

## Syllabus

### Course Overview

This course is delivered in the GuidedPath format. This course presents a graduate-level overview of the quantitative, qualitative, and mixed methods approaches to counseling research and program evaluation. The major themes of the course include:

- Cultural and ethical issues in research.
- Journal and database searches to locate empirical studies.
- Research designs associated with each research methodology.
- Alignment of the key elements of empirical studies.

Knowledge of research methodology fuels the competence of counseling professionals in many ways. It is often necessary, for example, to seek out recent research to gain the most trustworthy and current knowledge about mental health issues and disorders, and about concepts related to personality, relationships, human development, and career development. Additionally, counseling professionals must understand the empirical research that supports the assertions of what comprises best practices and evidence-based treatment in their specialization. Research has the potential to inform and validate professional practice, and it meets the call for accountability. Finally, communities, schools, families, and individuals face complex challenges. To be effective agents of social change, counseling professionals must be equipped with knowledge of various types of research methods and the process of disciplined inquiry, used to identify, assess, and evaluate problems. Counseling professionals are encouraged to move the profession and their specializations forward by asking new and important questions and researching these questions.

In this course, you are directed to relate your examination of research principles and practices to your specific area of professional practice. This means that you will seek out research published in peer-reviewed scholarly journals in your area of specialization for use in the course activities. Research does not have to be intimidating. If you have natural curiosity, then research can be engaging, because it is about exploring what we know about our discipline and seeking answers to the constant stream of new questions in a systematic and logical way.

### External Professional Standard Alignments

The competencies in this course are aligned to the following external standards, as noted below:

Course Competency	CACREP Standards (2016 Curriculum Standards)
<p><b>Evaluate the importance of research and its findings to inform evidence-based practice to advance the counseling profession.</b></p>	<p>2F8a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</p> <p>2F8b. Identification of evidence-based counseling practice.</p> <p>2F8i. Analysis and use of data in counseling.</p>
<p><b>Analyze qualitative, quantitative, and mixed research methods and their associated designs used in the counseling profession.</b></p>	<p>2F8f. Qualitative, quantitative, and mixed research methods.</p>
<p><b>Identify statistical methods used in conducting counseling research and program evaluation.</b></p>	<p>2F7g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.</p> <p>2F8c. Needs assessments.</p> <p>2F8e. Evaluation of counseling interventions and programs.</p> <p>2F8g. Designs used in research and program evaluation.</p>

Course Competency	CACREP Standards (2016 Curriculum Standards)
	2F8h. Statistical methods used in conducting research and program evaluation.
<b>Apply ethical and cultural considerations to research in the counseling profession.</b>	2.F8j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.
<b>Communicate effectively through the consistent use of APA guidelines for grammar, punctuation, and mechanics expected of a counseling professional.</b>	

## SafeAssign Requirements

This course requires you to utilize the SafeAssign tool. The SafeAssign source matching tool is available via a link in the courseroom. SafeAssign supports the development of your skills in preparing written coursework—both discussions and assignments. Each submission generates a report to help ensure that you have used outside sources ethically and effectively. By submitting work to SafeAssign as drafts, you can make revisions before submitting final work for grading.

Visit [SafeAssign](#) on Campus to see more information and instructions for using SafeAssign.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate the importance of research and its findings to inform evidence-based practice to advance the counseling profession.
- 2 Analyze qualitative, quantitative, and mixed research methods and their associated designs used in the counseling profession.
- 3 Identify statistical methods used in conducting counseling research and program evaluation.
- 4 Apply ethical and cultural considerations to research in the counseling profession.
- 5 Communicate effectively through the consistent use of APA guidelines for grammar, punctuation, and mechanics expected of a counseling professional.

### Course Prerequisites

*Learners may only earn credit for COUN5006 or SHB5006.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

eBook

Patten, M. L., Newhart, M. (2018). *Understanding research methods* (10th ed.). New York, NY: Routledge. ISBN: 9780415790529

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Astramovich, R. L. (2017). [Program evaluation interest and skills of school counselors](#). *Professional School Counseling*, 20(1), 54–64.
- Baker, F.A., Metcalf, O., Varker, T., & O'Donnell, M. (2017). [A systematic review of the efficacy of creative arts therapies in the treatment of adults with PTSD](#). *Psychological Trauma: Theory, Research, Practice, and Policy*, 10(6), 643–651.
- Burnette, A., Datta, P., & Cornell, D. (2018). [The distinction between transient and substantive student threats](#). *Journal of Threat Assessment and Management*, 5(1), 4–20.
- Dass-Brailsford, P., & Thomley, R. S. H. (2015). [Using walk-in counseling services after Hurricane Katrina: A program evaluation](#). *Journal of Aggression, Maltreatment, and Trauma*, 24, 419–432.
- Dattilio, F. M., Piercy, F. P., & Davis, S. D. (2014). [The divide between "evidence-based" approaches and practitioners of traditional theories of family therapy](#). *Journal of Marital and Family Therapy*, 40(1), 5–16.
- Frels, R. K., & Onwuegbuzie, A. J. (2013). [Administering quantitative instruments with qualitative interviews: A mixed research approach](#). *Journal of Counseling and Development*, 91(2), 184–194.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. Thousand Oaks, CA: SAGE Publications.
- Johnson, J., & Piercy, F. P. (2017). [Exploring partner intimacy among couples raising children on the autism spectrum: A grounded theory investigation](#). *Journal of Marital and Family Therapy*, 43(4), 644–661.
- Konstam, V., Cook, A., Tomek, S., Mahdavi, E., Gracia, R., & Bayne, A. H. (2015). [Evidence-based practice, work engagement, and professional expertise of counselors](#). *The Professional Counselor*, 5(1), 67–80.
- Lam, D. K., Salkovskis, P. M., & Hogg, L. I. (2016). ['Judging a book by its cover': An experimental study of the negative impact of a diagnosis of borderline personality disorder on clinicians' judgments of uncomplicated panic disorder](#). *British Journal of Clinical Psychology*, 55(3), 253–268.

