SEATTLEU.

COLLEGE OF EDUCATION

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CLINICAL MENTAL HEALTH COUNSELING

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*Preparing diverse, ethical, reflective, and clinically skilled counselors
to be multicultural and social justice leaders and advocates.*

Research for the Counseling Profession

SYLLABUS | Fall 2020

Course Description

Graduate Bulletin Description: Introduction to research skills and literature in the counseling profession. Includes an orientation to graduate studies. To be taken early in one's program of study. *Registration Restriction(s): Counseling Student Majors Only*

Course Purpose: To prepare students to utilize research to evaluate services and make research based professional judgments.

Course information		Instructor information	
Course code:	COUN 5000	Instructor:	Dr. Nikki Golden
Credits:	3	Phone:	206.296.5753
Location:	Loyola Building Room #203	Email:	sgolden@seattleu.edu
		Office Hours:	To be announced

Text & Materials

Required Texts, Reading Materials, and Technology
Balkin, R.S., & Kleist, D.M. (2017). *Counseling research: A practioners-scholar approach*. American
    Counseling Association.

Other Materials:
Additional materials assigned are made available on Canvas

Technology:
Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail servicedesk@seattleu.edu or visit http://www.seattleu.edu/its/ for assistance with SU technology.

Course Rationale: Professional Standards

CACREP Standards
Section 2: PROFESSIONAL COUNSELING IDENTITY
F.8. RESEARCH AND PROGRAM EVALUATION
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
b. identification of evidence-based counseling practices
c. needs assessments
d. development of outcome measures for counseling programs
e. evaluation of counseling interventions and programs
f. qualitative, quantitative, and mixed research methods
g. designs used in research and program evaluation
h. statistical methods used in conducting research and program evaluation
i. analysis and use of data in counseling
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Course Objectives and Key Performance Indicators

- *Students will utilize knowledge of research to evaluate services and make research based professional judgments.*
- Students will gain understanding of how to critically evaluate research relevant to the practice of clinical mental health counseling.
- Students will be introduced to research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
- Students will be introduced to statistical methods used in conducting research and program evaluation
- Students will gain understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
- Students will learn the ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies
- Students will learn to apply relevant research findings to inform the practice of clinical mental health counseling.

Office Hours

Office Hours will be announced on the first day of class
Office Hours are on **Zoom** and can be accessed through the Zoom link in our Canvas course.
Please note that this is the time I will have a Zoom meeting open for drop-ins but if you need to schedule another time, please email me.

Response Times

The best way to reach me is to use **sgolden@seattleu.edu** I will check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

Methods of Instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) the use of multimedia.

Seattle University utilizes Canvas as the learning management system. While most courses are in-person, when a lecture or course is online there are digital learning expectations that students must adhere to on Canvas. These include the following:
- Students must sign onto Canvas 4 out of 7 days of the week
- Student discussion postings are professional and respectful of others
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment

Assignments

All assignments information can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation. This will give you an overall view of due dates and point values. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment. In addition, I have reminders about what is due on the first page of each module.

Student Performance Evaluation Criteria and Procedures

Assignment	CACREP Standard	Points Possible
1. Class Attendance and Participation: Reading, discussing, and integrating ideas and information are central to this course. Students are expected to be present in every class, to read all assigned readings prior to class, and to be prepared to discuss. ***See course schedule for due dates***	2.F.8.a-j.	10 x 10 = 100 Total Points
2. Weekly Quizzes: Students will complete a Canvas quiz about the assigned readings for each week. Quizzes are intended to prepare students for the CPCE & the NCE ***Further instructions are posted on Canvas; see course schedule for due dates.***	2.F.8.a-j.	10 x 10 = 100 Total Points
3. Development of Research Questions: Students will select a topic of interest and identify a problem (or gap), describe why it is important to the field, and develop two potential research questions to correspond with two different methodological/research approaches. ***Further instructions are posted on Canvas; see course schedule for due dates***	2.F.8.a-j.	100 Total Points
4. Summative Assignment: Research Design Proposal: Students will create a research based on their research questions. The proposal will include an introduction, literature review and methodology. ***Further instructions are posted on Canvas; see course schedule for due date.***	2.F.8.a-j.	150 Total Points

Point scale	Letter grade	Point scale	Letter grade
94% and higher	A	74% - 76%	C
90% - 93%	A-	70% - 73%	C-
87% - 89%	B+	67% - 69%	D+
84% - 86%	B	66% - 63%	D
80% - 83%	B-	60% - 63%	D-
77% - 79%	C+	0% 59%	F

A grade of 'B' or better is required to pass a course. Students who earn less than a 'B' will be required to repeat the course. Repeating a course may delay a student's program of study.

