**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

**Course Schedule:** Tuesdays 4-7:45pm CST, Haley Center 3330

**Date Syllabus Prepared:** January 2018; January 2020; May 2020; May 2021; April 2022

**Instructor:** Lindsay Portela, PhD, LPC, NCC

 Email: lkp0004@auburn.edu

 Office Hours: By appointment (Virtual)

**Required Texts:**

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

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:
\***these will be provided to you on Canvas (may be subject to change)

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.

Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning qualitative research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods, 19*, *1 – 7*

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 both in and outside of class times.

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

1. **Research Plan (due 06/12 11:59 PM CST)** (Treat each item as a section for your plan)
	* Identification of research area and problem to be addressed (Need)
	* Statement of significance/intention of your study (why this topic important … ‘so what’ factor)
	* Identification of tentative research design
	* Identification of tentative questions to be explored
	* Complete CITI Certification
2. **Introduction (due 06/26 – 11:59 PM CST) – Full APA (past-tense)**
	* Title Page
	* Abstract (draft)
	* Lit Review - 5-7+ page review of the problem/topic and previous studies
	* Statement of significance & purpose of your study
	* Reference section
3. **Methods Section (due 07/17 – at 11:59 PM CST) – Full APA (future-tense)**

Complete Methods Section due (5 – 7+ pages)

* + - Research Area and Importance
		- Research Questions
		- Methodology
			* Description of design
			* Rationale for design
			* Participants & sample size
			* Instruments - complete description of psychometrics
			* Procedures (sampling, recruitment, administration, etc.)
			* Expected Analyses
			* Concerns or limitations
1. **Qualtrics Survey or Qualitative Survey (due 07/24/21 by 11:59 PM CST**)

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

Your survey should include the following:

Formal introduction to the study and inclusion of IRB approval and date (fictitious)

* + - Explanation of significance
		- Purpose Statement for your research project
		- Benefits and cost to participants, etc…
	+ Demographics related to the project that would be important to know
		- e.g., age, gender, race, ethnicity, etc...
	+ Surveys
		- Create new block with each survey and include instructions at the beginning
		- Each survey item should be entered with the scale/options
	+ ***You must provide the Instructor access to your survey in Qualtrics for grading***
1. **Final Revisions of Research Proposal (due 7/24 by 11:59 PM CST)**

This project is a compilation of the Intro & Methods assignments. Students should revise previous submissions based on instructor feedback and submit one coherent document with the following components:

* + - * + Title Page
				+ Abstract
				+ Lit Review
				+ Statement of significance & purpose statement
				+ Methods section (future-tense)
				+ References
1. **Presentation of Research Proposal** (**on 07/26 by 11:59 PM CST)**
	* Provide 15 – 20 min presentation on Research Proposal
		1. See rubric for detail to address
2. **Grant Narrative** (**on 07/26 by 11:59 PM CST)**
	* Identify possible funding narrative for your research
	* Obtain all instructions for submitting the grant
	* Complete a narrative for the specific announcement based on your research
	* Follow funder guidelines for formatting

**Rubric and Grading Scale:**

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

Research Plan 5

Introduction 20

Methods Section 20

Survey 15

Final Revisions to Research Proposal 10

 Research Proposal Presentation 15

 Grant Narrative 15

 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** |
| 05/24 | **Class Orientation \*****Syllabus and Assignment Review** | Creswell Ch. 1  | Review syllabus and ask questions Identify OC dates  |
| 05/31 | **Developing a Group Research Plan** Identifying and operationalizing research topicsComponents of the research proposalDeveloping and writing research questionsEthics and research in the helping profession | Creswell Ch. 4, 5, 6 Wester 2011Theory & WritingSilvia Ch. 1, 2, 5 | In class review AU IRB site*Bring in 1 published article with research designs that are similar to designs you are considering. Identify the strengths and areas for improvement* |
| 06/07 | **Group Work - Research for Projects** |  | **Research Plan & CITI Certification due 6/12 by 11:59 PM CST** |
| 06/14 | **Developing a Group Research Plan** Nature of research in the helping professionsIntro/Literature ReviewsOperationalizing research questionsCritiquing researchDiscuss INTRODUCTIONS (APA) | Creswell Ch. 2, 3, 7Silvia Ch. 3 & 4Ray et al. 2011 | *Bring in a research article that has a great intro for critique* |
| 06/21 | **Group Writing – Introduction** |  | **INTRODUCTIONS****Due 6/26 by 11:59 PM CST** |
| 06/28 | **Research Methods: Quantitative**Design ValidityInstruments – Reliability & ValidityEffect size & PowerDissertation Format Options  | Creswell Ch. 8Balkin & Sheperis 2011Trusty 2011 | *Come prepared to discuss your Methodology & Design* |
| 07/05 | **Writing Day** **Grant Writing Presentation Posted**  |  |  |
| 07/12 | **Research Methods: Qualitative****Research Methods: Mixed Methods** **Qualtrics Primer**  | Creswell Ch. 9 – 10Hays & Wood 2011Hunt 2011Haverkamp et al 2005 | **Methods Section Due****Due 07/17 11:59 PM CST** |
| 07/19 | **Research: Results and Discussion** Culturally Sensitive ResearchPublication Process & Conference Submission | Hardin et al 2014APA Chs. 4-8 | **Final Revisions & Qualtrics Surveys due 7/24 11:59 PM CST** |
| 07/26 | **Presentations** |  |  |

**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. 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.
9. 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. 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:**

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 as identified by Auburn University currenly. 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.

**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/>)

**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 2022. 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.