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First year, Group Therapy Course for MA in Counseling, Specialization in Sport & Human Performance

Topic: Cats cause schizophrenia? Developing student competency in contextualizing sources

Learning objectives:

1. Students will be able to identify the problems with citing only one article without context of research in that field in order to determine the scope for their topic.
2. Students will be able to evaluate a specific article in order to determine whether to use the article in their research papers.
3. Students will be able to describe what a literature review is and their importance to counseling students as a masters' level and as professionals.

Materials:

- Stockton, N. (2015, August 11). Big question: Is my cat making me crazy? *Wired*. <https://www.wired.com/2015/08/big-question-cat-making-crazy/>
- Torrey, E.F., Simmons, W., & Wolken, R.H. (2015). Is childhood cat ownership a risk factor for schizophrenia later in life? *Schizophrenia Research*, 165(1), 1-2.
- Yuksel, P (2015, June 27). A contribution to the Torrey et al.'s "cat ownership in childhood is a significant risk factor for later developing schizophrenia" study [Letter to the editor]. *Schizophrenia Research*, 172, 226.
- Instructor & student computer & internet access helpful, but not necessary

Activity overview:

(5 minutes) *Discussion:* Prime students by having them discuss literature reviews

- What are literature reviews?
- Why are they important to the field?
- How many sources are needed to write one?

(10 minutes) *Discussion:* Present the students with a real life example of research and ask them to determine how they would respond to this situation.

- In 2015 my sister told me she had seen news articles on Facebook that having cats at home can increase the likelihood that children would develop schizophrenia later in life. She wanted me to verify this claim.
- What would students tell my sister? Why?

(5 minutes) *Treasure hunt:* Individually or in pairs (if students have laptops), they try to find the full text of the study, despite no clear citation given in the news report. As a class, discuss how students searched for this information, and if anyone was successful.

(7 minutes) *Discussion – evaluate article:* I provide copies of the article (2 pages long) and students read the article.

- What is the author's methodology?
- What does the author conclude?
- Who does the author cite?
- Based on this article, what should we tell my sister?

(20 minutes) *Finding further sources* - Depending on the class, this section is sometimes an activity, discussion, or more demonstration

- How to find related sources
- How to determine how many more sources we need
 - To respond to my sister; or
 - To write a short research paper; or
 - To write a literature review.

Assessment of student learning:

- Listen to students during class discussion

Framework knowledge practices or dispositions:

- Research as Inquiry
 - KP: Determine an appropriate scope of investigation
 - KP: Draw reasonable conclusions based on the analysis and interpretation of information
 - D: Seek multiple perspectives during information gathering and assessment
- Scholarship as conversation:
 - D: Suspect judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood
- Searching as strategic exploration
 - KP: Determine the initial scope of the task required to meet their information needs
 - D: Persist in the face of search challenges, and know when they have enough information to complete the information task