- Peterson, C. H., Hall, S. B., & Buser, J. K. (2016). Research training needs of scientist-practitioners: Implications for counselor education. *Counselor Education and Supervision*, 55(2), 80–94.
- Rimando, M., Brace, A., Namageyo-Funa, A., Parr, T. F., Sealy, D....Christiana, R. W. (2015). Data collection challenges and recommendations for early career researchers. *The Qualitative Report*, 20(12), 2025–2036.
- Rosen, C. S., Eftekhari, A., Crowley, J. J., Smith, B. N., Kuhn, E., Trent, L., . . . Ruzek, J. I. (2017). Maintenance and reach of exposure psychotherapy for posttraumatic stress disorder 18 months after training. *Journal of Traumatic Stress*, 30, 63–70.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (2014). 2014 ACA code of ethics [PDF]. <https://www.counseling.org/>
- American School Counselor Association. (2016). ASCA ethical standards for school counselors [PDF]. Available from <http://www.schoolcounselor.org>
- Office for Human Research Protections (1979, April 18). The Belmont Report. Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>
- The Counselling Channel. (2016). An introduction to counselling research (2/3): The relationship between research and practice [Video]. | Transcript Retrieved from [https://www.youtube.com/watch?v=J8l20RMa\\_T0&feature=youtu.be](https://www.youtube.com/watch?v=J8l20RMa_T0&feature=youtu.be)
- The Counselling Channel. (2016). An introduction to counselling research (3/3): How has research informed my practice? [Video] | Transcript Retrieved from <https://www.youtube.com/watch?v=xhgw356fmjl&feature=youtu.be>
- USU Libraries. (2018). Empirical studies: Qualitative vs. quantitative [Video]. Retrieved from <https://www.youtube.com/watch?v=RZcfmA1l6cE>
- USU Libraries. (2019). What is Empirical Research? [Video]. Retrieved from <https://www.youtube.com/watch?v=fZ-LGZdqWLU>

### Suggested

### Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> The Role of Empirical Research in Counseling

### Introduction

## Why Empirical Research Matters to Clinical Practice

Whatever your specialization is within the counseling profession, you will need to use the professional literature to inform your work. Much of that professional literature will consist of empirical studies, also called original research. Original research provides the knowledge that inspires other kinds of articles that introduce theory or new concepts, present opinions, or offer summaries or reviews about a topic in the field of counseling. The purpose of research is to answer relevant questions in a systematic and logical way, which moves the profession forward in ways that tradition and unsupported assumptions cannot. In other words, research generates the evidence for what we understand to be evidence-based practices.

In this unit, you will study why research is important to counseling professionals, as well as how to distinguish empirical research articles in journals from other kinds of journal articles. You will practice using online journal databases to locate the journals that are geared toward your counseling specialization. In fact, this entire course is designed to immerse you in the published research on the topics you find most interesting and most relevant to your counseling career.

### Learning Activities

#### u01s1 - Studies

## Readings

Read the following selection from your *Understanding Research Methods* text:

- Part 1, "Introduction to Research Methods," chapters 1–3; pages 1–11

To help you distinguish empirical articles (original research) from other kinds of articles, such as systematic reviews, an example of each is provided here. The empirical article happens to be one of the studies reviewed in the systematic review article. Read the abstracts and skim through each of the following articles from the Capella University Library:

- Baker, F.A., Metcalf, O., Varker, T., & O'Donnell, M. (2017). [A systematic review of the efficacy of creative arts therapies in the treatment of adults with PTSD](#). *Psychological Trauma: Theory, Research, Practice, and Policy*, 10(6), 643–651.
- Rosen, C. S., Eftekhari, A., Crowley, J. J., Smith, B. N., Kuhn, E., Trent, L., . . . Ruzek, J. I. (2017). [Maintenance and reach of exposure psychotherapy for posttraumatic stress disorder 18 months after training](#). *Journal of Traumatic Stress*, 30, 63–70.

Use the Internet to watch the following video:

- USU Libraries. (2018). [Empirical studies: Qualitative vs. quantitative](#) [Video]. Retrieved from <https://www.youtube.com/watch?v=RZcfmA1I6cE>
  - The video will help you review the differences between quantitative and qualitative research methods.
- USU Libraries. (2019). [What is Empirical Research?](#) [Video]. Retrieved from <https://www.youtube.com/watch?v=fZ-LGZdqWLU>
  - This video will show you how to determine whether or not a research article is an empirical study.

