CONTACT INFORMATION
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Office Hours: By Appointment (email or call to schedule an appointment)

COURSE DESCRIPTION
This course is a presentation of the basic research designs used by counselors. This course emphasizes the use of current studies and journals with particular emphasis upon critiquing journal articles.

STUDENT LEARNING OUTCOMES
• Critically evaluate research reports
  o Identify the research problem, hypothesis, design, method of analysis, and conclusion
  o Note strengths and weaknesses of both the research design and the report
  o Suggest ways to eliminate/reduce the problems inherent in the design
• Identify and explain the sections of a journal article
  o Cite and explain the guiding principles for evaluating each section of a qualitative or quantitative journal article
• Distinguish between quantitative and qualitative research, noting ways in which they are similar and different
• Articulate the ethical principles that guide both the production and consumption of scientific research
• Demonstrate an understanding of basic statistics
• Distinguish between descriptive and inferential statistics
  o Interpret basic statistics (descriptive and inferential results)
• Identify appropriate statistical analyses for major research designs

TEXTBOOKS
Required:


Recommended:
ATTENDANCE POLICY
The attendance policy for this course is outlined in the GRTS Academic Catalog (one absence allowed without grade implication).

EVALUATION

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>B</td>
<td>88.91</td>
<td>C</td>
<td>75.79</td>
</tr>
<tr>
<td>A-</td>
<td>95-96</td>
<td>B-</td>
<td>85-87</td>
<td>C-</td>
<td>70-74</td>
</tr>
<tr>
<td>B+</td>
<td>92-94</td>
<td>C+</td>
<td>79-84</td>
<td>F</td>
<td>0-69</td>
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Late Work
Student work submitted after the posted due date without prior approval from the course facilitator will receive grade reduction according to the following:

- Within the first week after the due date: One full letter grade reduction for the assignment (e.g., "A" will become a "B").
- After the first week but before the end of the second week: Two full letter grade reduction for the assignment (e.g., "A" will become a "C").
- After two weeks beyond the due date: "F" grade for the assignment.

ASSIGNMENTS

- Quizzes (8 x 4% each) 32%
- Mid-Term Exam 20%
- Final Exam 20%
- Research Design Paper 15%
- Research Design Online Discussion 8%
- NIH Training (Online) 5%

Total 100%

Quizzes
Quizzes will be given on the dates listed in the course schedule and primarily cover assigned research terminology. Quizzes may be matching, fill-in-the-blank, short answer or multiple choice type questions.
Mid-Term Exam
A mid-term exam will be given during week seven of the semester. The mid-term exam will cover content in chapters 1-7 in the course textbook and all material presented (e.g., PowerPoint, handouts, etc.) in class from the start of the semester.

Final Exam
A final exam will be given during week fourteen of the semester. The final exam will cover content in chapters 1-11 in the course textbook and all material presented (e.g., PowerPoint, handouts, etc.) in class from the start of the semester. The final exam will also have questions adapted from practice exams for the National Counselor Examination®.

Research Design Paper: Due Week 11
Prepare a 6-8 page research design paper on one of the research designs listed below. Research papers will be graded using the “Research Design Paper Grading Rubric,” which will be distributed and discussed in class.

- Ethnography
- Case Study
- Meta-Analysis
- Survey
- Experimental

Research Design Online Discussion: Due Week 12
Students must post a copy of their paper in the Research Design Discussion on Moodle with a 200-word abstract of their paper. Each student will be responsible to read two peer student papers and post a response answering the questions listed in the discussion post.

