**Fall 2025**

**Course #: ERMA 7200-001**

# Course Title: Basic Methods in Education – COUN Section

Credit Hours: 3 Credit Hours

Co/Prerequisites: None

Corequisites: None

Date Syllabus Prepared: Fall 2020; Revised Summer 2022, Summer 2024, Summer 2025

**Instructor:** Dr. Jamie Carney

Email: carnejs@auburn.edu

Office Hours: Students can schedule meetings via zoom – Instructor will respond to email within 48 hrs. during the workweek.

Co-Instructor: Courtney Maier

Email: [cim0004@auburn.edu](mailto:cim0004@auburn.edu)

Office Hours: Students can schedule meetings via zoom – Instructor will respond to email within 48 hrs. during the workweek.

**Required Text:**

Wester, K. L. & Morris, A. W. (2025). Making research relevant: Applied research designs for the mental health practitioner. Routledge.

**Recommended Text:**

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

**Readings:** Additional readings and resources will be provided as part of course materials in Canvas.

**Course Description:** This 3 credit-hour course focuses on the exploration of major modes of inquiry in contemporary educational research including experimental, casual comparative, descriptive, qualitative inquiry, and action research models.

**Course Objectives**:

After completing this course, students will have demonstrated an understanding of and competency related to the following CACREP 2024 standards:

3. H.  RESEARCH AND PROGRAM EVALUATION

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
3. qualitative, quantitative, and mixed methods research designs
4. practice-based and action research methods
5. statistical tests used in conducting research and program evaluation
6. analysis and use of data in research
7. use of research methods and procedures to evaluate counseling interventions
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. culturally sustaining and developmentally relevant outcome measures for counseling services
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

**Course Format**

This course is offered via an asynchronous online format. This means that the course will be offered in an online format with lectures being posted to the course Canvas page. There will be no live meetings unless scheduled between student and instructor(s).

# **Course Requirements**

1. **Class preparation and participation.** This is an asynchronous online course for which content is developmental and builds upon prior content and assignments. Thus, the course lectures, readings, and assignments are structured to be reviewed and completed on a weekly scheduled basis.
2. **Submission of Course Assignments:** 
   1. Course assignments are to be completed and turned into the course instructor via Canvas *by the date and time listed on the syllabus*.
   2. Assignments submitted late will result in a 10% deduction in points per day. After 5 days the assignment will no longer be accepted (please refer to the policy statements below concerning approved delays).
   3. ***Course Discussion Board responses will not be accepted after the due date.***

**Course Assignments:** Please refer to course schedule for due dates. Students are encouraged to work on assignments in advance of due dates – however assignments will only be evaluated ***on the corresponding due dates.***

**Discussion Boards (20 Points)**Students will participate in **5 discussion boards** to engage with course content, reflect on assigned readings, and connect theory to practice. Prompts will be posted on Canvas. Students are required to post their initial response to the discussion board by the following **Sunday at 11:59 p.m**. (as outlined in the syllabus). Posts should be thoughtful, well-written, and demonstrate engagement with the material.

You will also be required **to respond to at least one student’s post per week**. ***These are due no later than 2 days after the posting due date*** (see syllabus).

Participation in discussion boards is a required component of the course and will be factored into the final grade based on the quality, clarity, and consistency of responses.

**Reflection 1 (15 Points)**

For this first assignment, students will select a topic related to counseling that they will explore in greater depth throughout the semester. The reflection should begin with a clear explanation of why the topic was chosen, including any personal, academic, or professional interest in the issue. Students will then identify three key things they learned during their initial exploration of the topic. Additionally, students must locate and cite five peer-reviewed journal articles written within the past five years that are relevant to their chosen topic. This assignment serves as a foundation for deeper engagement with the subject and will help guide future assignments. The reflection should be written in APA 7th edition format, be 2 to 3 pages in length, double-spaced, and submitted via Canvas.

**Reflection 2 (15 Points)**

For this assignment, students will choose a topic related to counseling, such as an intervention, theory, population, or practice issue. The selected topic should be clearly defined and relevant to the counseling profession. Students will identify five peer-reviewed journal articles related to the topic and provide a research-based reflection. The reflection must include a summary of each article, highlighting critical issues addressed, how the research was conducted (e.g., methods, sample, design), significant findings, and implications for counseling practice. Students should also discuss what they learned about research design through their review and offer recommendations for future research based on identified gaps or limitations. The final submission should be 2 to 3 pages in length, double-spaced, and formatted according to APA 7th edition guidelines. Assignments are to be submitted via Canvas.