## Multimedia

View [Research and Counseling](#) to learn how research is applied in the counseling profession.

### u01s2 - APA and Writing Resources

## Campus Resources

You can refer to the following resources to format your paper according to the current APA style:

- Use APA Style Central for guidance in citing sources and formatting your paper in proper APA style. Refer to [APA Style and Format](#) on Campus to access APA Style Central and other helpful resources.
- Visit the [Introduction to the Writing Center](#) for writing tips and more.

## SafeAssign

In this course, you are required to use the SafeAssign source matching tool to analyze your coursework in specified assignments or discussions. In preparation for using SafeAssign in this course, refer to the [SafeAssign](#) resources on Campus to see more information and instructions for using the tool.

### Submitting Your Drafts to SafeAssign

Use the SafeAssign draft option to check your writing to ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your document as a draft.

### u01s3 - Course Assignments

In this course, you will complete four separate assignments:

- Unit 3 - Assessing Appropriate Articles.
- Unit 6 - Quantitative Mini-Proposal.
- Unit 8 - Qualitative Mini-Proposal.
- Unit 9 - Identifying Research Terms and Concepts.

You are encouraged to review these assignments and scoring guides now. Know that we have allotted assignment preparation time in each unit to prepare for upcoming assignments. Make sure you anticipate and plan for upcoming assignment related tasks in advance of the week the assignment is due.

**Note that templates are provided for all of the assignments in this course.**

### **u01d1 - Empirical Research in Counseling**

In this unit, you explored the importance of empirical research within the counseling profession and noted the characteristics of empirical research. After reviewing the examples of an empirical article versus a systematic review article included in the unit readings, please complete the following:

- In contrasting the articles, what are two differences you observed?
- What is your overall impression of the empirical article?
- What is one way you could utilize empirical research as a counselor?

## **Response Guidelines**

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

Course Resources

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Graduate Discussion Participation Scoring Guide

## **Unit 2 >> Writing Like a Researcher**

### **Introduction**

## **Writing Like a Researcher**

Recognizing the significance of empirical research, the main way research findings are communicated to the counseling profession is through the publication of research reports to specific journals. Also known as peer-reviewed journals, these publications require writers to use a specific form of research writing to draft and publish their research reports. Utilizing objective, third-person, scholarly language, research writers document their research problem, research questions and hypotheses, procedures, and results in a corresponding research report. Research reports include standardized sections such as the introduction, literature review, methods, results, and discussion sections that all work together to describe a study from start to finish.

## **Literature Reviews**

One thing that published quantitative, qualitative, and mixed methods studies have in common is that they all have a section in their research report called a literature review. A literature review provides the backdrop and the context for the current study by discussing what research has been done before on a particular topic and identifying a gap in the existing literature on the topic. The gap in the literature is a logical question that needs to be researched next. In other words, by the time you have read the literature review, it should make perfect sense that the current researchers conducted the study they conducted.

In this unit, you will be introduced to writing like a researcher and developing the included sections of a research report. You will also learn about the importance of literature reviews.

### **Learning Activities**

#### **u02s1 - Studies**

## **Readings**

Read the following selection from your *Understanding Research Methods* text:

- Part 2, "Reviewing and Citing Literature," sections 12–19; pages 40–64.

- Part 10, "Preparing Research Reports," sections 81–88; pages 280–307.

## Multimedia

- View [How to Read a Research Article](#) to learn how to read different types of journal articles.

## Capella Resources

Review the following campus links related to locating appropriate research articles:

- [Primary Versus Secondary Sources](#).
- [Counseling: Masters Research Guide](#).

### u02s2 - Assignment Preparation

## Library

Spend some time in the Capella University library exploring peer-reviewed journals in your area of specialization. Identify peer-reviewed journals that are relevant to your professional interests and counseling specialization. Scan the tables of contents for the past couple of years for each of the journals, noticing what the hot topics are and how the journals are organized (for example, empirical articles and non-empirical articles may have their own sections in the journal).

## Unit 3 Assignment Preparation

For your upcoming Unit 3 assignment, you will need to locate articles using the library databases. Per the assignment instructions, you will need to locate four specific types of articles: one example of an empirical article, one example of a non-empirical article, one example of a quantitative empirical article, and one example of a qualitative empirical article. It would be helpful to go ahead and locate the first two articles, empirical and non-empirical examples, while getting to know the Library databases during this current unit. Use the [Unit 3 Assignment Template](#) to complete the assessment.

## Unit 6 and 8 Assignment Preparation

For both the Unit 6 and Unit 8 assignments, you will need to construct mini-literature reviews for the topic you will use when drafting your mini-proposals. If you would prefer, you can use the articles you identify for your Unit 3 assignment to serve as the basis for your literature review since they already meet the empirical/non-empirical requirements associated with these examples. If you want to do this, then you would want to use your topic as a search criterion in addition to the specific type of article (empirical or non-empirical; quantitative or qualitative) you are searching for. If you have any questions about this, do not hesitate to contact your professor for clarity. Use the [Unit 6 Assignment Template](#) and the [Unit 8 Assignment Template](#) to complete these assessments.

