



School of Applied Psychology, Counseling, and Family Therapy

Ph.D. Counselor Education & Supervision Program

COUN 7100: Research in Counselor Education

Credits: 3
Prerequisite: Open only to CES/Ph.D. students
Day/Date & Time: Mondays, 11am – 2pm; **date range**
Quarter: Fall, **year**
Location: Antioch University Seattle
2400 3rd Avenue, Suite 200
Seattle, WA 98121

Instructor: **name**
Contact Info: **University email address**
Office Hours: By appointment
Faculty Teaching **name**
Liaison:
Contact Info: **University email address**

COURSE DESCRIPTION

This course requests students to explore research modalities being conducted in the field of counseling, and to become aware of the kinds of studies chosen for publication in prominent counseling journals. Attention will be provided to philosophical and ethical issues, research design, populations and diverse perspectives, methodologies and methodological issues, and research outcomes. Students will strengthen their abilities to read and critique research, hone strategies for publishing in counseling journals, and become more familiar with professional conference proposal preparation and presentation.

PROGRAM COMPETENCIES AND OUTCOMES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: Teaching, Supervision, Research, Counseling, and Leadership & Advocacy. As such, the AUS CES program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES program specifically addresses expectations for student learning and competency via the following program objectives:

Objective 1: Diversity and Change. Doctoral students are expected to demonstrate

attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists

COURSE AND STUDENT LEARNING OBJECTIVES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that, for doctoral students, learning experiences in Research in Counseling and Counselor Education must not only meet the Core Research Curriculum Requirements (CACREP 2.F.8) but must also meet the following Doctoral Professional Identity Standards (CACREP 6.B.4):

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

As such, the AUS Ph.D./CES Program is designed with four courses to cover the necessary research and scholarship material. In this first course, *Research in Counselor Education*, all areas will be attended to at some level of expectation.

KNOWLEDGE AND SKILL OUTCOMES

By successfully completing the requirements for this course, students will be able to understand and demonstrate:

<i>CACREP Standard (Doctoral Professional Identity)</i>	<i>Abbreviations</i>	<i>Key Performance Indicators</i>
Basic types of research and their associated methodologies	B.4.a	Class 1 & 2 Readings & Discussions Research Topic Reflection; Research Methodology Reflection
Univariate and multivariate research designs and data analysis methods	B.4.b	Class 3 Readings & Discussions
Qualitative designs and approaches to qualitative data analysis	B.4.c	Class 4 Readings & Discussions
Contemporary topics and burgeoning research practices and processes	B.4.d	Week 7 Readings & Discussions Research Topic Reflection; Research Methodology Reflection; Multicultural Research Reflection
Models and methods of instrument design	B.4.e	Week 6 Readings & Discussion
Models and methods of program evaluation	B.4.f	Week 7 Readings & Discussion
Conceptualization and intention in research study design	B.4.g	Week 2 Readings & Discussion Research Topic Reflection; Research Methodology Reflection
Guidelines, sources of assistance, and practices in professional publication	B.4.h	Week 6 Readings & Discussion Professional Publication Paper
Preparation for professional conference proposal and presentation	B.4.i	Week 7 Readings & Discussion Mock Conference Presentation
Design and evaluation of research proposals for human subjects/institutional review board review	B.4.j	Week 8 Readings & Discussion
Grant proposals and other sources of funding	B.4.k	Week 8 Readings & Discussion
Cultural, social, ethical, and legal considerations in research	B.4.l	Week 5 Readings & Discussion Research Topic Reflection; Research Methodology Reflection; Multicultural Research Reflection; Professional Publication Paper;

		Mock conference presentation
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ANDRAGOGICAL DESIGN

This course has been designed to provide students the opportunity to learn in group and individual settings. In-class discussion and activities with peers will be paired with personal reflection and independent assignments to provide well-rounded exposure to information on research in counselor education.

By building upon learning material from beginning to end, students will tap into their phenomenological perspective and concurrently integrate new information. The course progression will mimic the practical requirements and processes for formulating, conducting, and disseminating research in the counseling field.

