

ECC 512: Research Methods for School Counsellors

School of Education and Leadership

3 Credits

Effective Date: 4/1/2022

Grading Type: Decimal

Pre-requisite or Co-Requisite: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course is designed to support students' understanding of the role and relevance of research in counselling and educational practice. In this course, students are introduced to the elements of research and research standards. Students are taken through the literature review process and Institutional Review Board requirements. Students evaluate research studies and explore their own research focus. They review and evaluate research literature and draft a

research plan that includes a problem statement, research questions, and a preliminary literature review.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Demonstrate an understanding of scholarly research
- Explore ethical standards for research
- Evaluate scholarly literature and analyze elements of a research study
- Articulate and justify a research focus based on students’ own research interest
- Identify and examine literature relevant to the research focus
- Outline a research plan

Core Concepts, Knowledge, and Skills

- Data collection methods in relation to styles/types of research objectives
- Developing a research plan
- Differences in research modalities
- Ethical standards in research
- Evaluation of research rigor

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Participation and Engagement	20%
CityU online ethics module	Complete/Incomplete
Evaluation of Research Articles	30%
Research Plan	50%
TOTAL	100%

Participation and Engagement (20% of Final Grade)

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

Components	% of Grade
Participation and Engagement <i>(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)</i>	100%
TOTAL	100%

CityU online ethics module (Complete/Incomplete)

The Institutional Review Board (IRB) is responsible for reviewing all research proposals (for research with humans) at CityU. To assist students with understanding the role and purpose of ethical review boards in general, and CityU's process in particular, the IRB has created an online self-paced Training Module in Brightspace.

Students enrolled in the Research Methods course are registered in the IRB Research with Human Subjects Training Module. Students are expected to successfully complete the module before the completion of this research methods course.

This is a self-paced training that consists of three modules: History of Research Ethics, The Informed Consent Process, and Institutional Review Board. There is a quiz at the end of each of these modules, and students need to get an overall score of 70% for the successful completion. Expected time of completion is approximately 1-2 hours. Upon successful completion, students

receive an email confirmation that they need to forward to their Research Methods instructor for this assignment to be considered completed.

Please note that completion of this assignment is mandatory to pass this course.

Learning Outcome:

- *Explore ethical standards for research*

Components	% of Grade
Successful completion of online ethics module	
Email pass confirmation to instructor	
TOTAL	Complete/ Incomplete

Evaluation of Research Articles (30% of Final Grade)

Students evaluate research article(s) using evaluative questions provided by the instructor as applicable to their articles. Students consider the research problem, research question(s), theory, methodology, methods, and ethics of the research article. Students also critically evaluate study's overall validity and reliability for quantitative studies and dependability, trustworthiness, and transferability for qualitative studies. Based on the evaluation, students identify possible strengths and limitations of the research. Students also analyze what the research article may contribute to the research topic.

Learning Outcomes:

- *Demonstrate an understanding of scholarly research*
- *Explore ethical standards for research*
- *Evaluate scholarly literature and analyze elements of a research study*

Grading criteria	% of Grade
Summary and analysis	40%
Evaluation	50%
Academic practices and skills	10%
TOTAL	100%

Research Plan (50% of Final Grade)

Students develop a plan for a research project that might be used for their final capstone project. At this initial stage of the research process, students draft a research plan which includes a research focus (research problem, a specific researchable question/purpose statement and its significance), identifies a theory or conceptual framework to guide the project, and provides a preliminary review of literature. Based on the review of literature, students also discuss possible next steps for their research and practical recommendations they may propose and develop in their capstone project.

Literature review for the Capstone project is a thematic summary of the literature. In this assignment, students practice identifying themes and developing one theme. Based on the research question, students identify three themes and provide the rationale behind structuring their literature review based on these themes. Students then develop a draft review for one of the themes by analyzing and synthesizing the scholarly sources. Note that when discussing

scholarly sources, only major ideas or findings/results from studies are included rather than the detail/methodology of each single study. For the review, students identify 6 to 10 current scholarly sources relevant to the research focus, including journal articles, research reports. Students may build on the bibliography conducted in ECC501 (Introduction to Research Skills) as a starting point for this assignment.

Students discuss possible recommendations they may develop based on the literature review. Students may reflect on literature, how it informs their current understanding of the research topic, and any shifts in their understanding that may have occurred during this course. They also identify further direction/steps for their literature review and the Capstone project.

Time will be allocated in-class for working on this with instructor input. The focus is for this to be a working document and not a final project proposal.

Learning Outcomes:

- *Articulate and justify a research focus based on students' own research interest*
- *Identify and examine literature relevant to the research focus*
- *Evaluate scholarly literature*
- *Outline a research plan*

Grading criteria	% of Grade
Research focus	20%
Literature review	40%
Capstone planning	20%
Academic practices and skills	20%
TOTAL	100%

Course Policies

Declaration of Inclusion

CityU Canada's Master of Education in School Counselling program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that we live and work on the unceded and traditional territory of the Coast Salish Nations of xʷməθkʷəy̓əm (Musqueam), sə́lilwətaʔt̚ (Tseil-Waututh), and Sḵwxwú7mesh (Squamish) people & many others whose histories, languages, & cultures continue to influence our vibrant community. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC, and diversely-abled communities.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a

5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.

