**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 8910

**Course Title:** Research Practicum in Counseling

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 8300

**Date Syllabus Revised:** November 2023

**Instructor:** Jamie Carney, PhD

Email: carnejs@auburn.edu

Phone: (334) 844-2885

Office: 2010 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. (2019). *How to write a lot: Practical guide to productive academic writing*. American Psychological Association (2nd ed.).

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

American Psychological Association. (2019). *Publication manual for the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

**Recommended Texts:**

Creswell, J. W. (2018). *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.

**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.

**Student Learning Outcomes:**

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

**CACREP 6.B.4 RESEARCH & SCHOLARSHIP Standards**

* + 1. research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses
		2. quantitative data analysis methods
		3. qualitative approaches to data analysis
		4. models and methods of sampling relevant to research design
		5. models and methods of instrument design
		6. models and methods of program evaluation
		7. research questions or hypotheses appropriate for professional research and publication
		8. professional writing for peer-reviewed journal publication
		9. professional conference proposal preparation

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings (including readings in Canvas)** | **CACREP Standards** |
| 1 | 1/10 | **Research Planning:** * Orientation
* Conceptualizing Research topics
* Research writing and planning
* Academic Writing: Authorship
 | Singh & Lukkarila (2017) Chpt. 1Silvia (2019) Chpt. 1Silvia (2015) Chpts. 3&4Canvas: RP: I | CACREP6.B.4.d,h,i  |
| 2 | 1/17 | **Research Planning:** * Orientation
* Conceptualizing Research topics
* Research writing and planning
* Academic Writing: Authorship
* Developing the Introduction
 | Singh & Lukkarila (2017) Chpt. 1Silvia (2019) Chpt. 1Silvia (2015) Chpts. 3&4Canvas: RP:II**Reflection I**  | CACREP6.B.4.d,h,i  |
| 3 | 1/24 | **Research Planning:** * Academic Writing Competencies
* Understanding Research formats
* Developing research statements
* Developing research questions
* ***Individual 30-minute Supervision Sessions***
 | Singh & Lukkarila (2017) Chpt. 2 Silvia (2019) Chpts. 2&3 Canvas: RP III**Reflection II** | CACREP 6.B.4. a,d,g |
| 4 | 1/31 | **Academic Writing:*** Research proposals and planning
* Ethics and addressing inclusion and social justice in research
* Grant writing
* Inclusion, equity and social justice in research
 | Singh & Lukkarila (2017) Chpt. 2 Silvia (2019) Chpt. 8 Canvas: AW I  | CACREP 6.B.4.d,g,,h,i |
| 5 | 2/7 | **Research Design: Methods** * Methodology design and rationale
* Participants
* Data collection process and procedures
* Instrument design and measure selection
 | Singh & Lukkarila  Chpt. 3Silvia (2015) Chpt. 5Canvas: AW I & II**Research Module: A**  | CACREP 6.B.4.a,b,c,d,e,g |
| 6 | 2/14 | **Research Design: Methods** * Recruitment and Implementation
* IRB: Ethics in Human Subjects research
* IRB protocols
 | Singh & Lukkarila  Chpt. 3 & 4 Canvas: AW II **Research Module: B & C**  | CACREP 6.B.4.a,b,c,d,e,g |
| 7 | 2/21 |  **Research Writing:*** Refining and Revising research
* Addressing problems in recruitment
* Addressing feedback in academic writing
* Disseminating research: Conferences
 | Singh & Lukkarila  Chpt. 4 & 5Silvia (2015) Chpt. 9Canvas: AW II  | CACREP 6.B.4.a,d,g,h,i |
| 8 | 2/28 | **Research Analysis:** * Analysis procedures
* Rationale for analysis methods
* Planning for analysis
* Ethics in research analysis