## Unit 9 Assignment Preparation

Starting in Unit 3 and throughout the remainder of the course, you will be compiling a list of important research terms and concepts that will culminate in your Unit 9 assignment. Since this assignment covers material addressed in each unit, it is highly encouraged to complete the terms as they are covered in the course. For this unit, it would be helpful to fill out the information on basic research methodologies terms and concepts. Use the [Unit 9 Assignment Template](#) to complete the assessment.

## Campus Resources

You can refer to the following campus resources for formatting your paper as per the current APA style:

- Use APA Style Central for guidance in citing sources and formatting your paper in proper APA style. Refer to [APA Style and Format](#) on Campus to access APA Style Central and other helpful resources.
- Visit the [Introduction to the Writing Center](#) for writing tips and more.

### u02d1 - Literature Reviews in Research Articles

In this unit, you considered the purpose of a literature review in published empirical studies. For this discussion, identify an empirical article you found using the Library databases in Unit 2 studies and evaluate its literature review. Be sure to appropriately cite your article as a reference in addition to any other resources you utilize for this discussion.

- How was the literature review? Did you find this approach to be effective?
- How well did the ideas in the literature review support the current study?
- What might you have included or changed about the literature review if you were the researcher?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource

Course Resources

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Graduate Discussion Participation Scoring Guide

### Unit 3 >> Introduction to Research Methods

#### Introduction

## Research Methods

In the counseling profession context, there are three major research methodologies for researchers to choose from: Quantitative, Qualitative, and Mixed Methods research. Quantitative research uses data collection methods that result in numerical data, which are then analyzed using descriptive and inferential statistical analyses that produce statistical results. For example, survey research using pre-existing inventories that results in numerical scores for participants would produce quantitative data. In contrast, qualitative research is based on non-numerical data, which most often consists of narrative or word data. For instance, the data resulting from interviews or direct observations would likely include written transcripts of the interviews and the written notes of the observer and would be considered qualitative. Although numbers may be used to communicate basic demographic information such as the age and income of participants, narrative data, rather than numbers, is used to answer the research questions in qualitative studies. Finally, seeking to maximize the strengths of both quantitative and qualitative approaches, Mixed methods research employs quantitative components, like a numerical survey, and qualitative components, like additional follow-up interviews, on one study.

In this unit, you will be introduced to these three major research methodologies: quantitative, qualitative, and mixed-methods approaches. These methodologies have different philosophical foundations, their own rigorous procedures and are used to answer very different types of research questions. Each broad methodological approach is associated with specific research designs, some of which you will study in further detail later on in the course.

#### Learning Activities

#### u03s1 - Studies

## Readings

Read the following selection from your *Understanding Research Methods* text:

- Part 1, "Introduction to Research Methods," sections 4–8; pages 12–28.
- Part 7, "Designing Experimental Research," sections 52–57; pages 182–199.

## Multimedia

- View [Research Methodologies Comparison](#) to learn about the similarities and differences in quantitative, qualitative, and mixed methods.
- View [Research Topic, Research Problem, Research Questions and Hypotheses](#) to learn about the important alignment between these research elements.

## u03s2 - Assignment Preparation

Use the Capella University Library to locate two empirical articles related to your area of specialization. One article must describe a study in which the author used a quantitative approach and the other article must describe a study in which the author used a qualitative approach. The articles must be recent (a publication date of no more than seven years ago).

### Unit 3 Assignment Preparation:

For your upcoming Unit 3 assignment, you will need to locate articles using the library databases. Per the assignment instructions, you will need to locate four specific types of articles: one example of an empirical article, one example of a non-empirical article, one example of a quantitative empirical article, and one example of a qualitative empirical article. You should have already located the first two articles, empirical and non-empirical examples, in previous units. For this unit, it would be helpful to locate the quantitative and qualitative articles to be able to complete your assignment. Use the [Unit 3 Assignment Template](#) to complete the assessment.

### Unit 6 and 8 assignment Preparation:

For both the Unit 6 and Unit 8 assignments, you will need to construct mini-literature reviews for the topic you will use when drafting your mini-proposals. If you would prefer, you can use the articles you identify for your Unit 3 assignment to serve as the basis for your literature review since they already meet the empirical/non-empirical requirements associated with these examples. If you want to do this, then you would want to use your topic as a search criteria in addition to the specific type of article (empirical/non-empirical; quantitative/qualitative) you are searching for. If you have any questions about this, do not hesitate to contact your professor for clarity.

In addition to constructing a literature review, you will notice that for each assignment, there is a section that allows you to consider how a mixed methods approach might be utilized instead of a purely quantitative or qualitative approach. As you read about mixed methods research in the current unit, keep this section in mind. Use the [Unit 6 Assignment Template](#) and the [Unit 8 Assignment Template](#) to complete these assessments.

