



**Research in Counseling
COUN 5081
Fall
Three Credit Hours**

Instructor: Ruoxi Chen, Ph.D., LMFT, LPC

Office Hours: By appointment

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Please allow for 24 to 48 hours for response

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).

I. 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).

II. Prerequisites

None

III. Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

IV. Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

- Serve as a consumer of research.
- Practice as a consultant.
- Execute basic and intermediate data analysis using SPSS.

Objective

Program Objective related to CACREP Core 3.H. Research and Program Evaluation

Students will learn research skills and strategies related to their concentration that will be measured at two points in time with a success rate at or above 70%.

CACREP Standards

From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.H Research and Program Evaluation

**Standards
Core**

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

V. Course Topics

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

VI. Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, statistical demonstrations, and assigned readings. Students are required to engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups and

provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

VII. Student Performance Evaluation: Criteria and Procedures

1. 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.

2. CITI Training (12 points)

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 the CITI training folder by the due date and you will receive full credit.

3. Discussion Board (10 points)

The Discussion Board is a place where students come together to discuss content from the class. There are 5 discussion boards total. For each discussion board, students will begin a thread (1 point) with a topic they would like to expand upon and respond to one other thread (1 point) from other students' topics.

I will also be hosting a synchronous Coffee Shop Discussion, via Zoom, every other Wednesday, starting on 8/23/23, at 2pm, CT via Zoom. In this meeting, we will discuss questions you may have about content from the previous two weeks. Participation in these Zoom meetings is voluntary.

4. Mid-Term Exam (25 points)

The mid-term exam includes 25 questions and consists of all the research content related to the first part of the semester. This exam will contain questions (multiple choice and true-false) that test your knowledge of the content.

5. Final Exam (32 points) (Key Performance Indicator)

The final exam will be cumulative of everything covered in class and will include multiple choice, true-false, and fill in the blank questions. This exam will serve as the Key Performance Indicator #1 for the CACREP Standards Core 3.H. Research and Program Evaluation. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

This is a group project. Please see group assignment on Moodle.

6. Research Presentation (21 points)

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.

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 PPT 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 Moodle by the due date. PLEASE NOTE: this presentation will not be any longer than six minutes long; longer presentations will not be accepted.

VIII. Grade Assignment

Grades will be assigned as follows:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

IX. Textbook and Required Readings

Required:

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

Recommended:

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

X. Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

XI. 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 emails 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: 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: Assignments will typically be graded within 7 business 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: Any assignment submitted past the due date will be given a zero. Any deviations from this will be at the professor's discretion.

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:

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 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)

XII. Tentative Course Schedule

The instructor reserves the right to adjust the schedule and make changes as necessary. *All times listed are in central time.* This course is 100% online. You are not expected to be online at a specific time each day; however, you will be required to login regularly, check your ULM Warhawk email account, and complete assignments and activities by stated deadline.

Date	Topics for the Week	CACREP	Activities
Week 1 8/21-8/27	Introduction to Research <ul style="list-style-type: none"> • Importance of Research in the Profession • Evidence-based treatments in Counseling • The Scientist Practitioner Model • Research philosophies, culture, and ethics 	3.H.1	Gliner & Morgan 1, 2 Baker (2012) Sexton (1999) ACA: Section G Lecture 1 Live Coffee Shop Discussion
Week 2 8/28-9/3	CITI Training	3.H.10	CITI Training (Due: 9/3/23, 11:55pm)
Week 3 9/4-9/10	Quantitative Methodology <ul style="list-style-type: none"> • Research Problems, Questions, and Hypotheses • Validity and Reliability • Internal and External Threats 	3.H.2 3.H.3	Gliner & Morgan 3, 8 Lecture 2 Live Coffee Shop Discussion
Week 4 9/11-9/17	Quantitative Methodology <ul style="list-style-type: none"> • Variables: Defined and Described • Intro to Statistics 	3.H.3	Gliner & Morgan 10 Lecture 3 Discussion Board
Week 5 9/18-9/24	Quantitative Methodology <ul style="list-style-type: none"> • Sampling Procedures • Single Subject Designs 	3.H.3 3.H.9	Gliner & Morgan 6, 9 Lecture 4 Live Coffee Shop Discussion
Week 6 9/25-10/1	Quantitative Methodology <ul style="list-style-type: none"> • Experimental and Nonexperimental Designs 	3.H.7	Gliner & Morgan 5, 7 Lectures 5 & 6 Discussion Board
Week 7 10/2-10/8	Descriptive Statistics SPSS Set-up and Data Management	3.H.6 3.H.8	Live Coffee Shop Discussion
Week 8 10/9-10/15	Comparative Statistics and SPSS	3.H.5	Discussion Board
Week 9 10/16-10/22	Correlational Statistics and SPSS	3.H.5	Discussion Board Live Coffee Shop Discussion
Week 10 10/23-10/29			Mid Term Exam (Open: 10/23/23, 8am-10/29/23, 11:55pm)

Syllabus content and schedule subject to change

Week 11 10/30- 11/5	Qualitative Methodology <ul style="list-style-type: none"> • Introductions • Philosophies and Methods • Research Problems and Questions 	3.H.3 3.H.11	Patton 1 Lectures 7 & 8 Live Coffee Shop Discussion
Week 12 11/6- 11/12	Qualitative Methodology <ul style="list-style-type: none"> • Theoretical Perspectives 	3.H.3	Patton 2 Lecture 9 Discussion Board
Week 13 11/13- 11/19	Qualitative Methodology <ul style="list-style-type: none"> • Design • Naturalistic Observation • Ethnography Interviewing 	3.H.3 3.H.4	Patton 3 Lecture 10 Live Coffee Shop Discussion
Week 14 11/20- 11/26	Thanksgiving Break		PPT Presentation (Due: 11/26/23, 11:55pm)
Week 15 11/27- 12/3	Program Evaluation Methodology Needs Assessment Models	3.H.1-11	Lecture 11 Final Exam (Open: 11/20/23, 8am-12/3/23, 11:55pm) Live Coffee Shop Discussion

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

	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)