I believe that learning takes place within individuals and among groups through socially constructed means. Therefore, somewhat equal emphasis will be provided to group discussion within class and the completion of tasks outside of class. Under the assumption that I am responsible for the preparation and facilitation of class, I hold that students are in charge of their own learning.

REQUIRED TEXTS AND READING RESOURCES

1. Heppner, P., Wampold, B., Owen, J., Thompson, M. & Wang, K. (2016). *Research Design in Counseling*. Boston, MA.: Cengage (ISBN: 978-1-305-08731-6)
2. Additional journal articles will be posted on Sakai

ASSIGNMENTS

Students are required to complete three (3) brief reflection papers on the four respective areas of foci, submit rough and final drafts of a professional publication paper, and present a mock conference presentation.

1. Brief Reflection Papers
 - a. Research Topic Reflection
 - b. Research Methodology Reflection
 - c. Multicultural Research Reflection
2. Professional Publication Paper
 - a. Rough Draft
 - b. Final Draft
3. Mock Conference Presentation

1a. RESEARCH TOPIC REFLECTION

Choose a topic of interest to you within the counseling field (see chapter 5) and expand on why you chose the topic. Do a preliminary literature review on the topic, ultimately summarizing what you find. From this preliminary review, identify one aspect of this topic that you believe could benefit from further research and why. This is not expected to be a fully formed literature review; include a minimum of 10 sources within the 3–4 page paper.

1b. RESEARCH METHODOLOGY REFLECTION

Choose a methodology of interest to you and expand on why you chose the research method. Do a preliminary review of the theoretical background and the methodological components, ultimately summarizing what you find. From this preliminary review, identify the philosophical and theoretical foundations on which the methodology is predicated and its compatibility with this methodology. Include basic action steps to deploy such methods, and any further information pertinent to using the methodology. This is not expected to be a fully formed literature review; include a minimum of 10 sources within the 3–4 page paper.

1c. MULTICULTURAL RESEARCH REFLECTION

Based on the readings and class discussions, expand on your understanding of the need to consider multiple perspectives in research. This includes topics chosen, underlying philosophical assumptions, and methods. Do a preliminary literature review on multicultural and social justice issues specifically related to research surrounding the topic you chose for the *Research Topic Reflection*. This is not expected to be a fully formed literature review; include a minimum of 10 sources within the 3–4 page paper.

2a. PROFESSIONAL PUBLICATION PAPER, ROUGH DRAFT

Based on the *Research Topic*, *Research Methodology*, and *Multicultural Research Reflection Papers*, expand on your preliminary reviews to initiate the beginnings of an article for professional publication. Based on the literature, provide further background that summarizes how the topic has come to be in its contemporary state, necessary socio-cultural considerations, and validate the reasoning for your (potential) study. Include a section on how the methodology of choice would be employed. The paper should be appropriately reflective of APA style guidelines including a title page, abstract, introduction, main body, discussion, conclusions, and references.

2b. PROFESSIONAL PUBLICATION PAPER, FINAL DRAFT

Learning to integrate feedback from manuscript reviewers is an important step in professional publication. After receiving feedback on the rough draft, you will incorporate necessities and suggestions into the final draft of your paper. Attention may be related to spelling, grammar, writer's voice, structure, content, depth, APA format, etc. The paper should be appropriately reflective of APA style guidelines and include a title page, abstract, introduction, main body, discussion, conclusions, and references.

3. MOCK CONFERENCE PRESENTATION

Your Mock Conference Proposal has been (hypothetically) accepted for presentation; you will execute your conference presentation in class. You will decide what vehicle(s) to use in presenting information, how to engage your audience (instructor, peers), and on which information to focus. Consideration should be provided to time limit and compatible technology for successful presentation.

