The University of St. Thomas
Clinical Mental Health Counseling Programs
CMHC 5330 Research Foundations
Summer I 2017

Instructor: Victoria Liu, Ph.D., LPC, NCC
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Work Phone: 713-525-3518
Office Hours: By appointment only
E-mail: liuy1@stthom.edu
Course Home Page: On Blackboard
Class Meeting: Wednesdays 1-5pm
Prerequisites: None.

Course Description: Designed to introduce quantitative and qualitative research designs, methods, and data analysis techniques in counseling. Topics include ethical issues in research, construction and evaluation of measurement tools, critical analysis of research methods, use and interpretation of descriptive and inferential statistics, and analysis and synthesis of qualitative data.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP competencies:

8. RESEARCH AND PROGRAM EVALUATION
   a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
   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-Specific Learning Outcomes
There are five course objectives, with seven student learning outcomes. Each assignment is geared towards one or more of these SLOs:

Orientation Objective: Become familiar with the course policies, schedule, format, and learning community.
- SLO 0.1: Demonstrate understanding of course policies, schedule, course format, and course tools

Objective 1: Acquiring skills in working with others as a member of a team
- SLO 1.1: Demonstrate an effective collaborative team/partner process

Objective 2: Developing skill in expressing myself orally or in writing.
- SLO 2.1: Demonstrate ability to facilitate a discussion using PowerPoint
- SLO 2.2: Demonstrate scholarly writing that is clear and well-articulated using appropriate grammar, punctuation, APA style, and scholarly writing
- SLO 2.3: Demonstrate written self-reflective practice

Objective 3: Learning how to find, evaluate, and use resources to explore a topic in depth.
- SLO 3.1: Find, evaluate, and synthesize relevant, peer-reviewed literature.

Objective 4: Learning appropriate methods for collecting, analyzing, and interpreting information.
- SLO 4.1: Demonstrate an understanding of how to conduct ethical action research.

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Research Methods).

This course also addresses the following Catholic social justice dimensions:

**The Principle of the Common Good**: We promote the social conditions that allow people to reach their full human potential and to realize their human dignity.

**The Principle of Stewardship**: We show our respect for the Creator by our care for creation. We are also responsible to use our personal talents, health and property for the common good.

**The Principle of Participation**: People have a right and duty to participate in society, seeking together the common good and well-being of all.

This course is offered as a collaboration between the Clinical Mental Health Counseling program (CMHC) and the School of Education and Human Services (SEHS) Research Program.
The mission of the Research Program is to cultivate educator-scholars by providing graduate-level instruction and mentorship in writing, evaluating scholarly literature, collecting and analyzing data, and developing evidence-based recommendations. The Research Program promotes social justice, academic integrity, critical thinking, and effective communication.

**Required Texts:**


**Recommended Texts:** None

**Reserve Materials/Recommended Articles Posted on Blackboard:** Please see Blackboard for links to additional readings.

**Methods of Instructions and Conduct of the Course:** This course is largely seminar-based, with a good deal of group work. Methods of instruction include mini-lectures, videos, class discussion, and experiential activities.

**Final Grade Distribution:**

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<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>90% - 93%</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>84% - 86%</td>
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<td>80% - 83%</td>
<td>B-</td>
<td>2.7</td>
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<td>77% - 79%</td>
<td>C+</td>
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<td>74% - 76%</td>
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<tr>
<td>70% - 73%</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>67% - 69%</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>60% - 66%</td>
<td>D</td>
<td>1.0</td>
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<td>0% - 59%</td>
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Students must earn a letter grade of **B- or better** to receive credit for this class.

**Grading:**

I. Written Assignments: 70% of grade
This course is designed to be a practical, hands-on introduction to issues related to action research, data collection, data analysis, and interpretation of findings. The major assignments will assess your ability to apply research skills to an educational topic that you are interested in as well as your ability to make sense of others’ research.