### Unit 9 Assignment Preparation:

Starting in Unit 3 and throughout the remainder of the course, you will be compiling a list of important research terms and concepts that will culminate in your Unit 9 assignment. Since this assignment covers material addressed in each unit, it is highly encouraged to complete the terms as they are covered in the course. For this unit, it would be helpful to fill out the information on basic research methodologies terms and concepts. Use the [Unit 9 Assignment Template](#) to complete the assessment.

## Campus Resources

You can refer to the following campus resources for formatting your paper as per the current APA style:

- Use APA Style Central for guidance in citing sources and formatting your paper in proper APA style. Refer to [APA Style and Format](#) on Campus to access APA Style Central and other helpful resources.
- Visit the [Introduction to the Writing Center](#) for writing tips and more.

## u03a1 - Accessing Appropriate Articles

### Assignment Description

In this course, you will need to access and read different types of articles. Empirical articles describe original research and typically utilize quantitative, qualitative, or mixed-methods research designs. Non-empirical articles are articles that summarize best practices, present cases to illustrate points, offer alternative perspectives and theories, or suggest new ways of looking at phenomena.

The purpose of this assignment is twofold:

1. To demonstrate that you understand the difference between empirical articles and the other kinds of published articles (non-empirical).
2. To demonstrate that you understand the difference between quantitative and qualitative empirical research articles.

### Assignment Instructions

Download the Unit 3 Assignment Template. You will select four articles from the Capella library that are no older than three years, as it is important to use current knowledge in the field. Follow the directions and in the template and use the four articles that you selected to complete the assignment.

## Grading Criteria

The numbered assignment instructions outlined below correspond to the grading criteria in the Accessing Appropriate Articles Scoring Guide, so be sure to address each point.

1. **Differentiate between empirical and non-empirical articles.**
2. **Distinguish between empirical articles that are qualitative and quantitative.**
3. **Select current articles that inform practice.**
4. **Create scholarly article references.**

## Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

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Unit 3 Assignment Template

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[Counseling: Masters Research Guide](#)

### u03d1 - Applying Research Methodologies

In this unit, you learned about the three major research methods available to researchers in the counseling profession: quantitative, qualitative, and mixed-methods research. You also should be thinking about a topic and potential plans for your upcoming quantitative and qualitative mini-proposal assignments. With this in mind, please complete the following:

- Briefly identify and describe the topic(s) you would like to utilize for your upcoming research proposals for your Unit 6 and Unit 8 assignments. You can either use one topic, but modify it slightly depending on the respective methodology, or you can choose to use two different topics (one for quantitative and one for qualitative).
- Based on what you know so far about quantitative research, why do you think a quantitative study would be helpful for this topic? What would make it specifically quantitative?
- Based on what you know so far about qualitative research, why do you think a qualitative study would be helpful for this topic? What would make it specifically qualitative?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

Course Resources

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Graduate Discussion Participation Scoring Guide

### Unit 4 >> Ethics and Sampling

#### Introduction

## Ethical Standards in Research

In addition to choosing a specific research methodology to provide the framework for your study, it is important to be aware of the ethical standards that should guide your research both in general and specific to your chosen design. All professional counseling organizations include standards that pertain to conducting research. These are broad guidelines and cannot do justice to the many interconnected details that are required in designing a study. One of the ways to monitor research ethics and sensitivity to cultural issues is through an Institutional Review Board (IRB), which reviews proposed research

with respect to the key ethical considerations. The IRB's goal is to prevent any harm to human participants. Your knowledge of ethical standards and awareness and sensitivity toward issues of diversity related to conducting research are essential in becoming a competent scholar-practitioner. Ultimately, you must be able to engage in ethical reasoning as you make decisions about the methods and design you select, should you choose to engage in research involving human participants.

In this unit, you will study some of the ethical and cultural concerns that are relevant to conducting research, with a special focus on sampling and measurement procedures with human participants.

## Learning Activities

### u04s1 - Studies

## Readings

Read the following selection from your *Understanding Research Methods* text:

- Part 1, "Introduction to Research Methods," sections 10–11; pages 32–37.
- Part 4, "Sampling," sections 25–34; pages 88–120.
- Part 5, "Measurement," sections 35–41; pages 122–146.

Use the Internet to read the following to better understand ethical principles and guidelines for research involving human subjects and to prepare for your upcoming assignment:

- Office for Human Research Protections (1979, April 18). [The Belmont Report](https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html). Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

You can use the Internet to read the following the code of ethics for your specialization. You will use this information to respond to the discussion.

- American Counseling Association. (2014). [2014 ACA code of ethics \[PDF\]](https://www.counseling.org). Available from <https://www.counseling.org>
- American School Counselor Association. (2016). [ASCA ethical standards for school counselors \[PDF\]](http://www.schoolcounselor.org). Available from <http://www.schoolcounselor.org>

## Multimedia

- View [Key Events in Ethical Research](#) to learn about the history of how ethical guidelines have been developed in research with human subjects.
- Complete the [Ethical Considerations in Research](#) media presentation to view a simulation about different ethical principles that must be considered when conducting research with human subjects.
- View [Applying Key Concepts in Ethical Research](#) to learn about important concepts in research, specifically recruitment of participants, risk, and informed consent.
- Complete the [Sample Versus Population](#) presentation to learn the differences between a population that your study addresses and the sample that you are studying.

