**AUBURN UNIVERSITY**

**SYLLABUS**

**1.         Course Number:**                    COUN 7970

            **Course Title:**                          Independent Study/Reading

            **Credit Hours:**                         3 semester hours

            **Prerequisites:**                         None

            **Co-requisites:**                         None

**2.         Date Syllabus Prepared:** Fall 2011

**3.         Texts:**

Golden, L. B & Henderson, P. (2007), *Case Studies in School Counseling*. Saddle River, NJ., Pearson.

Orcher, L. T. (2005). *Conducting Research*. Glendale, CA., Pyrczak Publishing.

*Publication Manual of the American Psychological Association* (any recent edition). Washington D.C., American Psychological Association.

**4.         Course Description:**

This independent study will focus on the application of research competencies to the school counseling

setting. The focus is on increasing an understanding of research methods, statistical analysis, needs

assessment, and program evaluation applied to the school counseling setting.

**5.         Course Objectives:**

Upon completion of this course students will demonstrate, knowledge, awareness and skills related to the following competencies (reflective of CACREP 2009 standards):

a. the importance of research in advancing the counseling profession;

b. research methods such as qualitative, quantitative,single-case designs,action research, and outcome-based research;

c. statistical methods used in conducting research and program evaluation;

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

e. the use of research to inform evidence-based practice; and

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

**6.         Course Content:**

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| Week 1  | **Research overview**  |
| Week 2  | **Searching the literature and identifying professional research in school counseling**  |
| Week 3  | **Parts of research reports and critiquing an article**\*Library Training session  |
| Week 4 | **Ethical considerations, sampling methods****Consideration of research in the school setting** |
| Week 5  | **Instruments*****First Research Module Due*** |
| Week 6  | **Validity/reliability** |
| Week 7 - 10  | **Statistical Methods in Research*****Second Research Module Due (9th class session)*** |
| Week 11 -13 | **Program Evaluation in School Counseling** |
| Week 14-15  | **Action Research****Applied Research in School Counseling** ***Third Research Module Due (Final Class)*** |

**7.         Course Requirements**

The expectation is held that students will demonstrate mastery of all course objectives through the following assignments.

1.      ***Research Module 1:*** Student will identify 4 articles relevant to the practice of school counseling. This research will focus on evaluation of the articles (following the identified evaluation model from course materials).

2.      ***Research Module 2:*** Student is asked to develop and research protocol (following the model demonstrated and addressed in class materials) that focuses on the evaluation of school guidance service provided by a school counselor. This should include addressing the ethical issues inherent in this research, considering participation concerns, and discussing the benefits of this type of research within a school setting.

3.      **Research Module 3*:*** Student is asked to develop a program evaluation module based on the format provided in class. This program evaluation will focus on a specific school guidance program that serves a specific age group, parents, and/or specific academic/psychological/social issue. It is recommended that the student consider programs they are involved in as part of their internship training. Module will include background review of literature pertaining to the issue (5-6 pages), evaluation focus, evaluation design and measures, ethical and procedural issues, type of data collected, and methods of data dissemination and use.

 4. **Course Readings**: There is an expectation that the student read the required texts and assigned chapters. These readings will be assigned and assessed during the required weekly sessions. Readings will also include research and professional readings (2-4 per week) that will be provided in Blackboard.

**8.         Grading and Evaluation Procedures:**

Grades will be based on the following:

            ***Research Module 1:***            25%

 ***Research Module 2:***  25%

 ***Research Module 3:*** 50%

                        The following grading scale will be used:

                        92-100 = A

80-89     = B

70-79     = C

Below 70 = F

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.