Purpose of Course

This course provides an overview of basic components of quantitative research and statistical methods, an exploration of qualitative research methods, a review of effective and ethical research methods relevant to the counseling profession as well as an exploration of the value of evidence based practice as counselors. A specific focus is placed on leadership and collaboration pertaining to research within the context of the counseling profession.

Materials

Required Texts
ISBN-10: 053452348X

ISBN-10: 1285173465

Supplemental Readings


Neufeld, J., Case, R., & Serricchio, M. (2012). Walk-in telemedicine clinics improve access and


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**Carson Newman Academic Standards of Conduct**

**University Disability Statement**

Accommodations for students with disabilities will be made in accordance with University Policies related to students with disabilities. Accommodations are determined on case-by-case basis and in accordance with their specific disability. Concerns or dissatisfaction regarding accommodations should be directed to the Coordinator for Students with Disabilities and Case Manager. His information is listed below.

**Confidentiality and Ethics Information**

In this course, as is the case with all other courses at Carson Newman, students are to adhere to the ethical standards of our profession. These are outlined in the ACA Code, this includes allowing for open discussion with respect for other’s opinions and views. Additionally, in instances of self-disclosure the expectation is that any information about other students or their experiences is kept confidential.

**Course Objectives**

This course provides an overview of basic components of quantitative research and statistical methods, an exploration of qualitative research methods, a review of effective and ethical research methods relevant to the counseling profession as well as an exploration of the value of evidence based practice as counselors.

Within the context of this Research Course, the student should have gained knowledge of the CACREP standards, Research and Program Evaluation (G.8):

1. An understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
   A. the importance of research in advancing the counseling profession;
   B. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
   C. statistical methods used in conducting research and program evaluation;
   D. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
   E. the use of research to inform evidence-based practice; and
F. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Course Assignments

All work needs to be formatted according to APA style. Assignments are to be turned in at the start of class on the assigned due date. Late assignments will be accepted with the understanding that 5 points will be deducted for each day late, including the weekends.

1. **Research Proposal (200 Points)**
   EDS students will conduct a survey of relevant research in their identified field, present a literature review meeting the requirements listed above. In addition, each EDS student will prepare to present at a local, state or national conference related to the counseling field. This presentation may take form of a poster presentation, round table discussion or session presentation. A proposal and completed content for this presentation is due along with the literature review, but also must be submitted to the identified conference.

2. **Ethical Analysis (100 points)**
   Students will be required to synthesize their understanding of Ethics pertaining to research and research reporting in an analysis of an article of their choice (this article must focus on a different topic than that subject identified for their Literature Review). In addition to the basic analysis of how the article meets the Ethical standards outlined in the course, EDS students will discuss the article within the context of social justice as well as overall benefits detriments to the counseling profession. This analysis will examine the outcomes of a study within the context of Ethical boundaries of the ACA as well as those outlined in Heppner & Wampold (2008).

3. **Mid-Term Presentation (100 Points)**
   At the first residency requirement, each student must present to the class on an identified weekly discussion from the previous discussions. Students will collaborate on these assignments. Each student must provide a presentation including:
   A. How this research method or concept pertains/will pertain to their field of study.
   B. Reflections upon how the online discussion brought about differing points of view.
   C. Reflections on how his research/method concept pertains to the social justice of counseling.
   D. Engage the group in a experiential activity which teaches/illustrates the research concept.

4. **Exam (100 Points)**
   Due to the nature of the research course, a final exam is necessary to gauge the acquisition of knowledge pertaining to research. This exam will occur on the last class. This exam is not intended to breed anxiety or stress, throughout the course information
pertinent to the exam will be emphasized and an exam review will be provided prior to the exam.

5. **Participation (100 points)**
   Participation both traditional and online course discussions are integral to the professional growth of counselors in the area of research. Participation expectations go far beyond attendance at class to include expectations that assigned readings were completed and contemplated prior to class. Up to 100 points can be allotted for participation. Further discussion of how points are allotted will be discussed during class.

**Identification of Course Artifacts for Professional Portfolio:**

Graduate students in counseling are expected to maintain a Professional Portfolio during their training. The Portfolio must contain samples of at least one key assignment from each GSC course and examples of your professional activities outside of class. You are responsible for selecting and placing samples of your work in your Portfolio each semester. You will also want to include your professor's evaluation and feedback of your work in your Portfolio.

Your professional products can now be easily stored in an electronic Professional Portfolio identified for your use only. The web address to this electronic Portfolio is: [https://eaglenet.cn.edu/GSC](https://eaglenet.cn.edu/GSC). Your login and password to this site are the same as for your CN email.

Projects and products from this course that you may wish to archive in your Professional Portfolio include: a copy of your Literature Review and your Ethical Analysis paper.