**Reflection 3 (20 Points)**

In this assignment, students will review five peer-reviewed journal articles focused on program evaluation within counseling or related fields. One to two of these articles may be selected from those provided by the course instructor, while the remaining must be independently identified by the student. For each article, students should summarize the primary focus of the evaluation, describe the measures or instruments used to assess program effectiveness, report the key outcomes, and discuss any noted limitations. This reflection is designed to help students critically engage with how counseling programs and interventions are evaluated and to develop familiarity with research methodologies used in applied settings. The reflection should be 3 to 5 pages in length, double-spaced, formatted in APA 7th edition, and submitted via Canvas.

**Final Research Based Position Statement (30 Points)**

This culminating assignment serves as the final project for the course. Students will develop a research-based position statement on a current issue in counseling. Consider an area of counseling practice, counseling methods/strategies, treatment, or counselor training. You may want to select a topic that parallels your interests related to a specific counseling issue, population, or setting.

The paper should begin with a clear description of the issue, including relevant background information and context that highlights the need for research or professional attention. Students will identify and integrate **ten peer-reviewed journal articles** relevant to their topic. At least **five of these articles must be data-based research studies** published within the last five years.

For the five data-based studies, students must summarize the type of research conducted (e.g., qualitative, quantitative, mixed methods), the assessment tools or measures used, key findings, limitations, and implications for counseling practice. Students should also offer a critique of the research, considering its strengths and areas for improvement. The paper should clearly articulate the student’s informed position on the issue, supported by evidence from the reviewed literature.

The paper should be 6 to 8 pages in length (not including title page and reference page(s), double-spaced, follow **APA 7th edition formatting**, and be submitted in both **Canvas and Tevera**. Please see the Final Research Based Position Statement Guide for specifics.

**Grading and Evaluation:**

**List of assignments and overview of points:**  CACREP Standards 3.H

Weekly Discussion Boards (5 total) 20 Points H.1.-H.11.

Reflection 1 15 Points H.1., H.2., H.3, H.4

Reflection 2 15 Points H.6., H.7., H.9

Reflection 3 20 Points H.5., H.6., H.8., H.10, H.11

Final Research Based Position Statement. 30 Points H.1-H.7

**Total**  **100 Points**

**Grading Scale:**

A = 90% to 100%

B = 80% to 89.99%

C = 70% to 79.99%

F < 70%.

**Extra Credit:** Students may earn one-time extra credit (5 points) if they attend a conference presentation. Students will need to provide evidence of conference attendance and develop a short 1 page reflection discussing the conference session.

**Course Calendar**

* Any changes to this calendar will be announced in class as well as on the Canvas course website. Students are responsible for checking their Auburn email and Canvas accounts regularly.
* **Discussion Boards** are listed for the week they are assigned (Mondays of class weeks). **They are due no later than the following Sunday at 11:59 p.m.**
* **Other Assignments:** Reflections and Final Research Position Statement are listed on the date they are due. **These assignments are to be submitted no later than 5 p.m. on the date they are due.**
* **Readings are to be completed prior to the class session for which they are listed.**