COURSE SCHEDULE

CLASS	TOPIC	READING DUE	HOMEWORK DUE
Week 1	-Syllabus -Attitudes about research -Identifying interests	No reading assigned	
Week 2	-Broad operationalization -Philosophy -Basic types of research -Conceptualization & intention in research study design	Heppner et al., Ch. 1, 2, 5 Ponterotto article	Due: Research Topic Reflection
Week 3	-Research designs – Quantitative -Multivariate & univariate research designs and data analysis overview	Heppner et al., Ch. 6, 12, 13, 15	
Week 4	-Research designs - Qualitative overview and data analysis -Mixed methods overview	Heppner et al., Ch. 16, 17 Ponterotto, Mathew, & Raughley article	Due: Research Methodology Reflection
Week 5	-Cultural, social, legal and ethical considerations	Heppner et al., Ch. 3, 8, 9 Fassinger & Morrow article	
Week 6	-Models and methods of instrument design -Professional writing and submission for publication -Publication -an overview -Identifying writing resources	Heppner et al., Ch. 4, 10 Heppner et al., Ch. 4, 10	Due: Multicultural Research Reflection

Week 7	-Contemporary topics and research practices/processes -Program Evaluation models and methods overview - Mock conference proposal guidelines	Heppner et al., Ch. 15 Wester & Borders article Wall article	
Week 8	-Institutional Review Board/Human Subjects Research review process -Grant Proposals & Research Funding Resources -Mock Conference Presentations (if needed)	AUS IRB review Villalba & Young article	Due: Professional Publication Paper, Rough Draft
Week 9	-Mock Conference Presentations		Due: Mock Conference
Week 10	-Mock Conference Presentations		Due: Mock Conference
Week 11	Flex class		Due: Professional Publication Paper, Final

ASSESSMENT CRITERIA FOR PH.D. STUDENTS

Ph.D. students are assessed in nine (9) competency areas across four (4) competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall ***required level of competency***.

DEFINITIONS OF COMPETENCY AREAS

Critical Thinking - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

Verbal Communication - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

Oral Presentation - able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication - writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

Cultural Awareness and Responsiveness - understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and world-views.

Social Responsibility - aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

Emotional Maturity - willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

Ethical Conduct - demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills - demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

DEFINITIONS OF COMPETENCY LEVELS

Below Competency: Fails to meet the minimum course requirements as outlined in this syllabus. This includes attendance, class participation, and successful completion of all assignments in a manner which demonstrates a basic understanding of research in the counseling field including the ability to identify appropriate areas of research interest, perform a preliminary literature review, and demonstrate basic skills in presentation.

Required Competency: Demonstrates a basic understanding of research in the counseling field as outlined above, and by meeting all of the minimum requirements for the class as outlined in the syllabus.

Intermediate Competency: Meets *Required Competency* as well as demonstration of critical thought in terms of topics, axiology, methodology, and multicultural considerations related to counseling research.

Advanced Competency: Meets *Intermediate Competency* as well as demonstrated level of expertise in course knowledge and/or skills areas expected of entry-level counselor educators; knowledge and skills that would be expected of a beginning-level counselor educator in relation to counseling research.

COUNSELOR COMPETENCY AND FITNESS

Antioch University is obligated, as a CACREP institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, in Section F.5.b, states in part, “Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of profession impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.” Section F.9.b states in part, “Counselor educators, throughout ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

In this course you will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995*). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised.

ANTIOCH UNIVERSITY EVALUATION PROCEDURES

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.
5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

AUDIO- OR VIDEO-RECORDING OF CLASSES

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

ANTIOCH UNIVERSITY POLICIES

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to: Shana Hormann, Dean of Students
206.268.4714
shormann@antioch.edu

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact: Jill Haddaway, Disability Support Services Coordinator
206.268.4151
dss.aus@antioch.edu.

LIBRARY SERVICES AND RESEARCH SUPPORT

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or bstuart@antioch.edu.

WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

AUS Writing Lab (room 323 Library/CTL): Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultation, both in-person and via webcam, phone, or messaging. Students can schedule directly online at www.antiochseattle.edu/tutoring, call: 206.268.4416 or email: writinglab.aus@antioch.edu. We offer drop-in hours as well as workshops and other resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located on the AU Drive at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): Fee-based writing support: The **Writers' Exchange** (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.