

Introduction to Counseling Research

(COUN 6610)

Semester



Professor:

Office:

Phone #:

E-mail:

Course readings:

There is no textbook required for this course.

Course description:

This is a survey course in which you will learn about common methods used by researchers to answer questions pertaining to counseling-related phenomena including quantitative and qualitative methods, action research, needs assessment and program evaluation. Consideration will be given to ethical and cultural factors that impact the research process. Finally, you will learn how to critically evaluate research that is published in counseling journals and develop a research proposal.

Note: You and your peers likely have varying degrees of knowledge and experience in research and statistics depending on the nature of your bachelor's degrees. Even though an undergraduate course in statistics is a requirement for admission into the Professional Counseling program, Dr. Quarto understands that statistics and research-related concepts can sometimes be intimidating - if not overwhelming - to students. Rest assured that this course incorporates basic statistical concepts and should not prove to be too difficult to understand. Please feel free to ask questions no matter how basic the question (i.e., "No question is a dumb question."). It is important that you are tolerant of questions asked by your classmates regardless of your level of understanding and experience with research.

Student learning outcomes:

COUN 6610 Introduction to Counseling Research 2009 CACREP Standards			
Standard #	Core Curricular Category	Standard	Learning Activities & Experiences
II-G-8-a	Research & Program Evaluation	the importance of research in advancing the counseling profession;	Lecture, course notes & readings; Quiz
II-G-8-b	Research & Program Evaluation	research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	Lecture, course notes & readings; Discussion board; Quiz; Analyzing quantitative research articles & understanding

			statistical results assignment; Qualitative research article critique; Mini research proposal
II-G-8-c	Research & Program Evaluation	statistical methods used in conducting research and program evaluation;	Lecture, course notes & readings; Discussion board; Quiz; Analyzing quantitative research articles & understanding statistical results assignment
II-G-8-d	Research & Program Evaluation	principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	Lecture, course notes & readings; Quiz
II-G-8-e	Research & Program Evaluation	the use of research to inform evidence-based practice; and	Lecture, course notes & readings
II-G-8-f	Research & Program Evaluation	ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	Lecture, course notes & readings; Discussion board; Quiz
Standard #	Clinical Mental Health Counseling	Standard	Learning Activities & Experiences
CMHC-I-1	Research & Evaluation – Knowledge	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling	Lecture, course notes & readings; Analyzing quantitative research articles assignments; Qualitative research article critique; Quiz
CMHC-J-2	Research & Evaluation – Skills & Practices	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments	Lecture, course notes & readings; Program evaluation course notes assignment
Standard #	School Counseling	Standard	Learning Activities & Experiences
SC-G-3	Assessment - Knowledge	Identifies various forms of needs assessments for academic, career, and personal/social development	Lecture, course notes & readings; Quiz
SC-I-1	Research & Evaluation - Knowledge	Understands how to critically evaluate research relevant to the practice of school counseling	Lecture, course notes & readings; Discussion board; Quiz; Analyzing quantitative research articles & understanding statistical results assignment; Qualitative research article critique
SC-I-2	Research & Evaluation - Knowledge	Knows models of program evaluation for school counseling programs	Lecture, course notes & readings; Quiz
SC-I-3	Research & Evaluation - Knowledge	Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation)	Lecture, course notes & readings; Quiz

Course structure:

This is a “hybrid” course meaning that part of the course is spent in direct face-to-face contact with Dr. Quarto and your classmates while the other part is spent completing Internet-based and related activities.

When the class meets in person, it will consist of lecture, discussion and small group activities. It is important that you participate in classroom discussions and work diligently on course assignments.

The content of the online portion of the course is presented in “modules” that contain topic-specific material to be covered during a particular time period. For each module, you will read the information contained on the Introduction to Counseling Research website and complete any assigned activities associated with a module. These activities will usually entail responding to questions posed by Dr. Quarto on a discussion board pertaining to the module material and/or readings for a particular week. **Make it a goal to complete the module and any associated discussion board activities by (or prior to) the date specified**

Course notes for the online portion of the course will be available by accessing the Introduction to Counseling Research website through D2L (i.e., <https://elearn.mtsu.edu/>), MTSU’s portal to university-related materials.

Necessary student internet skills and equipment:

This is a “hybrid” course meaning that a significant portion of the course material and related activities is presented on a computer and completed outside of the classroom, respectively. It is important that you at least have minimal competence in the use of the Internet and know how to send and receive e-mail messages and post messages to a discussion board in order to successfully complete this course. It will be most convenient for you to use a personal computer to complete computer-based assignments in this course. However, if you do not own a computer or cannot access course material with your computer (e.g., because of an old operating system or other computer “glitch”), then you may use a computer on campus that has Internet access (e.g., BAS S137, library) or any other internet-accessible computer to complete assignments. This last point cannot be emphasized enough - if you are having problems with your computer you **MUST** find another computer to use to keep up with assignments/quizzes!

Troubleshooting assistance:

If you have problems accessing and/or using the D2L (i.e., Desire to Learn) Introduction to Counseling Research website, please contact the Instructional Technology Help Desk for assistance (615-898-5345 or help@mtsu.edu).

Evaluation of coursework:

1. Class participation.

2. Quizzes.

3. Class assignments:

- a. ***Analyzing quantitative research article & understanding statistical results.***

- b. Qualitative research article critique.**
- c. Counseling outcome research article analysis.**
- d. Mini research proposal.**

Dropping this Course:

If you discontinue participating in class, (i.e., do not complete the required course work), but do not officially drop or withdraw from the course then you will receive a grade of “F.” You may only drop the course within the course drop/add period.

Reasonable Accommodations for Students with Disabilities:

If you have disability that may require assistance or accommodation or have questions related to any accommodations for testing, etc., then please contact Dr. Quarto as soon as possible. You may also contact the MTSU Disability & Access Center (615-898-2783; <http://www.mtsu.edu/dac/>) with questions about such services.

Resources for Success in Graduate School:

- James A. Walker Library (<http://library.mtsu.edu/>)
- Distance learning librarian: MTSU Embedded Librarian (<http://library.mtsu.edu/distance/embedded.php>)
- University Writing Center (<http://www.mtsu.edu/uwc/>)
- University College (<http://www.mtsu.edu/universitycollege/>)
- Academic standards and integrity policies (<http://catalog.mtsu.edu/content.php?catoid=16&navoid=1536>)

Housekeeping rules and points for clarification:

1. Make-up quizzes are only allowed in the case of an emergency or illness. Forgetting to take a quiz during the specified time period, going out of town for a wedding, having to “work all weekend,” etc. are not adequate justifications for making up a quiz. To make up a quiz, students should make an effort to contact Dr. Quarto **before the scheduled quiz.** Making up a quiz due to an illness or attendance at a funeral will require a doctor’s excuse verifying the illness or a copy of the funeral program.

2. Students should save files of any written assignments that were submitted to Dr. Quarto. In addition, students should record their answers to quiz questions on a separate piece of paper as they are taking quizzes in the event a computer malfunction prevents them from submitting their answers to the D2L.

3. Students should refrain from posting discussion board responses IN ADVANCE of the suggested date for a module.

Professional counseling dispositions

Students in the Professional Counseling program are required to demonstrate program dispositions (i.e., being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding students' demonstration of these dispositions may be communicated to program faculty and used as a component of the faculty's continuous evaluation of student progress.