1. Rokeach values survey and reflection (5%)
2. Team AR survey construction, data collection, and data summary report (15%)
3. Team AR facilitated discussion (10%)
4. Partner interview and mini case study (10%)
5. Individual Mixed Methods Action Research Plan facilitated discussion (30%)

Details about each assignment are provided below, after the Course Schedule.

II. Participation and discussion: 30% of grade

Participation is defined as active contribution to class discussions and group activities, and completion of all Discussion Boards (details provided below). You are expected to attend all sessions and participate in all activities in a professional manner. Any unprofessional behavior will result in zero credit for this portion of the grade.

If you miss one class period you must meet with the instructor to discuss a plan for preventing future absences. Please keep the instructor informed of any emergency circumstances before an absence occurs so that alternative plans can be arranged. More than one absence may result in administrative withdrawal from the class. You are expected to be punctual. More than one late attendance to class or will result in zero credit for participation for that session.

Description of Assignments

I. **General information:** All assignments must include an APA style title page and (where applicable) reference page (see sample APA paper in the APA Resources menu in Blackboard). Citations and references, when used, should be in APA style. Please use Times New Roman 12 point font, double-spaced text, and 1-inch margins.

II. **Written Assignments (70% of grade)**

1. **Rokeach Values Survey and Self-reflection (5% of grade) – Due 6/7:**

   Complete the Rokeach Values survey (linked in Blackboard) and write a 1-2-page reflection in response to the questions on the second page of the survey document. This assignment is designed to address CACREP standards 8.a. and j.
2. Team Action Research Project - Survey construction, data collection, and summary report (15% of grade*) – Due 6/14:

- Your team will create a brief (6-8) item survey and administer to the class on a topic of interest to the team. For the team project, the topic does not have to be on counseling, but it can be. The survey must include at least three quantitative (numeric) items and at least three qualitative (open-ended) items.

- Using techniques you learn in class, your team will organize this information in a spreadsheet and select two techniques for summarizing the data (e.g., frequencies and percent, mean quantitative items and summary of themes for qualitative items).

- You will then apply these techniques to the dataset and present the results in a report.

- The report should be 2-3 pages (title page is not included in the page count). The report must include the following: research topic and research question; description of participants; analysis of findings and results; conclusions; and reflection on what the group learned from working on the project together. Place your tables and figures at the end of the report. Tables and figures are also not included in the page count of the report. Your team will post three separate files to BB—Excel spreadsheet containing the data, your team survey, and the summary report that includes the items listed above. Post your survey, spreadsheet, and report as a team.

*Note: This assignment is a team grade.

3. Team AR Project Facilitated Discussion assignment (10% of grade*) – Due 6/14: Design a PowerPoint (6-8 slides max; 12 minutes per group) to present your team’s findings from the survey. Carefully read information in Blackboard on how to facilitate a discussion. Be creative in the activities/activities you choose to include in your facilitated discussion. Post your PowerPoint as a team. All team members must also contribute to the presentation. This assignment is designed to meet CACREP standards 8.f.g.h. and i.

*Note: This assignment is a team grade.

4. Partner interview and mini case study (10% of grade) – Due 6/21: You will choose a partner from the class and identify 4-5 questions that you would like to ask him/her related to your individual research topic. You will then conduct the interview by phone, web conference, or in person (a written survey is not acceptable) and write a 2-3 page
summary of your findings, not including your title page. If you want to tape the interviewee’s responses, you must obtain written consent before the interview is conducted. It is recommended that you think of a few questions that are related to your research topic, but keep in mind that not all people will have experience with your topic. Be sure to keep your research questions flexible and probe as appropriate. Conclude by discussing whether or not the information you obtained from your interview provided a different perspective on your research and if that perspective changed your approach. This assignment is designed to address CACREP standards 8.a.f.g.i. and j.

