



Research in Counseling
COUN 5081
Fall Semester
Three Credit Hours

Contact Information

Instructor: Thomas Foster

Phone Number: 318-342-1298

Email Address: tfoster@ulm.edu

Office Hours: By appointment

Preferred mode of communication with instructor: email and zoom

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

The purpose of this course is to teach students how to be competent research producers and consumers, and how to integrate research into their practice as Clinical Mental Health, Addiction, and School Counselors.

This course is designed to enable graduate level counseling students to gain necessary skills to understand and use research and research tools in support of becoming a responsive professional. This course emphasizes the scientist-practitioner model and the role of research in clinical practice. The course lays a foundation upon which other counseling courses build during the graduate program in preparing students for the counseling professions and prepares students to meet the research requirements for licensure and professional accreditation of Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Prerequisites

None

Syllabus content and schedule subject to change

Course Objectives

Objectives	CACREP Standards
This course is designed to enable the student to:	
Serve as a consumer of research	
Practice as a consultant	
Basic and intermediate data analysis using SPSS	
Students will learn the following CACREP standards:	
	Core 2.F.
theories, models, and strategies for understanding and practicing consultation	5.c
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	8.a
identification of evidence-based counseling practices	8.b
needs assessments	8.c
development of outcome measures for counseling programs	8.d
evaluation of counseling interventions and programs	8.e
qualitative, quantitative, and mixed research methods	8.f
designs used in research and program evaluation	8.g
statistical methods used in conducting research and program evaluation	8.h
analysis and use of data in counseling	8.i
ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	8.j

Course Topics

Quantitative and qualitative methodology, statistics, SPSS, data analysis, consultation

Instructional Methods and Activities

Asynchronous Class Lectures

Each week will contain uploaded class lecture(s) of the content to Moodle. Students will watch all asynchronous class lectures throughout the semester.

CITI Training (50pts)

You will engage in CITI training this semester. The Collaborative Institutional Training Initiative (CITI Program) is dedicated to serving the training needs of colleges and universities, healthcare institutions, technology and research organizations, and governmental agencies, as they foster integrity and professional advancement of their learners.

When you complete the training you will receive a certificate. Simply upload the certificate to your Coffee Shop Discussion Board post the week it is due and you will receive full credit.

Discussion Board (50pts)

The Coffee Shop Discussion Board is a place where students come together to discuss content from the class. For each week's module there will be a discussion board set up to discuss things you want to talk more about related to the course material. Students will begin a thread every week with a topic they would like to expand upon, and also to respond to at least two other threads from other students' topics. Some weeks will have assigned articles for review and critique.

In addition this semester, I will be hosting a synchronous Coffee Shop Discussion Board every Monday at 10amCST through Zoom. This discussion board will focus on content from the previous week on the Assessment class and the Research class. It will be recorded and uploaded to the Coffee Shop Discussion Board. Participation in this discussion would count for a week's posting and responses. Please join me for a live discussion!

Mid-Term Exam (100 pts)

The mid-term exam will consist of all of the research content related to the first part of the semester. This exam will contain questions that test your content knowledge (multiple choice, true-false, and fill in the blank) and your critical and analytical skills in relation to the content.

Final Exam (100 pts)

KEY PERFORMANCE INDICATOR

The final exam will be cumulative of everything covered in class and will be the same structure as the mid-term. This exam serves as a key performance indicator for several of the CACREP's 2016 research standards under Section 2.F.8.

Research Presentation (50 pts)

You will create a brief poster board presentation that will serve as the beginning for a research proposal. The purpose of this assignment is for you to learn more about a subject of interest to you and how to put the pieces of a research project together.

Directions. This research project must have the following components to be considered for full credit: a clear theory-based topic with clear variables to study, a research problem and

intention for the study, a research question/hypothesis (depending on which is appropriate), sampling method, inclusionary/exclusionary criteria of participants, instruments used, procedure for study, methodology design, which statistic will be used, and validity/reliability limits to the study.

