**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 8910

**Course Title:** Research Practicum in Counseling

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 8300

**Date Syllabus Prepared:** January, 2020, 2021, 2022, 2023

**Instructor:** Jill Meyer, PhD, LCPC, CRC

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Office: 2004 Haley Center

Office Hours: By appointment

**Required Texts:**

Singh, A. A. & Lukkarila, L. (2017). *Successful academic writing: A complete guide for social and behavioral scientists*. Guildford Press.

Silvia, P. J. (2015). *Write it up: Practical strategies for writing and publishing journal articles*. American Psychological Association.

**Recommended Texts:**

Tabachnick, B. G., & Fidell, L. S. (2018). *Using multivariate statistics* (7th ed.). Pearson.

American Psychological Association. (2020). *Publication manual for the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Bloomberg, L. D. & Volpe, M. F. (2018, 4th Ed.). *Completing your qualitative dissertation: A road map from beginning to end*. Sage Publications.

Heppner, P. P. & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation & research.* Belmont, CA: Brooks/Cole Cengage Learning

Huck, Schuyler (2011, 6th Ed.). *Reading statistics and research*. Pearson.

Morgan, S. E., Reichert, T., & Harrison, T. R. (2016). *From numbers to words*. Routledge.

Rocco, T. S. & Hatcher, T. (2011). *The handbook of scholarly writing and publishing*. Jossey-Bass.

**Additional resources and current research relating to the development, implementation, evaluation and dissemination of research in Counselor Education is provided on the CANVAS course page.**

**Course Description:**

This course focuses on development of applied research skills and competencies. This includes research writing for the dissemination of research outcomes, development of research proposals, and academic research writing competencies including writing for publication or grants. Research writing competency development will also integrate ethics, diversity, and social justice components. You will have developmental or progressive manuscripts as assignments (this means you submit sections for review and then move on to the next section).

**Class Format:** This course is designated as a digital delivery course that is provided in synchronous and in-person formats. The course also utilizes digitally delivered content and evaluation formats (Tevera, Canvas, and Zoom). Other software used may include Qualtrics and SPSS.

**Student Learning Outcomes:**

Upon completion of this course, students will be able to demonstrate knowledge, skills and competencies related to these outcomes:

1. Emergent research practices and processes (CACREP 6.B.4.d);
2. Research designs appropriate to quantitative and qualitative research (CACREP 6.B.4.a);
3. Research questions appropriate for professional research and publication (CACREP 6.B.4.g);
4. Models and methods of instrument design (CACREP 6.B.4.e);
5. Professional writing for journal and newsletter publication (CACREP 6.B.4.h);
6. Professional conference proposal presentation (CACREP 6.B.4.i);
7. Design and evaluation of research proposals for a human subjects/institutional review board review (CACREP 6.B.4.j);
8. Grant proposals and other sources of funding (CACREP 6.B.4.k);
9. Ethical and culturally emergent strategies for conducting research (CACREP 6.B.4.l).

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings**  | **CACREP Standards** |
| 1a | 1/11 | **Course Orientation** Student input – add topics for discussionDo you want Todd Shipman to guest lecture?When Qual guest lectures? Grant lecture- Dean of Research? (IRB is set) |  |  |
| 1b | 1/11 | Research Writing: * Academic writing competencies
* Conference Proposals (see files)
* You tube video
* Open Discussion (student driven)
 | **Singh & Lukkarila (2017)** **Ch. 1** | CACREP6.B.4. h,i.  |
| 2a | 1/25 | Research Writing: Academic writing * Developing a research focus
* Research proposal and planning
* IRB - general
* Ethics and addressing inclusion and social justice
 | **Readings** **JM-Powerpoints** | CACREP 6.B.4. h,j.  |
| 2b | 1/25**Due 2/1** | Research Writing: Academic writing * Developing a research focus
* Research proposals and planning (grants)
* Ethics and addressing
* Open Discussion (student driven)
* inclusion and social justice
 | **Singh & Lukkarila (2017)** **Ch. 2****Module 1 A.****(Proposal)** | CACREP 6.B.4. h,j,k.  |
| 3a | 2/8 | Research Writing: Academic writing * Research proposal and planning
* Methodology and data collection
* Recruitment and Implementation
 | **Singh & Lukkarila (2017)**  **Ch. 3** | CACREP 6.B.3.h,i |
| 3b | 2/8**Due 2/15** | Research Writing: Academic writing * IRB Manager – Sally Headley Speaker (5:00-6:30)
 |  **Draft: Module 2. A. & B (Intro/IRB)** | CACREP 6.B.3.h,i |
| 4a | 2/22**Due 2/22** |  Research Writing: * Methodology and data collection
* Recruitment and Implementation
* Analysis
* Theoretical foundations of methodology and analysis
 | **Singh & Lukkarila (2017)**  **Ch. 4 & 5****Module 1. B.****(Introduction)** | CACREP 6.B.3.d, g, h |
| 4b | 2/22**Due 3/1** | Research Writing: * Analysis
* Theoretical foundations of methodology and analysis
* Open Discussion (student driven)
 | **Readings****JM- PPts****Draft Module 2.C (Methods/Design)** | CACREP 6.B.3.d, g, h |
| 5a | 3/22**Due 3/15** | Research Writing: * Analysis
* Theoretical foundations of methodology and analysis
* Rationale for analysis methods
 | **Readings** **Module 1. C.** **(Methodology)** | CACREP 6.B.3.d, g, h |
| 5b | 3/22**Due 3/29** | Research Writing: * Analysis
* Addressing issues in data collection
* Results and dissemination of findings
* Open Discussion (student driven)
 | **Singh & Lukkarila (2017)**  **Ch. 6 & 7****Draft Module** **2: D** **(Data Collection/ Results)** | CACREP 6.B.3.d, g, h |
| 6a |  4/5 | Research Writing: * Analysis
* Addressing issues in data collection
* Results and dissemination of findings
 | **Singh & Lukkarila (2017)**  **Ch. 7****JM- PPts** | CACREP 6.B.3.e |
| 6b  | 4/5**Due 4/5** | Research Writing: * Discussion
* Limitations
* Implications
* Open Discussion (student driven)
 | **Singh & Lukkarila (2017)**  **Ch. 8****Draft Module**  **2: E & F (depending on format) (Discussion/****References)** | CACREP 6.B.3.e |
| 7a | 4/5**Due 4/12** | Research Writing: * Discussion
* Limitations
* Implications
 | **Readings** **Module 1. D. (Results and Discussion)** | CACREP 6.B.3.e |
| 7b | 4/19 | Research Writing: * Submission – Journals
* Revise/resubmit
* Addressing Reviewers Comments
* Open Discussion (student driven)
 | **Readings****Singh & Lukkarila (2017)**  **Ch. 9** | CACREP 6.B.3.f, h,i |
| 8a | 4/19 | Research Writing: * Submission – Journals
* Revise/resubmit
* Addressing Reviewers Comments
 | **Module 1. E. (Submission 4/26)****Module 2. (Submission 4/26)**  | CACREP 6.B.3.f, h,i |