5. Individual Mixed Methods Action Research plan – facilitated discussion (30% of grade) – Due 6/28: After selecting a counseling-related topic of interest, you will create a brief research plan describing a practical research study that you could conduct in the future. (Note: You will not conduct the study as part of this class.) The plan should involve quantitative methods and qualitative methods. Use action research to guide the development of your research plan. Include collaboration with others and include self-reflection on your choice of topic and methods. The plan will be presented as a 24-slide (10-12 minutes) facilitated discussion PowerPoint presentation that includes a brief literature review and synthesis (4 articles), a method section (qualitative and quantitative questions, quantitative hypothesis, qual and quant designs, variables, participants and setting, measures, and integration), and questions and/or an activity to spark discussion in class. Detailed guidelines are in Blackboard. This assignment is designed to address CACREP standards 8.a.e.f.g.h.i. and j.

III. Participation Assignments (30% of grade)
- In-class participation, surveys, and a draft of MMAR introductory slides: You are expected to participate actively in class and group discussions. You will have several homework activities, which serve to reinforce in-class concepts and assist with other assignments.

Late Assignment Policy: All course work is due before 1pm on the date specified, and must be submitted to the instructor in blackboard. It is your responsibility to be aware of due dates and to ensure that the instructor receives your documents. Late work will not be accepted, unless the student and the professor have made an agreement regarding an unusual circumstance prior to the due date. The student can expect a grade reduction of a letter grade for a late assignment for each calendar day that an assignment is late. In addition, failure to complete any assignment will result in a zero for the assignment grade and a one-half grade decrease of your final grade (e.g., if your final grade was a B, you would receive a B-).

Academic Integrity and Standards of Conduct:

Academic Integrity
As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

**Plagiarism** involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism.

Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed in class, you should seek input from the instructor.

**Blackboard**
Course materials are placed on UST’s content management system, Blackboard.

**Recording Class Lectures**
With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

**Weather-Related Cancellations or Changes to Schedule**
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

**Learning Disabilities or Differences**
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

**Writing Center**
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crocker Center.

**Technology**
This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at www.firefox.com or www.google.com/chrome.) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu).

**Communication Devices**
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class. Cell phones and other electronic devices must be turned off during class. If you need to take a call because of an emergency should alert the instructor before class, keep the phone on vibrate, and step out to take the call. Laptops are permitted for note-taking. Use of laptops for any other reason (e.g., email, chatting, surfing the web) will result in zero credit for the participation portion of the grade.

**Incomplete Grades**
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

**Withdrawal from Course**
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

**Course Evaluation at the End of the Semester**
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process. The research program and your instructor greatly value feedback. In
addition to providing informal feedback throughout the course, you are strongly encouraged to complete the end-of-course evaluation. This is one of the main ways we have to assess the quality of the course (and the instructor) and make improvements. The University of St. Thomas uses IDEA Center’s evaluation. As part of this evaluation, you will be asked to rate how effective the course and the instructor were for helping you achieve the following objectives. Please be thoughtful in your evaluation and provide suggestions for improvement. We strive for a 100% response rate, with reliable and valid responses!

**Evaluating the Course: IDEA Course Objectives**

- Acquiring skills in working with others as members of a team.
- Developing skill in expressing myself orally or in writing.
- Learning how to find, evaluate, and use resources to explore a topic in depth.
- Learning appropriate methods for collecting, analyzing, and interpreting information.
### Schedule of Class Sessions:

