

College of Education
Department of Educational Leadership and Counseling

CNE 763 Application of Counseling Education Research

Instructor: Richard E. Watts, Ph.D., LPC-S Office: Room 130 CEC
Phone: (936) 294-4658 Fax: (936) 294-4277
Email: rew003@shsu.edu

Course Description and Overview:

This course is an in depth study of the fundamental concepts and tools of research applied to counseling problems. Each student will prepare a dissertation outline and a dissertation proposal. Prerequisites are: CNE 762, CNE 772, and STA 765 (or its equivalent).

Objectives

The student will be expected to demonstrate the following competencies:

1. knowledge of research purpose and design;
2. ability to make a critical analysis and evaluation of research reports;
3. knowledge of various data analysis and results interpretation;
4. ability to write a research proposal.

Requirements

1. Class attendance and participation.

Attendance Policy:

Regular and punctual attendance is expected. The policy established by the Counseling Faculty is as follows: “(1) Students are permitted to miss one class (3 hours) with no penalty, *but a call to the professor of the class is expected.* (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence.”

2. Read required texts and necessary readings.
3. Evaluate example dissertations.
4. Enlist a dissertation chair.
5. Write a research proposal and provide an in-class mock proposal presentation.

Activities

1. Class discussion.
2. Critique two dissertations using provided form.
3. Proposals are to be double-spaced and adhere strictly to APA style. Each student will select a problem that he or she **may** wish to use for a doctoral dissertation later. The proposal will be written in the following order:

Chapter II, including a review of related literature;

Chapter I, an introduction including overview, statement of the problem, theoretical framework, significance of the study, purpose of study statement, definition of terms, hypotheses or research questions, limitations and delimitations, assumptions, and a short review of the organization of the complete proposal; and

Chapter III, including methods and procedures (in specific detail), and suggested analyses.

These chapters will be submitted one-at-a-time over the course of the semester. You will receive feedback that you should include a revision to be submitted at semester's end (see #4 below).

4. Submit a final draft of Chapters I-III and include an appropriately formatted Cover Page, Table of Contents (beginning), and Reference section (end).
5. Mock dissertation proposal: Students will present proposal in class using Power Point. Students should invite their dissertation chair and selected committee members (if any at this juncture) should attend. The presentation will be last 20 minutes with a 10 minute question period to follow.

Required Texts:

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: American Psychological Association.

Cone, J.D., & Foster, S.L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2006). Washington, D.C.: American Psychological Association. ISBN: 1-59147-362-4

Additional Recommended Reading:

American Counseling Association (1995). *Ethical standards of the American Counseling Association*. Alexandria, Virginia: Author.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. New York: Holt & Co.

Davis, G.B., & Parker, C.A. (1997). *Writing the doctoral dissertation: A systemic approach* (2nd ed.). Hauppauge, NY: Barron's Educational Series.

Galvan, J.L. (2004). *Writing literature reviews: A guideline for students of the social and behavioral sciences* (2nd ed.). Glendale, CA: Pycszak.

Heppner, P., & Heppner, M. (2004). *Writing and publishing your thesis, dissertation & research: A guide for students in the helping professions*. Belmont, CA: Thomson.

Pan, M. L. (2004). *Preparing literature reviews: Qualitative and quantitative approaches* (2nd ed.). Glendale, CA: Pycszak.

Pycszak, F. (2003). *Evaluating research in academic journals* (2nd ed.). Glendale, CA: Pycszak.

Szuchman, L. T. (2002). *Writing with style: APA style for counseling*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-53509-7 [A useful resource for APA writing]

Other Materials:

The students will be expected to use a variety of journals, research studies, data bases, dissertations, and the APA publication manual.

Grading*:

- | | | |
|----|-------------------------------------|---------------------------|
| 1. | Dissertation Critiques (2)**: | 100 points (50 pts. each) |
| 2. | Proposal Outline**: | 50 points |
| 3. | Chapter 1 Draft**: | 50 points |
| 4. | Chapter 2 Draft**: | 50 points |
| 5. | Chapter 3 Draft**: | 50 points |
| 6. | Mock Proposal Presentation** | 50 points |
| 7. | Final Draft of Complete Proposal**: | 150 points |

Total Points: 500 points

* Any student who engages in illegal, unethical or unprofessional behavior, and/or plagiarism or cheating while enrolled in this course may receive a failing grade. This misbehavior may also significantly impact your standing in the Counseling Program.

****You are expected to turn in all assignments electronically and well as in hard copy.**

- A = 500 – 460 points
- B = 459 – 430 points
- C = 439 – 400 points
- F = 399 and below

NOTE 1: There will be a 10 point grade reduction for each week an assignment is late beginning with the week the assignment is due

NOTE 2: Except for very rare exceptions, there will be no IPs offered for this course.

Disability Statement:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720. Any student with a disability that affects their academic performance is expected to arrange for a conference with

the instructor in order that appropriate strategies can be considered to insure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by phone, extension (936-294-1720).

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

CALENDAR

*** class does not meet

January

28 Distribute Dissertations for Review; overview class; discuss assigned readings

February

04 Discuss Dissertation #1, discuss Chapter 6; discuss Dissertation

11 ***Work on Dissertation Review #2 and work on Literature Review

18 Discuss Dissertation #2; discuss Dissertation

25 ***Work on Literature Review

March

03 Discuss Chapter 7; discuss Dissertation

10 SPRING BREAK

17 **Literature Review (Ch. 2) due**; discuss Dissertation

24 ***Work on Introduction

31 ***Work on Introduction and Methodology; Literature Review feedback emailed

April

07 **Introduction (Ch. 1) due**; discuss Chapter 8-9; discuss Dissertation

14 ***Work on Methodology
21 **Methodology (Ch. 3) due**; discuss Dissertation; Introduction feedback provided

28 ***Work on Proposal; Methodology feedback emailed to Group 1

May

05 Group 1: Mock Proposals; Email methodology feedback to Group 2
Every class member is expected to attend

12 Group 2: Mock Proposals
Every class member is expected to attend

!!!! The Final Draft of the Proposal—in both hard copy and electronic submission—is **DUE May 12. Please *do not* ask for an extension.**