**AUBURN UNIVERSITY**

**SYLLABUS**

**Spring 2024**

**Course Number:** COUN 8300

**Course Title:** Research Design in Counseling

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7320, COUN 7100 or 7950

**Course Schedule:** Wednesdays 4-6:50pm, 1221 Haley Center

**Date Syllabus Prepared:** January 2018; January 2020; May 2020; May 2021; January 2024

**Instructor:** Jinhee Park, PhD, CRC

3010 Haley Center

Office: 334-844-7620

Email: [jzp0095@auburn.edu](mailto:jzp0095@auburn.edu)

Office Hours: By appointment

**Required Texts:**

Creswell, J. W. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage Publications.

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

**Recommended Texts:**

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

Silvia, P. J. (2007). How to write a lot: A practical guide to productive academic writing. American Psychological Association. Washington, D.C.

**Articles:**

Balkin, R. S., & Sheperis, C. J. (2011). Evaluating and reporting statistical power in counseling research. *Journal of Counseling & Development*, *89*(3), 268-272.

Hays, D. G., & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling & Development*, *89*(3), 288-295.

Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development*, *89*(3), 296-300.

Ray, D. C., Hull, D. M., Thacker, A. J., Pace, L. S., Swan, K. L., Carlson, S. E., & Sullivan, J. M. (2011). Research in counseling: A 10-year review to inform practice. *Journal of Counseling & Development*, *89*(3), 349-359.

Trusty, J. (2011). Quantitative articles: Developing studies for publication in counseling journals. *Journal of Counseling & Development*, *89*(3), 261-267.

Wester, K. L. (2011). Publishing ethical research: A step-by-step overview. *Journal of Counseling & Development*, *89*(3), 301-307.

**Course Description:**

This class will cover issues related to research in counseling. The general goals for this course include acquisition of knowledge about traditional and recent developments in research methods, and demonstration of this knowledge through discussion, design, and evaluation of research.

**Student Learning Outcomes:**

Upon completion of this course, students will be able to demonstrate these learning outcomes:

1. Identify the ethical and legal issues in counseling research (CACREP 6.B.4.m);
2. Identify and select appropriate research methodology and design (CACREP 6.B.4.a);
3. Demonstrate the ability to formulate research questions appropriate for professional research and publication (CACREP 6.B.4.g);
4. Grant proposals and other sources of funding (CACREP 6.B.4.k);
5. Demonstrate the ability to create research designs appropriate to quantitative and/or qualitative research (CACREP 6.B.4.a);
6. Develop a research proposal, including introduction and methods sections (CACREP 6.B.4.a)
7. Identify issues related to counseling and educational research regarding the use of human subjects, including but not limited to subject selection, risks to participants, and participants’ rights (CACREP 6.B.4.j);
8. Identify issues related to counseling and educational research regarding cultural, gender, orientation, economics, racial, ethnicity, and other important cultural considerations in counseling (CACREP 6.B.4.1);

**Assignments/Projects:**

This course emphasizes the development and implementation of research. The emphasis is also on *application* so that all assignments are oriented towards the development of research skills. This will require students to complete a significant amount of reading and work outside of class times.

APA style 7th edition formatting is required on all assignments.

1. **CITI Certification (5 pts; due 01/30/24 11:59 pm)**
2. CITI Certification – (individual assignment)
3. **Text Chapter Content Discussion Facilitation (15 pts; on an assigned date)**

Each student will be responsible for facilitating a seminar discussion on the content of a text chapter (Ch. 2-7). Text chapter content discussions will be approximately 30-45 minutes in length. In preparation, the student will read their assigned chapter. In addition, they will develop a PowerPoint file and/or handout that summarize chapter content and are used to facilitate class discussion. Students will facilitate class discussion by developing key discussion items and key discussion questions to be included as part of the PowerPoint file or handout.

1. **Group Research Project**
   1. **Research Plan (5 pts; due 02/18/24 11:59 pm).** Provide a written summary of the group study project on the following areas:
      1. Identification of research area and problem to be addressed (Need)
      2. Statement of significance/intention of your study (why this topic important…so what factor)
      3. Identification of tentative research design
      4. Identification of tentative questions to be explored
      5. References
   2. **Introduction (20 pts; due 03/03/24 – 11:59 pm) – Full APA** 
      1. Title Page
      2. Abstract (draft)
      3. 5-7+ page review of the problem and previous studies
      4. Statement of significance & purpose of your study
      5. Define terms as you use them- integrated throughout the paper
      6. Provide a brief literature review on the topic
      7. Use of scholarly sources, including reference section
      8. Include complete citations and Reference page (add citations and references as you complete both sections-Intro & Methods)
   3. **Methods Section (20 pts; due 03/31/24 – at 11:59 pm) – Full APA** 
      1. Complete Methods Section due (4-5 pages) (Update all references)
      2. Research Area and Importance
      3. Research Questions
      4. Methodology
         1. Description of design
         2. Rationale for design
         3. Participants & Sample Size (who they will be, consenting procedures). Inclusion/Exclusion criteria
         4. Instruments- complete description of psychometrics or interview protocol
         5. Procedures (sampling, recruitment, administration, etc.)
         6. Expected Analyses
      5. Concerns or limitations
2. **Individual Dissertation Study**

Throughout the semester, students will work to conceptualize and plan a viable, dissertation research study. Students will participate in group and class discussions related to research problems, conceptual frameworks, and methods. In addition, students will provide brief presentations related to each of these aspects of the research process. Further, students will develop and submit as homework assignments a brief written summary of each of these aspects of the research process.