<table>
<thead>
<tr>
<th>BB Learning Module</th>
<th>Date</th>
<th>Instructional Focus</th>
<th>Learning Outcomes</th>
<th>Activities</th>
<th>Assignments and due dates</th>
<th>CACREP Standards</th>
</tr>
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</table>
| Orientation        | Pre-class | Orientation                        | SLO 0.1           | ✓ Review Blackboard.  
✓ Review syllabus.  
✓ Read course policies carefully (in syllabus).  
✓ Complete Orientation Quiz.  
✓ Complete pre-survey.  
✓ Complete APA quiz. | Please complete the Orientation activities prior to the first class meeting - **Due 5/31** |                  |
| 1                  | 5/31   | **Introduction to Action Research:**  
  • Values and ethics  
  • Selecting a topic  
  • Survey research | SLO 1.1, 2.3, 3.1, 4.1 | ✓ Discuss syllabus and policies.  
✓ Mini-lecture: Action Research (AR).  
✓ Ethics Video and class discussion.  
✓ Review overview of Group AR project.  
✓ Mini-lecture: Choosing a research topic.  
✓ Select team members for Group AR project.  
✓ In-class team meeting: Select topic and research question for team AR project. | ✓ Reading Action Research: A brief description – **after class**.  
✓ Complete Rokeach Values survey and reflection - **Due 6/7**.  
✓ Identify one article related to group topic and summarize it (according to template in BB) – **bring to class 6/7**  
✓ As a team, finalize quant and qual questions for survey - **before 6/7**.  
✓ Bring 8 copies of survey to class (to | 8.a.e.f.g.h.i.j. |
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<th><strong>Working with Data - I</strong></th>
<th><strong>SLO 1.1, 2.1, 2.2, 2.3, 3.1, 4.1</strong></th>
<th>✓ Complete surveys (in class; approx. 2 per person). ✓ Mini-lecture: Working with data – Part I. ✓ Review coding guidelines. ✓ In-class Team meeting: Code qualitative data, enter data, and begin data analysis (as a team).</th>
<th>✓ Read MMAR: a brief description- after class ✓ Team meeting: Complete spreadsheet and data analysis (as a team) – Due 6/14 ✓ Write team AR project report – Due 6/14 ✓ Prepare team AR facilitated discussion PPT – Due (in class and submit PPT in Blackboard) 6/14 ✓ Complete confidential peer assessment form – Due 6/14</th>
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<tr>
<td>2</td>
<td>6/7</td>
<td>Developing a Mixed Methods Action Research</td>
<td>SLO 1.1, 2.1, 2.2, 3.1, 4.1</td>
<td>✓ Team AR project facilitated</td>
<td>✓ Complete interview and mini</td>
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<tr>
<td>Plan</td>
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| • **Formulating hypotheses**  
| • **Case study research**  |

- **Review individual MMAR plan guidelines.**
- **Choose partners.**
- **Overview:** Qualitative and Quantitative designs
- **Partner work – establish individual research topic, questions (qual and quant), and hypothesis (quant).**
- **Partner work – begin interview for mini case study.**

**case study – Due 6/21**
- Complete PPT draft of individual topic, purpose, questions, and hypothesis – Due 6/21
- Identify four articles on topic (for MMAR facilitated discussion PPT) – at least one quant and at least one qual – bring PPT draft and two articles to class 6/21.

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<th>4</th>
<th>6/21</th>
<th><strong>Working with Data – II</strong></th>
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|    |      | Data analysis strategies  
|    |      | Interpreting results |

- **Discuss qualitative and quantitative research articles PPTs (with partner).**
- **Mini-lecture:** Working with data – Part II and introduction to significance testing
- **Partner work – develop method section of MMAR plan (participants and setting, design, variables, measures,**

|      |  | SLO 1.1, 3.1, 4.1 |

- **Prepare MMAR plan facilitated discussion PPT – Due 6/28 (in class; PPT slides due 6/28).**

8.a.e.f.g.h.i.j.
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<tr>
<th>Week</th>
<th>Date</th>
<th>Task Description</th>
<th>Due Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5</td>
<td>6/28</td>
<td><strong>Mixed Methods Action Research Plans – Facilitated Discussion</strong>&lt;br&gt;SLO 2.1, 2.2, 2.3, 3.1, 4.1</td>
<td>6/28</td>
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<td>✓ Complete course evaluation</td>
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<td>✓ Conduct individual facilitated discussion on research plan</td>
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<td>✓ Submit individual MMAR plan PPT slides – <strong>Due 6/28</strong></td>
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<td>✓ Complete post-survey – Due 6/28</td>
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The instructor reserves the right to make changes to this syllabus during the semester. Please check Blackboard on a regular basis for updated information, announcements, and handouts.

Note: Formative Assessment Criteria (and grading values) are provided with each of the written assessments in Blackboard. These can also be found in the Start Here menu in Blackboard.