You will use Power Point to complete this assignment and will use no more than 10 slides. Your chosen theory, variables, and problem must have at least 10 citations/references. You will record a presentation using only Zoom and upload it to the Discussion Board of the Moodle module for the week it is due. PLEASE NOTE: this presentation will not be any longer than six minutes long, I will not accept any presentation longer than six minutes long.

Evaluation and Grade Assignment

Grades will be assigned as follows:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

Class Policies and Procedures

Required Textbooks

Gliner, J. A., Morgan, G. A., & Leech, N. L. (2009). *Research methods in applied settings*. Routledge.

Recommended Textbooks

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th edition). American Psychological Association.

Articles

Baker, S. B. (December, 2012). A new view of evidence-based practice. *Counseling Today*.

Sexton, T. L. (1999). Evidence-based counseling: Implications for counseling practice, preparation, and professionalism. *ERIC Digest*.

Other Materials

SPSS access through ULM

Date	Topics for the Week	Activities
Week 1	Introduction to Research Importance of Research in the Profession Evidence-based treatments in Counseling The Scientist Practitioner Model Research philosophies, culture, and ethics	Gliner & Morgan 1, 2 Baker (2012) Sexton (1999) ACA: Section G Lecture 1
Week 2	CITI Training	No readings
Week 3	Quantitative Methodology <ul style="list-style-type: none"> • Research Problems, Questions, and Hypotheses • Validity and Reliability <ul style="list-style-type: none"> • Internal and External Threats 	Gliner & Morgan 3, 8 Lecture 2
Week 4	Quantitative Methodology <ul style="list-style-type: none"> • Variables: Defined and Described • Intro to Statistics 	Gliner & Morgan 10 Lecture 3
Week 5	Quantitative Methodology <ul style="list-style-type: none"> • Sampling Procedures • Single Subject Designs 	Gliner & Morgan 6, 9 Lecture 4
Week 6	Quantitative Methodology <ul style="list-style-type: none"> • Experimental and Nonexperimental Designs 	Gliner & Morgan Lectures 5 & 6
Week 7	Descriptive Statistics SPSS Set-up and Data Management	No readings
Week 8	Comparative Statistics and SPSS	No readings
Week 9	Correlational Statistics and SPSS	No readings
Week 10	Mid Term Exam	
Week 11	Qualitative Methodology <ul style="list-style-type: none"> • Introductions • Philosophies and Methods • Research Problems and Questions 	Patton 1 Lectures 7 & 8
Week 12	Qualitative Methodology <ul style="list-style-type: none"> • Theoretical Perspectives 	Patton 2 Lecture 9

Syllabus content and schedule subject to change

Week 13**Qualitative Methodology**

- Design
- Naturalistic Observation
- Ethnography Interviewing

Patton 3**Lecture 10**

Week 14**Program Evaluation Methodology
Needs Assessment Models****Lecture 11**

Week 15**Thanksgiving Break****POWER POINT
PRESENTATION
DUE**

Week 16**FINAL EXAM**

Other Policies and Procedures

Attendance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentssuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

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Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website :
www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

KPI Assessment Final Exam COUN 5081 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	F.5	
theories, models, and strategies for understanding and practicing consultation	5.c	
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	8.a	
identification of evidence-based counseling practices	8.b	
needs assessments	8.c	
development of outcome measures for counseling programs	8.d	
evaluation of counseling interventions and programs	8.e	
qualitative, quantitative, and mixed research methods	8.f	
designs used in research and program evaluation	8.g	
statistical methods used in conducting research and program evaluation	8.h	
analysis and use of data in counseling	8.i	
ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	8.j	

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**Performance
Level 1-5**

Average (i.e., total scores divided by number of requirements/standards)

Percentage (i.e., an average performance level of 3.5 will be $3.5/5 = 70\%$)

**Total
Points** (i.e., syllabus assigns 30 points to assignment – $70\% = 21$ points)