 | Singh & Lukkarila (2017)  Chpt. 6 & 7 Silvia (2015) Chpt. 6Canvas: AW IV  |  CACREP 6.B.4.a,b,c,d,e,g |
| 8 | 3 4-8 | **Spring Break** |  |  |
| 9 | 3/13 | **Research Writing: Results/Discussion*** Components of the results section
* Reporting results
* Components of the discussion section
* Writing the discussion section
* Critical issues in reporting findings
 | Silvia (2015) Chpt. 6Canvas: AW IV  | CACREP 6.B.4.a,d,g,h,i |
| 10 | 3/20 | **Research Writing: Discussion** * Components of the discussion section
* Writing the discussion section
* Critical issues in reporting findings
* ***Individual 30-minute Supervision Sessions***
 | Singh & Lukkarila (2017)  Chpt. 8Silvia (2015) Chpt. 7Canvas: AW IV  | CACREP 6.B.4.a,d,g,h,i |
| 11 | 3/27 | **Research Writing: Discussion** * Components of the discussion section
* Writing the discussion section
* Critical issues in reporting findings
 | Canvas: AW IV **Research Module: D**  | CACREP 6.B.4.a,d,g,h,i |
| 12 | 4/3 | **Professional Writing: Disseminating Research:** * Dissertation Proposal Process
* Conferences
* Submission – Journals
* Revise/resubmit
* Addressing Reviewers Comments
 | Silvia (2015) Chpts.9&10 Silvia (2019) Chpt. 6 & 8 Canvas: AW III | CACREP 6.B.4.g,h,i |
| 13 | 4/10 | **Professional Writing: Disseminating Research:** * Dissertation Proposal Process
* Conferences
* Submission – Journals
* Revise/resubmit
* Addressing Reviewers Comments
 | Silvia (2015) Chpts.9&10 Silvia (2019) Chpt. 6 & 8 Canvas: AW III**Research Module: E**  | CACREP 6.B.4.g,h,i  |
| 14 | 4/17 | **Professional Writing: Disseminating Research:** * Dissertation Proposal Process
* Conferences
* Submission – Journals
* Revise/resubmit
* ***Individual 60-minute Supervision Sessions (as needed)***
* Addressing Reviewers Comments
 | Silvia (2015) Chpts.9&10 Silvia (2019) Chpt. 6 & 8 Canvas: AW III | CACREP 6.B.4.g,h,i |
| 14 | 4/24 | **Research Writing: Presenting Research** * **Research presentations**
* **Group Colloquium**
 | Canvas: AW III**Research Module: Final**  | CACREP 6.B.4. d,g,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. This also includes following professional and institutional practices related to conducting ethical research.

***Research Module*:**

* 1. **Research Focus and research questions**
		1. Research Statement
			1. Statement: Identify the topic in a brief statement that includes the focus, what will be explored and what will be addressed.
			2. Participant(s) Description
			3. What question(s) do you hope to address in your research
	2. **Introduction (10-15 pages minimum)**
		1. Introducing the topic and critical foundation research
		2. Identifying the areas specific to your focus
		3. References
	3. **Research Purpose and Significance (citations and references)**
		1. Research Question(s)
			1. Quantitative: Variables and description
			2. Qualitative: Theory(s) defining your research method and rationale statement
		2. Research Purpose
		3. Research Significance
	4. **Research Design 1: Participants**
		1. Participants (expand from initial description)
			1. Qualitative: Discuss participants and methods corresponding to saturation or alternatives for determining sample size
			2. Quantitative: Discuss participants and estimated sample size
	5. **Research Design 2: Procedure**
		1. Procedure for data collection
			1. Qualitative: Remember to ***address in relation to the theory(ies)*** underlying you research and related to the following procedures
				+ Discuss procedures and methods for data collection:

Recruitment procedures and materials

Data collection methods and description

If Interviews provide draft of interview method and question(s)

* + - * + Discuss methods that you will use to address bias and reliability
			1. Quantitative
				* Data recruitment procedures and materials
				* Data collection methods

Measures descriptions (provide copies of measures)

Reliability/validity of measures

Limitations of measures

* + - 1. IRB Protocol
			2. References and appendices (e.g., copies of measures, recruitment materials, interview protocols, demographic measures)
	1. **Final:**
		1. Introduction (15-20 pages)
		2. Research Question(s)
		3. Research Purpose
		4. Research Significance
		5. Procedures: Intro, Participants, Procedures, and **proposed method(s) of analysis**

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** |
| **Research Planning: Reflection** | 10 pts  |  6.B.4.d,h,i  |
| **Research Statement: Reflection**  | 10 pts  |  6.B.4.d,h,i  |
| **Participation in Individual Supervision Meetings**  | 20 pts  | 6.B.4.d,h,i  |
| ***Research Module***Module 1 A Module 1 BModule 1 CModule 1 DModule 1 EModule 1 Final  | **Total: 70 pts** Pts: 25Pts: 25Pts: 20Pts: 20Pts: 35Pts: 35 | CACREP 6.B.4.a,b,c.d.e.f.g.h.i |
| ***Total points***  | 200 pts |  |
|  |  |

**All assignments are due by the announced date**. **Assignments are due as scheduled. Late assignments will be penalized 5 points 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: 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 Master’s and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.
2. **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.
3. **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.

**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.