SCHEDULE OF COURSE ACTIVITIES

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 1 9/10/20	Introduction & Orientation & Counselor as Practitioner-Scholar	• Read: Balkin Chp 1 • See Canvas for additional required content • **Due: Assign #2a**	2.F.8.a-j.	Roster
Week 2 9/17/20	Research Process & Ethics & Cultural Issues	• Read: Balkin Chp 2-3 • See Canvas for additional required content • **Due: Assign #2b**	2.F.8.a-j.	Rubric
Week 3 9/24/20	Types of Research	• Read: Balkin Chp 4 • See Canvas for additional required content • **Due: Assign #2c**	2.F.8.a-j.	Rubric
Week 4 10/1/20	Fundamental Concepts in Quantitative Research	• Read: Balkin Chp 5 • See Canvas for additional required content • **Due: Assign #2d** • **Due: Assign #3**	2.F.8.a-j.	Rubric
Week 5 10/8/20	Examining Relationships & Groups with Quantitative Research	• Read: Balkin Chp 6-7 • See Canvas for additional required content • **Due: Assign #2e**	2.F.8.a-j.	Rubric
Week 6 10/15/20	Groups & Single Case Research Designs & Utilizing Meta-Analysis	• Read: Balkin Chp 8-9 • See Canvas for additional required content • **Due: Assign #2f**	2.F.8.a-j.	Rubric
Week 7 10/22/20	Fundamental Concepts in Qualitative Research	• Read: Balkin Chp 10-11 • See Canvas for additional required content • **Due: Assign #2g**	2.F.8.a-j.	Rubric
Week 8 10/29/20	Measurement in Counseling Research	• Read: Balkin Chp 12 • See Canvas for additional required content • **Due: Assign #2h**	2.F.8.a-j.	Rubric

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 9 11/5/20	Program Evaluation	• Read: Duffey Chp 13 • See Canvas for additional required content • **Due: Assign #2i**	2.F.8.a-j.	Rubric
Week 10 11/12/20	Program Evaluation	• See Canvas for additional required content • **Due: Assign #2j**	2.F.8.a-j.	Rubric
Finals Week	N/A	• **Due: Assign #4**	2.F.8.a-j.	Rubric

Formatting & Submitting Assignments

All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

APA Style: For the online CMHC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use Purdue University's Online Writing Lab (OWL) pages on APA, and if you're having difficulty, arrange to meet with me and we can go over any trouble-spots together.

Academic Integrity Tutorial

Please familiarize yourself with the university's academic integrity policies by visiting the Resources for Students page in the university's Academic Integrity website where you will find the Academic Integrity Tutorial.

Assignment Deadline Policies

Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.

Discussion Posting Deadline Policies

If there are discussion postings, there will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

Workload in this Course

Allow yourself at least 9 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module and I will remind you as well in my weekly wrap-ups. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

Key Performance Indicators and Professional Counselor Dispositions

Key performance indicators are used to determine student knowledge and skills needed to prepare students to become effective social change agents for a just and humane world. Summative assignments are used determine students' ability to master key knowledge and skills. Students must earn scores of 3 or above to progress in the program on summative assignments and professional dispositions.

CACREP Curricular and Specialty Areas	Course/Exam	Summative Assignment	0	1	2	3	4
Professional Counseling. & Ethical Practice	C5080	Ethical Decision-Making					
Social and Cultural Diversity	C5130	Cultural Interview/Immersion					
Human Growth and Development	C5070	Final Paper					
Career Development	C5120	Career Assess. Interview					
Counseling and Helping Relationships	C5100	Clinical Assessment I					
	C5510	Clinical Assessment II					
Group Counseling and Group Work	C5170	Group Proposal					
Assessment and Testing	C5270	Test Interpretation					
Research and Program Evaluation	E5000	Research Design					
Foundations of CMHC	C5580	CMHC Observ. & Interview					
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project					
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV					
Foundations of School Counseling	C5090	SC Observ. & Interview					
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project					
Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV					
CACREP Areas	Exam	CPCE					

Professional dispositions are used to determine a student's fit for the profession. CACREP defines dispositions as "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student's attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social

justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility
9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

Diversity, Equity, and Inclusion

The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

Academic Resources to Support Your Learning

I encourage you to explore the services below and to work on the assumption that you'll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the Library & Learning Commons website.

- **Writing Center:** The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through https://seattleu.mywconline.com/

- **Learning Assistance Programs:** The Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at learningassistance@seattleu.edu for the most updated information about accessing services.
- **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the Ask a Librarian page or book a Virtual Consultation online.

- **Math Lab:** The [Math Lab](#) offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.

- **English Language Learning Center:** The [English Language Learning Center](#) (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.

- **Support for Remote Learning:** Remember to review the [online tutorial](#) that the Center for Digital Learning and Innovation has created to support your remote learning experience.

University Policies

- **Support for Students with Disabilities**: Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery ("long-COVID"), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

- **Notice Regarding Religious Accommodations**: It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, *Policy on Religious Accommodations for Students*.

- **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the [Office of Institutional Equity](#). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: oie@seattleu.edu or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar's [Academic Policies](#) page.
Make sure you understand the following:

- **Academic Integrity Policy**

- **Academic Grievance Policy**
- **Professional Conduct Policy**