and may be used to determine participation. Instructors maintain records to show the attendance policy is being followed. Students are urged to recognize the importance of participation in class activities and to be aware that grades may be affected by absences or lack of participation during online coursework. Instructors shall determine the class attendance policies and to decide whether to allow students to make up missed work for unexcused absences. Unless the course instructor states otherwise, students should assume that there will be academic consequences for every absence deemed unexcused by the instructor. Please [click here](#) review the entire PSU excused absence policy

Grading Standards and Policies

Fair and equitable grading reflects values to which all members of the Plymouth State University community commit themselves. Grades are used to assess the relative extent to which students achieve course objectives in all for-credit courses at PSU. Academic freedom allows instructors (1) to determine course objectives, within the bounds of established curricula, and the means by which a student's mastery of those objectives will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments. Students have the right to challenge evaluations of their work, and hence instructors are accountable with regard to providing and explaining all relevant grades and grading criteria. Grading challenges are of two kinds. Those that question the accuracy of grades are resolved by means described under Grade Appeals. Questions related to the policy or process of

making assignments and determining the final grade are addressed by Standards for Fair Grading. Please [click here](#) to review the entire PSU fair grading policy.

Incomplete Grades

An instructor may decide to enter a grade of incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal proportion of the total class work needs to be completed. This agreement is finalized on a Request for a Grade of Incomplete form and submitted to the Registrar's Office by the instructor when final grades are due. The course must be completed by the date specified by the instructor, by the end of three academic terms, or by the student's graduation, whichever comes first. If the course is not completed by the expiration of this period, a grade of F will be recorded unless the instructor has stipulated a different grade on the request form. A student may not enter field experiences or graduate with an incomplete on his or her transcript. Additionally, a student with an outstanding incomplete in a course may not register again for that course.

Late Assignments

Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these potentialities, students are advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. If possible, the student should request an extension for the assignment from the instructor before the assignment is due. If this is not possible, the student should contact the instructor as soon as possible after the due date. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. Assignments that are handed in beyond the due date for which no extension is granted will not be accepted and will result in a failing grade for the assignment.

PSU Academic Integrity Policy

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Please [click here](#) to review the entire PSU Academic Integrity Policy

ADA Statement

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare 210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have a Letter of Accommodation for this course from CAS, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Computer and Cell Phone Use in the Classroom

Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos and student presentations, they should not be open. Cell phones play an important role in emergency situations but they should be kept on vibrate and not be used for receiving or sending text messages during the class meeting.

Writing: Use Times Roman 12-point font and APA style (except for providing an abstract) for all papers in the Marriage and Family Therapy program.

All assignments must be completed and handed in on time in order to pass the course.
The instructor reserves the right to revise this syllabus at any time during the semester.

Tentative Course Schedule

Date	Class Topic/Experience	Assignments Due
Unit 1 5/11 – 5/13	<ul style="list-style-type: none"> • Meet together on Tues. 5/11 and discuss the course, expectations, and research • Meet & Greet, Introduction to Course, and Expectations • Read Welcome Letter, online expectations, & frequently asked questions • Understanding Canvas Shell, online learning, and how to conceptualize this course 	<p>Online Introductions</p> <p>Review of the Syllabus</p> <p>Flynn Chpt. 1 & 2 – Understanding Research and Ethics / History of Research in the Social Sciences</p> <p>APA Chpt. 1 – Scholarly Writing and Publishing Principles</p>
Unit 2 5/14 – 5/17	<ul style="list-style-type: none"> • Discuss issues related to research paradigms (All posts must be received by 5/17 at 11:59pm) 	<p>Flynn Chpt. 3 – A Guide to the Literature Review and APA Style</p> <p>APA Chpt. 2 – Paper Elements and Format</p> <p>Participation in Weekly Discussion Boards</p>
Unit 3 5/18 – 5/20	<ul style="list-style-type: none"> • The Ethical Practice of Research – CITI Training 	<p>Flynn Chpts. 4 & 5 – Descriptive, Inferential, and Bayesian Statistics & Experimental Designs</p> <p>APA Chpt. 4 – Writing Style and Grammar</p> <p>Must have CITI Certificate in dropbox by 5/20 at 11:59pm for credit</p>
Unit 4 5/21 – 5/24	<ul style="list-style-type: none"> • Discuss issues related to assigned reading (All posts must be received by 5/24 at 11:59pm) 	<p>Flynn Chpts. 6 – Prediction Research</p> <p>APA Chpt. 3 – Journal Article Reporting Standards</p> <p>Participation in Weekly Discussion Boards</p>
Unit 5 5/25 – 5/27	<ul style="list-style-type: none"> • Meet together on Tues. 5/25 • Discuss issues related to assigned reading (All posts must be received by 5/27 at 11:59pm) 	<p>Flynn Chpts. 7 & 8 – Single Case Design & Survey Research</p> <p>APA Chpt. 5 – Bias-Free Language Guidelines</p> <p>Participation in Weekly Discussion Boards</p>
Unit 6 5/28 – 5/31	<ul style="list-style-type: none"> • Discuss issues related to assigned reading (All posts must be received by 5/31 at 11:59pm) 	<p>Flynn Chpt. 9 – Content Analysis Research</p> <p>APA Chpt. 6 – Mechanics of Style</p> <p>Participation in Weekly Discussion Boards</p> <p>Study Guide Available</p>

Tentative Course Schedule

Date	Class Topic/Experience	Assignments Due
Unit 7 6/1 – 6/3	<ul style="list-style-type: none"> • Mid-Term Exam 	Mid-Term Exam (Chpts. 1-9) Available from 6/2 1am – 6/3 11:59pm
Unit 8 6/4 – 6/7	<ul style="list-style-type: none"> • Discuss issues related to assigned reading (All posts must be received by 6/7 at 11:59pm) 	Flynn Chpt. 10 & 11 – Case Study and Phenomenological Research APA Chpt. 7 – Tables and Figures Participation in Weekly Discussion Boards
Unit 9 6/8 – 6/10	<ul style="list-style-type: none"> • Meet together on Tues. 6/8 	Flynn Chpts. 12 & 13 – Grounded Theory Approaches and Narrative Research APA Chpt. 8 – Works Credited in the Text
Unit 10 6/11 -6/14	<ul style="list-style-type: none"> • Discuss issues related to assigned reading (All posts must be received by 6/14 at 11:59pm) 	Flynn Chpt.14 – Consensual Qualitative Research APA Chpt. 9 - Reference List Chpt 10 Reference Examples Participation in Weekly Discussion Boards
Unit 11 6/15 – 6/17	<ul style="list-style-type: none"> • Discuss issues related to assigned reading (All posts must be received by 6/17 at 11:59pm) 	Flynn Chpts. 15 & 16 – Action Research and Convergent/Embedded Mixed Methods Designs APA Chpt 11 Legal References Study Guide Available
Unit 12 6/18 – 6/21	<ul style="list-style-type: none"> • Prepare for Final Exam 	Flynn Chpts. 17 & 18 – Explanatory, Exploratory, Transformative, and Multiphase Mixed Methods Designs APA Chpt 12 Publication Process Management and Developing a Research Report
Unit 13 6/22 – 6/25	<ul style="list-style-type: none"> • Final Exam • 10 min. theoretical/epistemological presentations on 6/22 	10 min. theoretical/epistemological presentations on 6/22 Final exam available 1 am on 6/24 – 11:59 pm on 6/25