NIH Certificate (Online): Due Week 9
Students will create a new account and complete the Certificate at http://phrp.nihtraining.com. Please print off a copy of your certificate and hand it in at class during week 9.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Topics/Assignments/Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Purpose of Course</td>
<td>Introduction to Course</td>
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<tr>
<td></td>
<td></td>
<td>General Overview of Research Methods/Types</td>
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<tr>
<td>2</td>
<td>Components of a Journal Article</td>
<td>Problem/Purpose Statement</td>
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<tr>
<td></td>
<td></td>
<td>Literature Review</td>
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<td>Method</td>
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<td>Results &amp; Discussion</td>
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<td>Library Resources</td>
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<td></td>
<td></td>
<td>Reading: Dane – Chapter 3</td>
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<td></td>
<td>Quiz 1: Research Terminology</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Topics/Assignments/Readings</td>
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| 3 9/28 | Qualitative Research | Ethical Concepts  
Literature Review  
Reading: Dane – Chapters 1-2  
Quiz 2: Research Terminology |
| 4 10/5 | Statistics: Descriptive | Sampling  
Reading: Dane – Chapters 4-5  
Quiz 3: Research Terminology |
| 5 10/12 | Stats Descriptive | Measurement  
Reliability & Validity  
Reading: Dane – Chapters 6-7  
Quiz 4: Research Terminology |
| 6 10/19 | Review | Reading: Aging with Grace – Chapters 1-6  
Print, read, and bring a copy of the article “Healthy Ageing in the Nun Study”  
Quiz 5: Aging with Grace Chapters  
http://ageing.oxfordjournals.org/content/36/6/650.full |
| 7 10/26 | Mid Term Exam | Covering Chapters 1-7 in Dane  
PowerPoint Handouts from Class |
| 8 11/2 | Journal Article Review | Reading: Sample Journal Article A |
| 9 11/9 | Journal Article Review | Reading: Sample Journal Article B  
Complete Certificate at: http://phrp.nihtraining.com |
| 10 11/16 | Quantitative Research | Non-Experimental Designs  
Experimental Designs  
Quasi-experimental Designs  
Reading: Dane – Chapter 8  
Quiz 6: Research Terminology |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Topics/Assignments/Readings</th>
</tr>
</thead>
</table>
| 11   | Survey Research | Program Evaluation  
Reading: Dane – Chapter 9  
Quiz 7: Research Terminology  
Research Design Paper Due |
| 11/23|               |                                                                                         |
| 12   | Inferential Stats | Analysis Tools  
Reading: Dane – Chapters 10-11  
Quiz 8: Research Terminology  
Research Design Online Discussion |
| 11/30|               |                                                                                         |
| 13   | Inferential Stats | Analysis Tools  
Reading: Aging with Grace – Chapters 7-12                                               |
| 12/7 |               |                                                                                         |
| 14   | Final Exam    | Covering Chapters 1-11 in Dane & PowerPoint Handouts from Class                          |
| 12/14|               |                                                                                         |

**OTHER INFORMATION**

**Technology Support**

Students experiencing technological difficulty in accessing a course and/or negotiating technological aspects of the course are encouraged to contact the Cornerstone University Informational Technology Center. IT staff can be reached by phone at 616.949.5300 (ext. 1510) or by e-mail to technology.support@cornerstone.edu

**Papers and Projects**

Papers in Bible and Theology courses should be formatted and sources documented according to the *GRTS Guideline for Papers and Theses* (see sample footnotes and bibliography on p. 13-16). This guideline is based on the Turabian/Chicago Manual of Style and the *SBL Handbook of Style*. Please consult these works on the CU Portal (GRTS > All Docs > Information).

Papers in Ministry and Counseling courses should be formatted and sources documented according to APA Style. Please consult these works on the CU Portal (GRTS > All Docs > Information).

**Inclusive Language**

As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

**Email Communication**

Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.

Students can access their Cornerstone University email account as follows:
• Go to gmail.cornerstone.edu
• Enter CU username (e.g., n0236522) and password
Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:
• Log into CU email
• Select “Settings” in the upper right hand corner
• Select “Forwarding and POP/IMAP”
• Follow the on-screen instructions
Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

Student Course Evaluation
In the last two weeks of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Moodle. These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

Copyright Violation and Plagiarism
Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Services menu)—“Copyright, Fair Use, & Plagiarism”: http://library.cornerstone.edu/copyright

Disability Accommodation
The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at 616.222.1596 or via email at learning.center@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.
## COU700 Research Methods
### Research Design Paper Grading Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
</table>
| **Introduction:**  
  Student clearly outlined purpose of the paper  
  Summarized the major sections of the paper | 10 |  |
| **Research Design Overview:** (1 Page)  
  Provide a broad overview of the design  
  Is this design primarily quantitative or qualitative?  
  What are the key terms and are they defined?  
  Are credible sources used/cited (reference, peer review journal, etc.)? | 20 |  |
| **Research Design Strengths & Challenges:** (1-2 Pages)  
  What are the top 3-4 strengths of this design?  
  What are the key challenges with this design? | 15 |  |
| **Research Design Examples:** (2 Pages)  
  Locate 3 peer review journal articles that utilize this research design and provide a citation for the articles and a brief summary (200 word summary for each article) | 15 |  |
| **Possible Future Research:** (1 Page)  
  Create a potential future research project that utilizes your research design  
  Include: Research Question, Population/Sample, Audience, Etc. | 20 |  |
| **Conclusion:** (1/2 Page)  
  Provide a summary/wrap up for paper | 10 |  |
| **General APA Style & Formatting of Paper:**  
  Cover Page  
  Page Numbers  
  Grammar  
  Correct Use of Headers  
  Correct Use of Citations/Footnotes | 10 |  |

**General Comments:**

**Total Points __________**