**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 8300

**Course Title:** Research Design in Counseling

**Credit Hours:** 3 Semester hours

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

**Date Syllabus Prepared:** January 2018; January 2020, May 2020

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

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Phone: (334) 844-2109

Office: 2004 Haley Center

Office Hours: By appointment

**Required Texts:**

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

**Tabachnik, B.G, & Fidell, L.S. (2019). *Using multivariate statistics* (7th ed.). Pearson.**

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.4.1);
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.h);
4. Identify and operationalize research topics and emergent practices (CACREP 6.B.4.d);
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. **Group Research Plan (due 06/03/20 11:59 pm)** (Treat each item as a section for your plan)
   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. **CITI Certification (due 06/21/20 11:59 pm)**
3. CITI Certification – (individual assignment)
4. **Introduction (due 06/29/20 – 11:59 pm) – Full APA (past-tense)**
   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. Use of scholarly sources, including reference section
   7. Include complete citations and Reference page (add citations and references as you complete both sections-Intro & Methods)
5. **Methods Section (due 07/20/20 – at 11:59 pm) – Full APA (future-tense)**
   1. Complete Methods Section due (4-5 pages) (Update all references)
      1. Research Area and Importance
      2. Research Questions
      3. Methodology
         1. **Description of design**
         2. Rationale for design
         3. Participants & Sample Size (who they will be, consenting procedures). Inclusion/Exclusion;
         4. Instruments- complete description of psychometrics
         5. Procedures (sampling, recruitment, administration, etc.)
         6. Expected Analyses
      4. Concerns or limitations
6. **Qualtrics Survey or Qualitative Survey (due 07/24/20 11:59 pm)**

This assignment is based on the research proposal, especially the instruments. Upload your surveys in CANVAS.

Your group survey should include the following:

* 1. Formal introduction to the study and inclusion of IRB approval and date (fictitious at this time)
     1. Explanation of significance
     2. Purpose Statement for your research project
     3. Benefits and cost to participants, etc..
  2. Demographics related to the project that would be important to know
     1. E.g., age, gender, race, ethnicity, etc..
  3. Surveys
     1. Create new block with each survey and include instructions at the beginning
     2. Each survey item should be entered with the scale/options
  4. ***You must provide the Instructor access to your survey in Qualtrics for grading***

1. **Presentation of Research Proposal** (**on 07/28/20)**
   1. Provide 30 min presentation on Research Proposal
      1. See rubric for detail to address

**Rubric and Grading Scale:**

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

Group Research Plan 10

CITI Certification 15

Group Introduction 20

Group Methods Section 20

Group Survey 15

Research Proposal Presentation 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

**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. 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.
3. 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.
4. 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.
5. 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.
6. 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).
7. 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.
8. 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
9. 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.**

**Course Schedule:**

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| --- | --- | --- | --- |
| **Date** | **Content** | **Readings** | **Assignment** |
| 05/26/20 | **Class Orientation**  **Syllabus and Assignment Review**  **Developing a Group Research Plan**  Identifying and operationalizing research topics  Components of the research proposal  Developing and writing research questions | Creswell Ch. 1 & 2  Approach & Lit Review  Creswell Ch. 3 & 4  Theory & Writing  Silvia Ch. 1, 2 & 5  Barriers & Goals | Review syllabus and ask questions for group discussion  Develop groups (3) |
|  |  |  |  |
| 06/02/20 | **Developing a Group Research Plan**  Nature of research in the helping professions  Intro/Literature Reviews  Components of the research proposal  Developing and writing research questions  Operationalizing research questions  Critiquing research  Discuss INTRODUCTIONS (APA) | Creswell Ch. 5, 6 & 7  Ray et al. 2011 | Bring in a research article that has a great intro for critique  **Group work on research plan**  **Plan is due 6/3 11:59** |
| 06/09/20 | **Group Work - Research for Projects** |  |  |
| 06/16/20 | **Research Design and Methods**  Research Methodology  Research Procedures  Designing Quantitative Research  Designing Qualitative Research  **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  Work on group research/ introductions | Creswell-Ch. 3, 8, 9, 10  Hays & Wood 2011 and Hunt 2011 (Qual) OR  Balkin & Sheperis 2011 and Trusty 2011 (Quant)  Ch. 4  Wester 2011 | Bring in 1 published article with research designs that are similar to designs you are considering. Identify the strengths and areas for improvement  In class review AU IRB site  **CITI Certification due**  **06/21 11:59 pm** |
| 06/23/20 | **Group Writing – Introduction** |  | **INTRODUCTIONS**  **Due 6/29 11:59 pm** |
| 06/30/20 | **Methodological Issues and Proposals**  Designing Quantitative Research cont.  Designing Qualitative Research cont.  Outcome research  Design issues in counseling research | **Ch 3, 8, 9, & 10** | Discussion on your Methodology & Design- Break out  \*Discuss dissertation format options\* |
| 07/07/20 | **Your Methods Section**  Design Validity  Instruments – Reliability & Validity  Effect size & Power |  | Group work on Methodology |
|  |  |  |  |
| 07/07/14 | **Group Writing- Methods Section** |  | **Methods Section Due**  **Due 07/20 11:59 pm** |
| 07/14/20 | Discuss Methods Sections  Qualtrics Primer  Develop Surveys in Qualtrics or in Word |  | Group Work Methods and Surveys  Develop group surveys in Qualtrics or Qual |
| 07/21/20 | Review Qualtrics Surveys |  | Finalize Surveys  Work on Group Presentations  **Surveys due 7/24 11:59 pm** |
| 07/28/20 | Group Presentations  Research Projects |  | **Presentations in class** |

**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.