**Grading and Evaluation**

**Assignment Description**

This course emphasizes the development and dissemination of research. This includes the demonstration of academic and professional research writing skills, within the context of counselor education research. APA style 7th edition formatting is required on all assignments.

1. ***Research Module 1:* Module components are developmental and can reflect collaborative projects and on-going projects. Module 1 requires empirical (data-based) projects.**

**Manuscript Components**

* 1. Project Proposal (15 pts)
		+ Type of Manuscript (Qualitative, Quantitative, or Mixed-Method)
		+ Research Focus Statement/Summary
		+ Research Questions
		+ Description of Research Plan and Presentation
	2. Introduction Section (25 pts)
	3. Methodology (25 pts)
		+ Subjects
		+ Recruitment
		+ Procedure and Data Collection Methods
		+ IRB submission/ information
	4. Results/Discussion (25 pts)
	5. **Submission (10 pts)**
1. ***Research Module 2*: There are two potential formats**
2. **Format 1: Conceptual or Research Manuscript** (you must be a lead or a 50% contributor if collaborative)
	1. Introduction and research questions
	2. IRB submission if appropriate
	3. Methodology
	4. Results or addressing of research questions in conceptual manuscript
	5. Discussion
	6. References and appendices
3. **Format 2: Research Proposal Format (Dissertation Proposal)**
	1. Research Focus and research questions
	2. Introduction (10-15 pages minimum)
	3. Research Design
		* State the type of Design
		* Subjects
		* Recruitment
		* IRB Submission format
	4. Procedure and Data Collection Methods
		* + Qualitative must provide description of theory(ies) underlying study, process, and focus. This should include justification of theory(ies).
				- Include consideration of reliability and validity:

(e. g., audit, broaching bias, reviewers)

b. Description of analysis process and theory(ies).

* + - * Quantitative must provide justification and description of data collection process and measures.
				+ Description of measures and reliability/validity
				+ Sample power size justification.
				+ Discussion of potential analysis methodology
	1. References and appendices (e.g., copies of measures, recruitment materials, interview protocols, demographic measures)

**Rubric and Grading Scale:**

Grades will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Course Assignment** | **Points** | **CACREP Professional Standards** |
| ***Module 1- This assignment will also be submitted in Tevera as part of CED Program Evaluation***  | 100 pts  | CACREP 6.B.3.a,d,g,h,j,l. |
| ***Module 2***  | 100 pts | CACREP 6.B.3.a,d,g,h,j,l. |
| ***Total points***  | 200 pts |  |
|  |  |

**All assignments are due by the announced date**. **Assignments are due as scheduled. Late assignments will be penalized 1 point for each day it is late. Exceptions to this policy will only be given in cases of medical or personal emergencies.** The following scale will be used:

 90-100% =A

 80-89% =B

 70-79% =C

 60-69% =D

 Below 60% =F

## **Class Policy Statements:**

* 1. Attendance: is required: Please see the COVID-19 policy statements.
	2. Excused Absences: Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. In addition, please review the COVID-19 policy statements.
	3. Make-Up Policy: Arrangement to make up a missed major assignment can be discussed following the policies pertaining to excused absences and the COVID-19 policies. Please be aware that you are to notify the instructor about these issues so as a plan can be developed to address the assignment.
	4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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 should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
	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:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **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, 2016). 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.

1. **COVID-19 Policies**

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student test positive for COVID-19:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments in canvas
* Notify me if you require a modification to the deadline of an assignment
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.