### u04s2 - Assignment Preparation

## Unit 6 and 8 Assignment Preparation

In the Unit 6 and Unit 8 assignments, you will need to address your sampling plan as well as ethical and cultural considerations specific to the design you are using for your mini-proposals.

- For your Unit 6 assignment, it would be helpful to start drafting your sampling plan and ethical or cultural considerations sections from a quantitative perspective.
- For your Unit 8 assignment, it would be helpful to start drafting your sampling plan and ethical or cultural considerations sections from a qualitative perspective.

Use the [Unit 6 Assignment Template](#) and the [Unit 8 Assignment Template](#) to complete these assessments.

## Unit 9 Assignment Preparation

Starting in Unit 3 and throughout the remainder of the course, you will be compiling a list of important research terms and concepts that will culminate in your Unit 9 assignment. Since this assignment covers material addressed in each unit, it is highly encouraged to complete the terms as they are covered

in the course. For this unit, it would be helpful to fill out the information on ethical/cultural, sampling, and measurement terms and concepts. Use the [Unit 9 Assignment Template](#) to complete the assessment.

## Campus Resources

You can refer to the following campus resources for formatting your paper as per the current APA style:

- Use APA Style Central for guidance in citing sources and formatting your paper in proper APA style. Refer to [APA Style and Format on Campus](#) to access APA Style Central and other helpful resources.
- Visit the [Introduction to the Writing Center](#) for writing tips and more.

### u04d1 - Ethical and Cultural Considerations

In unit studies, you examined ethical and cultural considerations related to research. For this discussion, expand your knowledge by consulting the ethical codes related to your counseling specialization.

- Under which codes of ethics will you practice when you are licensed or certified?
- What conclusions can you draw about the importance of counseling research being conducted in an ethical manner?
- What is one way that a researcher could find themselves acting unethically in regards to sampling or measurement?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 5 >> Quantitative Research: Problem, Questions, and Designs

### Introduction

## Quantitative Designs

Now that you are aware of the standards associated with ethical research, it is time to explore each methodology in greater detail. For the next two units, we will be focusing specifically on Quantitative research. There are many quantitative research designs that all focus on working with numerical data, but each one has been developed to answer a different kind of research question. Experimental studies compare the effect or causality of independent variables on dependent variables. Quasi-experimental studies are like experimental studies but lack random assignment of participants to treatment and control groups, so cause-and-effect relationships cannot be as strongly inferred from the results. Correlational studies quantify the strength and direction of the relationships among variables, but cannot determine causation like experimental designs. Time-series designs involve studying the change over time by collecting and analyzing numerical data. They are sometimes called single-case designs because they usually study only one participant. Finally, survey research uses closed-ended questions to collect numerical data for descriptive and inferential statistical analyses.

In this unit, you will focus on learning more about quantitative research problems, research questions, and reviewing some of the quantitative research designs.

### Learning Activities

#### u05s1 - Studies

## Readings

Read the following selection from your *Understanding Research Methods* text

- Part 3, "Basic Concepts in Quantitative Research," sections 20–24; pages 70–86.
- Part 5, "Measurement," sections 42–44; pages 147–155.

Use the Capella University Library to read the following:

- Example of experimental design:
  - Lam, D. K., Salkovskis, P. M., & Hogg, L. I. (2016). 'Judging a book by its cover': An experimental study of the negative impact of a diagnosis of borderline personality disorder on clinicians' judgments of uncomplicated panic disorder. *British Journal of Clinical Psychology, 55*(3), 253–268.
- Example of a correlational design:
  - Burnette, A., Datta, P., & Cornell, D. (2018). The distinction between transient and substantive student threats. *Journal of Threat Assessment and Management, 5*(1), 4–20.

## Multimedia

- Complete the How to Write a Quantitative Research Question media presentation.
  - This will help you learn how to write research questions that can guide your research design, data collection, and data analysis.
- Click Riverbend City: Quantitative and Qualitative Research Questions to see how a research proposal could be conducted in a variety of counseling specializations.

### u05s2 - Assignment Preparation

## Unit 6 Assignment Preparation

In your upcoming Unit 6 assignment, you will be drafting a Quantitative mini-proposal for a study you could hypothetically conduct using a quantitative research design. Since the current unit is focused on learning more about quantitative research questions, problems, and designs, it would be helpful to complete these sections (Research question and Research design) in your assignment. Remember that now is the time to ask your instructor if you have any questions as you are working in these sections. Use the Unit 6 Assignment Template to complete the assessment.

## Unit 9 Assignment Preparation

Starting in Unit 3 and throughout the remainder of the course, you will be compiling a list of important research terms and concepts that will culminate in your Unit 9 assignment. Since this assignment covers material addressed in each unit, it is highly encouraged to complete the terms as they are covered in the course. For this unit, it would be helpful to fill out the information on quantitative research terms and concepts. Use the Unit 9 Assignment Template to complete the assessment.

## Campus Resources

You can refer to the following campus resources for formatting your paper as per the current APA style:

- Use APA Style Central for guidance in citing sources and formatting your paper in proper APA style. Refer to APA Style and Format on Campus to access APA Style Central and other helpful resources.
- Visit the Introduction to the Writing Center for writing tips and more.

