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COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

COUN 8910 Research Practicum in Counseling Syllabus

**Course Number:** COUN 8910

**Course Title:** Research Practicum in Counseling

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 8300

**Date Syllabus Revised:** January 2025

**Instructor:** Lindsay Portela, Ph.D., LPC, NCC

Email: lkp0004@auburn.edu

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.).

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

Articles posted on Canvas

**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.

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

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

**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 (2024)**

* + 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
    10. development of research proposals for a human subjects/institutional review board review
    11. grant proposals and other sources of funding
    12. strategies for conducting culturally relevant and culturally competent research
    13. ethical considerations and strategies for conducting research

**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.

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| --- | --- | --- | --- | --- |
| **Assignment** | | **Points** | | **CACREP Professional Standards** |
| **Research Planning: Reflection** | | **10 pts** | | 6.B.4. a.g.j.l.m |
| **Research Statement: Reflection** | | **10 pts** | | 6.B.4.a.g.j.l.m |
| **Program Evaluation: Reflection** | | **10 Pts** | | 6.B.4.a.e.f |
| **Participation in Individual Supervision Meetings** | | **20 pts** | | 6.B.4.a.i.j.k.l.m |
| ***Research Module***  Module 1 A (25 pts)  Module 1 B (25 pts)  Module 1 C (20 pts)  Module 1 D (20 pts)  Module 1 E (30 pts)  Module 1 Final (30 pts) | | **150 pts** | | CACREP  6.B.4.a,b,c.d.e.f.g.h.j.l.m  Module 1 Final (35 pts) |
| ***Total points*** | | **200 pts** | |  |
|  |  | |

***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:

90-100% =A

80-89% =B

70-79% =C

60-69% =D

Below 60% =F

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.

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings** | **CACREP Standards** |
| 1 | 1/15 | **Syllabus & Course Overview** |  |  |
| 2 | 1/22 | **Research Planning:**   * Orientation * Conceptualizing Research topics * Research writing and planning * Academic Writing: Authorship * Developing the Introduction | Singh & Lukkarila (2017) Chpt. 1  Silvia (2019) Chpt. 1  **Reflection I** | CACREP  6.B.4. a.h.l.m |
| 3 | 1/29 | **Research Planning:**   * Academic Writing Competencies * Understanding Research formats * Developing research statements * Developing research questions | Singh & Lukkarila (2017) Chpt. 2  Silvia (2019) Chpts. 2&3  **Reflection II** | CACREP  6.B.4.a.g.h |
| 4 | 2/5 | **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 | CACREP  6.B.4.a.d.e.f.g.j.k.m. |
| 5 | 2/12 | **Research Design: Methods**   * Methodology design and rationale * Participants * Data collection process and procedures * Instrument design and measure * selection | Singh & Lukkarila  Chpt. 3  **Research Module: A** | CACREP  6.B.4.a.b.c.d.e |
| 6 | 2/19 | **Research Design: Methods**   * Recruitment and Implementation * IRB: Ethics in Human Subjects research * IRB protocols | Singh & Lukkarila  Chpt. 3 & 4  **Research Module: B & C** | CACREP  6.B.4.a.b.c.d.e.j.l.m |
| 7 | 2/26 | **Research Writing:**   * Refining and Revising research * Addressing problems in recruitment * Addressing feedback in academic writing * Disseminating research: Conferences | Singh & Lukkarila  Chpt. 4 & 5 | CACREP  6.B.4. e.j.l.m |
| 8 | 3/5 | **Research Analysis:**   * Analysis procedures * Rationale for analysis methods * Planning for analysis * Ethics in research analysis | Singh & Lukkarila (2017)  Chpt. 6 & 7 | CACREP  6.B.4.a.h.i.j.l.m |
| 8 | 3/12 | **Spring Break** |  |  |
| 9 | 3/19 | **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 | ***Individual 30-minute Supervision Sessions*** | CACREP  6.B.4.a.l.m |
| 10 | 3/26 | **ACA CONFERENCE** | | |
| 11 | 4/2 | **Research Writing: Discussion**   * Components of the discussion section * Writing the discussion section * Critical issues in reporting findings | **Research Module: D** | CACREP  6.B.4.a,d,g. l. m |
| 12 | 4/9 | **Professional Writing: Disseminating Research:**   * Dissertation Proposal Process * Conferences * Submission – Journals * Revise/resubmit * Addressing Reviewers Comments | Silvia (2019) Chpt. 6 & 8 | CACREP  6.B.4.h.i.j.l.m |
| 13 | 4/16 | **Professional Writing: Disseminating Research:**   * Dissertation Proposal Process * Conferences * Submission – Journals * Revise/resubmit * Addressing Reviewers Comments | Silvia (2019) Chpt. 6 & 8  **Research Module: E** | CACREP  6.B.4.h.i.j.l.m |
| 14 | 4/23 | **Professional Writing: Disseminating Research:**   * Dissertation Proposal Process * Conferences * Submission – Journals * Revise/resubmit * ***Individual 60-minute Supervision Sessions (as needed)*** * Addressing Reviewers Comments | Silvia (2019) Chpt. 6 & 8  **Reflection III** | CACREP  6.B.4.h.i.j.l.m |
| 14 | 4/30 | **Research Writing: Presenting Research**   * **Research presentations** * **Group Colloquium** | **Research Module: Final** | CACREP  6.B.4. a-m. |

## **Class Policy Statements:**

* 1. Course communication: University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions. 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. Final documentation will be uploaded to both Canvas and Tevera. Auburn provides students with helpful tips for proper email etiquette which can be found [here](https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay?v2).
  2. Attendance: Students may miss up to one class for any reason without penalty. Additional absences (without prior or retroactive excusal) 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.
  3. Excused Absences: Students are granted excused absences from class for the following university approved reasons. 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 the [*Student EPolicy Handbook*](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12589&PageId=462108) for more information on excused absences.
  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: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839&PageId=463585) 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. 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

**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.

**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.

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings**

Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.

* + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
* 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.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, 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 so we can discuss if accommodations are possible.

**Diversity Statement**  
A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Accommodations Statement**  
Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**Mental Health**   
If you or someone you know needs support, you are encouraged to contact [Auburn Cares](https://studentaffairs.auburn.edu/acsc/) at 334-844-1305. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123.  Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs**  
Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact [Auburn Cares](https://studentaffairs.auburn.edu/acsc/) at 334-844-1305 for resources and support.

**Sexual Misconduct Resources Statement**   
Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the [Title IX Office](https://auburn.edu/administration/tix-eeo/titleix.php), who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures.

If you would like to speak with someone confidentially, [Safe Harbor](https://studentaffairs.auburn.edu/safe-harbor/) (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources.

**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.