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| **Date** | **Topic(s)/Readings** | **Readings** | **Assignments** | **CACREP (2024)**  **Section 3. H. Research and Evaluation** |
| Week 1 –  Aug 18th | Review syllabus and establish course expectations |  |  | H. 1. & H.2. |
| Week 2 –  Aug 25th | Use of research to advance counseling practice  Components of Research Studies/Critique of Research | Wester & Morris Ch. 1 & 2  Jansen (2018) | **Discussion Board 1 (Introduction) Due: Aug 24th – 11:59 pm**  **Response to Discussion Board Due no later than Aug 26th – 11:59 pm** | H.1., H.2., & H.3. |
| Week 3 –  Sept 1st (Labor Day) | Ethical and legal considerations in research | Wester & Morris Ch. 3 |  | H. 10. |
| Week 4 – Sept 8th | Research Components:  Sampling  Methods  Significance  Research Methods: Reliability and Validity  Practice based and action research methods  Evidence based research in counseling | Wester & Morris Ch. 1 & 2 | **Reflection 1 Due: Sept 7th – 11:59 pm** | H. 1., H.2., H. 3., H.4., & H.6., |
| Week 5 – Sept 15th | Practice based and action research methods  Evidence based research in counseling | Wester & Morris Ch. 1 & 2  Kramer (2014) critique discussion | **Discussion Board 2 (Selecting a Research Topic) Due: Sept 14th – 11:59 pm**  **Response to Discussion Board Due no later than Sept 16th – 11:59 pm** | H. 3., H.4., & H.6., |
| Week 6 – Sept 22nd | Work Session (students can schedule consultation meetings with Instructors) |  |  |  |
| Week 7 – Sept 29th  (Midterm) | Quantitative Research Designs  Experimental and Quasi-Experimental  Evaluating Interventions in Counseling: | Wester & Morris Ch. 5, 8 & 9 | **Reflection 2 Due: Sept 28th – 11:59 pm** | H.3., H.7. |
| Week 8 – Oct 6th (Fall break 9-10th) | Qualitative Research Designs  Phenomenology Methodology  Types of Research Designs:  PhotoVoice  Case Study  Single Case Study  Content Analysis  Evaluating Interventions in Counseling | Wester & Morris Ch. 11, 12, 13 | **Discussion Board 3 (Components of Research Studies) Due: Oct 5th – 11:59 pm**  **Response to Discussion Board Due no later than Oct 6th – 11:59 pm** | H.3., H.7. |
| Week 9 – Oct 13th | Work Session  (students can schedule consultation meetings with Instructors) |  |  |  |
| Week 10 – Oct 20th | Program evaluation within in Counseling | Wester & Morris Ch. 15 | **Discussion Board 4 (Research Application) Due: Oct 19th – 11:59 pm**  **Response to Discussion Board Due no later than Oct 21st – 11:59 pm** | H.6. & H.8. |
| Week 11- Oct 27th | Program Evaluation in Counseling: Implementation | Wester & Morris Ch. 4 & 15 |  | H.6. & H.8. |
| Week 12 – Nov 3rd | Work Session  (students can schedule consultation meetings with Instructors) |  | **Reflection 3 Due: Nov 3rd – 11:59 pm** |  |
| Week 13 – Nov 10th | Outcome Measures in Research and Survey Research in Counseling | Wester & Morris Ch. 11 & 12  Zumbrunn & McMillan | **Discussion Board 5 Due:**  **(Research and Practice Application): Nov 9th – 11:59 pm**  **Response to Discussion Board Due no later than Nov 10th – 11:59 pm** | H.6. & H.7. |
| Week 14 – Nov 17th | Culturally Sustaining Practices in Research | Wester & Morris Ch. 1 & 2 |  | H.9. & H.11 |
| Thanksgiving Break |  |  |  |  |
| Week 15 – Dec 1 | Final Class Session - |  | **Final Research Position Statement Due: Dec 1 – 11:59 pm** |  |

**Course Policies:**

# Class Policy Statements

1. Make-Up Policy: Arrangement to make up a missed assignment (e.g., reflections) 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).
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy Handbook [www.auburn.edu/studentpolicies will](http://www.auburn.edu/studentpolicieswill) 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.
3. Instructor(s) Contact: Students will be provided with instructor contact information (email - included in the syllabus). The course Instructor(s) will work to respond to emails within 48 hrs. during the workweek. In addition, while there will be specific class sessions/times established for consultation with the instructor(s) students will also always have the opportunity to reach out through email (the AU recognized method for instructor and student communication) and schedule a time to meet via zoom.
4. 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.
5. Course Format Policy: This course is offered in an asynchronous online format. While the course does not have specific scheduled class times it does have specific outlined weekly course lectures, assignments and readings. These are outlined in the Course Schedule and students are responsible for meeting these requirements as specified in the schedule.
6. 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.
7. Justification for Graduate Credit: This course includes advanced content in addiction counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). 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.
8. 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. If changes are deemed necessary, the instructor will inform students at the earliest date possible in a Canvas announcement or via email.

**Counselor Education Course Statements and Policies**

**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 outlined in the **CED Program Handbook**. 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.

**Counselor Education Diversity Statement** – As required by CACREP (2024)

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.