### u05d1 - Evaluate the Quantitative Research Problem

In this unit, you learned how research problems, questions, and designs are aligned in a coherent quantitative research study. For this discussion, evaluate the research problem, question, and design in the quantitative study you identified for your Unit 3 assignment.

- Identify the research problem (the gap in the current literature). How clearly stated is the research problem?

- Identify the research questions. Are they clearly stated and aligned to the problem?
- Identify the research design. How does the research design address the research questions?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 6 >> Quantitative Research: Data Collection and Analysis

### Introduction

Once you have identified the quantitative research question, problem, and design for the study, the next steps are collecting and analyzing quantitative data. Data in quantitative studies is numerical, thereby lending itself to statistical analysis. The data may come from any quantifiable source such as checklists, scales, surveys, or other instruments. The quality of the data collection instruments and procedures is a key determinant of the validity of a study, so it is important to ensure the measures you choose are both reliable and valid. After you have collected the data, you will need to know which statistical tests are used to address which quantitative research questions. The two main categories of statistics commonly used for analyzing quantitative data are descriptive statistics and inferential statistics. Descriptive statistics are used to summarize the data. Some common forms of descriptive statistics are the measures of central tendency: the mean, median, and mode. Inferential statistics are used to make inferences from the sample to the population and to answer the research questions posed for the study.

In this unit, you will examine the basics of quantitative data collection and statistical analysis.

### Learning Activities

#### u06s1 - Studies

## Readings

Read the following selection from your *Understanding Research Methods* text:

- Part 8, "Analyzing Data: Understanding Statistics," sections 58–74; pages 202–257.

## Multimedia

- View [Quantitative Skills Center: Which Statistical Analysis Should You Use?](#) media presentation to help you choose which statistical test you would use to analyze data you propose to collect in your mini-research proposal.
- Click [Riverbend City: Quantitative and Qualitative Research Questions](#) to see how a research proposal could be conducted in a variety of counseling specializations.

#### u06s2 - Assignment Preparation

## Unit 6 Assignment Preparation

Your Unit 6 assignment due this unit. You will be drafting a Quantitative mini-proposal for a study you could hypothetically conduct using a quantitative research design. Since the current unit is focused on learning more about quantitative data collection and analysis, it would be helpful to complete these sections (Data collection plan and Data analysis) in your assignment. It will also be important to finalize all of the other sections before submitting. Use the [Unit 6 Assignment Template](#) to complete the assessment. Use the Unit 6 Assignment Template to complete the assessment.

## Unit 9 Assignment Preparation

Starting in Unit 3 and throughout the remainder of the course, you will be compiling a list of important research terms and concepts that will culminate in your Unit 9 assignment. Since this assignment covers material addressed in each unit, it is highly encouraged to complete the terms as they are covered in the course. For this unit, it would be helpful to fill out the information on quantitative research terms and concepts. Use the [Unit 9 Assignment Template](#) to complete the assessment. Use the Unit 8 Assignment Template to complete the assessment.

## Campus Resources

You can refer to the following campus resources for formatting your paper as per the current APA style:

- Use APA Style Central for guidance in citing sources and formatting your paper in proper APA style. Refer to [APA Style and Format](#) on Campus to access APA Style Central and other helpful resources.
- Visit the [Introduction to the Writing Center](#) for writing tips and more.

### u06a1 - Quantitative Mini-Proposal

## Assignment Description

As a counselor, you will regularly use professional literature to inform your work. Many of the important questions that you will have as your career evolves will be answered by researchers conducting quantitative studies. The quantitative designs help generate the knowledge base that becomes the evidence behind our best practices.

For this assignment, you will create a mini-research proposal for a quantitative study. As you work through the units relevant to quantitative research concepts, think through a possible quantitative study. Your work on this assignment will demonstrate that you understand the importance of the alignment of the elements of a study and how they work together.

## Assignment Instructions and Grading Criteria

In preparation for this assignment, think about a problem in counseling practice that could be researched using a quantitative approach. Create a mini research proposal that addresses the problem that you identified. Your proposal must include the elements listed below the numbered grading so be sure to address each point. You may also want to review the performance level descriptions for each criterion in the Quantitative Mini-Proposal Scoring Guide to see how your work will be assessed:

- 1. Synthesize scholarly literature that supports the study of a research problem.**
  - Write a mini literature review of three recent empirical sources (required) and one non-empirical source (optional).
- 2. Create quantitative research questions that are aligned to a research problem.**
  - This specific question should be written in a way that it could be answered through quantitative data; this is the main question that will be answered by the proposed study. Identify any independent and dependent variables.
- 3. Identify research designs for quantitative studies.**
  - Identify the research design for the proposed study.
  - Choose from correlational, experimental, quasi-experimental, time-series, and survey.
  - Provide a rationale as to why this particular design is a good fit for your study.
- 4. Employ appropriate sampling strategies for quantitative studies.**
  - In a sampling plan describe your proposed sampling strategy, including the population from which the sample would come and how many participants you would include.
- 5. Plan data collection strategies and sources that address a research question.**
  - Identify data collection strategies that you would use in your study and describe any instruments that you would use.
  - Explain how you would collect the quantitative data that would answer your research question.
- 6. Plan quantitative data analysis strategies.**
  - Explain how you would analyze the data that you collected based upon your research question and type of data that will be collected.
- 7. Identify ethical and cultural concerns in quantitative studies.**
  - Identify at least one ethical and at least one cultural concern that may be present in the proposed study.
- 8. Describe how mixed methods might be applied to address research problems.**
  - Describe how the problem that you investigated might be addressed by using a mixed-methods approach.
  - Explain whether you believe that would be a stronger approach or not, in this particular situation.