* **Research Problem Due (5 pts) – 2/18/24**
* **Conceptual Framework Due (5 pts) – 3/3/24**
* **Method Due (5 pts) – 3/31/24**

1. **Presentations of Research Proposal (10 pts for each presentation)**
   1. Provide 10-15 min presentation on dissertation research proposal (on 4/17/24)
   2. Provide 30 min presentation on Group Research Proposal (on 4/24/24)
      1. See rubric for detail to address

**Rubric and Grading Scale:**

The final grade for the course will be based in the following:

CITI Certification 5

Book Chapter Presentation 15

Dissertation Study 15

Group Research Plan 5

Group Introduction 20

Group Methods Section 20

Research Proposal Presentations 20

Total 100

**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

**Course Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Content** | **Readings** | **Assignment** |
| 1/10/24 | **Class Orientation**  **Syllabus and Assignment Review** | Creswell Ch. 1 | Review syllabus and ask questions for group discussion  Develop groups |
| 1/17/24 | **Developing a Research Plan**  Conceptualizing research  Identifying and operationalizing research topics  Components of the research proposal  Introduction | Creswell Ch. 5  Wester 2011  Theory & Writing  Silvia Ch. 1, 2 & 5 | **Individual presentation (Ch. 5)**  **\*Look at our dissertation format options\*** |
| 1/24/24 | **Developing a Research Plan**  Research practicum and dissertation  Nature of research in the helping professions  Integrative Literature Reviews  Components of the research proposal  Guest Speaking – Mr. Todd Shipman | Creswell Ch. 2-3  Ray et al. 2011 | **Individual presentation (Ch. 2 and Ch. 3)**  ***CITI Certification Due (1/30)*** |
| 1/31/24 | **Developing a Research Plan**  Developing and writing purpose statement/research questions  Critiquing research | Creswell Ch. 6-7 | **Individual presentation (Ch. 6 and Ch. 7)**  **Bring in a research article that has an exemplary introduction/literature review and one that you believe warrants improvement from a counseling journal. Identify the purpose statements and research questions in these articles for discussion.** |
| 2/07/24 | **Legal and Ethical Issues in Research**  Ethics and research in the helping profession  Cultural, ethnic, racial, LGBT, and gender sensitive research  Human Subjects and Research  Developing IRB protocols | Creswell Ch. 4  Wester 2011 | **Individual presentation (Ch. 4)**  **In class-view AU IRB site and proposals** |
| 2/14/24 | **Individual Meetings – Research Plan & Topics** |  | **Dissertation and Group Project Topics**  ***Group Project - Research Plan Due***  ***(2/18)***  ***Dissertation Project – Research Problem due (2/18)*** |
| 2/21/24 | **Research Design and Methods**  Research Methodology  Research Procedures  Designing Quantitative Research | Creswell Ch. 8  Balkin & Sheperis 2011 Trusty 2011 (Quant) | **Discussion on Methodology & Design Choices** |
| 2/28/24 | **Research & Writing (Introduction Due)**  **NO CLASS** |  | ***Group Project - Introduction/Lit Review***  ***Due (3/3)***  ***Dissertation Project - Conceptual Framework Due (3/3)*** |
| 3/06/24 | **NO CLASS: SPRING BREAK** |  |  |
| 3/13/24 | **Research Design and Methods**  Research Methodology  Research Procedures  Designing Qualitative Research | Creswell Ch. 9  Hays & Wood 2011  Hunt 2011 (Qual) | Bring in 2 published articles with research designs that are similar to designs you are considering. Identify the strengths and areas for improvements in each article for discussion. |
| 3/20/24 | **Research Design and Methods**  Research Methodology  Research Procedures  Designing Mixed Methods Research  Your Methods Section  Design Validity  Instruments – Reliability & Validity  Effect size & Power | Creswell Ch. 10  Haverkamp et al. 2005 |  |
| 3/27/24 | **Research & Writing (Methods)**  **NO CLASS** |  | ***Group Project & Dissertation Methods Section Due (3/31)*** |
| 4/03/24 | **Writing Grants**  How to search, conceptualize, & organize  Review funders and applications- *Identify 2 funders for your research and bring to class to explore* |  |  |
| 4/10/24 | **Research & Writing**  **NO CLASS** |  |  |
| 4/17/24 | Individual Presentations of Dissertation |  | ***Presentations*** |
| 4/24/24 | Group Presentations  Research Projects |  | ***Presentations*** |
| 5/01/24 | FINAL WEEK |  | ***Final Group Research Proposal Due (4/29)*** |

**Justification for Graduate Credit:**

This course includes advanced content crisis intervention. 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.

**SYLLABUS DISCLAIMER:**

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students.  In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**Class Policy Statements:**

1. Attendance: Students may miss up to one class for any reason without penalty. Additional absences will result in a 5 point grade reduction. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
2. Zoom attendance: 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 be 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 am happy to consider and provide accommodations, but you will need to be in communication with me.
3. 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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
4. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
5. 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 initiated by the student within one week of the end of the period of the excused absence(s). If you miss an assignment you have one week to contact the instructor and address the issue. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
6. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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.
7. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
8. Diversity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g.**,** **“**he**”** or **“**she**”** or **“**they**”** or **“**ze**”** or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

1. 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, an addendum to your syllabus and/or course assignments will replace the original materials.
2. 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
3. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). **Computers and electronic notepads are needed, but may be used for class purposes only and must not be a distraction.**

***Contingency plans related to COVID-19***

**Health and Participation in Class:**

You are expected to complete your Healthcheck screener daily.

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 must follow the instructions on the Healthcheck app. 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.

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

* Notify me in advance
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* 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.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources:**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**A Healthier U Campus Community Expectations:**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**Course Expectations Related to COVID-19**:

* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional course schedule in Summer 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course requires particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).