9. **Communicate effectively in appropriate form and style, using APA guidelines for grammar, punctuation, and mechanics.**

## Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Length:** 4–6 pages, not counting cover page and reference page
- **Number of references:** Minimum of three peer-reviewed empirical journal articles that are no more than seven years old.
- **APA Style:** Include a reference page in the current APA style at the end of your paper.
- **Font and font size:** Times New Roman, 12 point.

## SafeAssign

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

- Once the assignment is finalized and all edits have been made, submit your assignment using the following file naming format: Your Name\_AssignmentNumber\_Assignment\_Title (example: Ima\_Learner\_u03a1\_Assignment\_Title).
- Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Refer to the scoring guide to ensure that you meet the grading criteria for this assignment.

**Note:** Your instructor may also use the APA Writing Feedback Rubric to provide additional feedback on your academic writing. The writing feedback rubric does not affect your assignment grade, but its feedback may factor into the grading criteria if professional communication and writing is a course competency. Evaluate your own work using this rubric. Refer to the Learner Guide for instructions on viewing instructor feedback.

Course Resources

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[APA Style and Format](#)

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[SafeAssign](#)

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[Unit 6 Assignment Template](#)

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[Counseling: Masters Research Guide](#)

## u06d1 - Evaluation of Quantitative Data Collection and Analyses

In this unit, you examined data collection and data analysis in quantitative studies. For this discussion, analyze the data collection analysis in the quantitative study you selected for the assignment in Unit 3.

- What strategies were used for data collection?
- How did the information yielded by the data analysis approach address the research question?
- What questions do you have about quantitative data collection and analysis?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

## Introduction

Switching gears from the quantitative approach and its focus on numerical data, for the next two units we are going to explore Qualitative research and its focus on narrative data. Qualitative research aims for a holistic view of a participant's experiences by using observation and open-ended questions in in-depth interviews. There are many specific qualitative designs, such as case study, ethnography, phenomenology, and grounded theory. Some researchers do not adhere to a specific qualitative design, instead loosely follow the qualitative methodology. As with quantitative designs, each has been developed to address a specific kind of research question. There are distinct differences between the qualitative designs. As a counseling professional, you may find yourself intuitively drawn to qualitative research.

In this unit, you will explore qualitative research; the research problems and questions are focused on exploring the subjective experiences of individuals.

## Learning Activities

### u07s1 - Studies

## Readings

Read the following selection from your *Understanding Research Methods* text:

- Part 6, "Qualitative Research Design," sections 46–47; pages 160–170.

Use the Capella University Library to read the following:

- Johnson, J., & Piercy, F. P. (2017). [Exploring partner intimacy among couples raising children on the autism spectrum: A grounded theory investigation](#). *Journal of Marital and Family Therapy*, 43(4), 644–661.

## Multimedia

- View [Sampling in Qualitative Research](#) media piece to learn about selecting participants for qualitative studies.
- Click [Riverbend City: Quantitative and Qualitative Research Questions](#) to see how a research proposal could be conducted in a variety of counseling specializations.

### u07s2 - Assignment Preparation

## Unit 8 Assignment Preparation

In your upcoming Unit 8 assignment, you will be drafting a Qualitative mini-proposal for a study you could hypothetically conduct using a qualitative research design. Since the current unit is focused on learning more about qualitative research questions, problems, and designs, it would be helpful to complete these sections (Research question and Research design) in your assignment. Use [Unit 8 Assignment Template](#) to complete the assessment.

## Unit 9 Assignment preparation

Starting in Unit 3 and throughout the remainder of the course, you will be compiling a list of important research terms and concepts that will culminate in your Unit 9 assignment. Since this assignment covers material addressed in each unit, it is highly encouraged to complete the terms as they are covered in the course. For this unit, it would be helpful to fill out the information on qualitative research terms and concepts. Use the [Unit 9 Assignment Template](#) to complete the assessment.

## Campus Resources

You can refer to the following campus resources for formatting your paper as per the current APA style:

- Use APA Style Central for guidance in citing sources and formatting your paper in proper APA style. Refer to [APA Style and Format](#) on Campus to access APA Style Central and other helpful resources.
- Visit the [Introduction to the Writing Center](#) for writing tips and more.

## u07d1 - Evaluate the Qualitative Research Problem

In this unit, you learned how research problems, questions, and designs are aligned in a coherent qualitative research study. For this discussion, evaluate the research problem, question, and design in the qualitative study you identified for your Unit 3 assignment.

- Identify the research problem (the gap in the current literature). How clearly stated is the research problem?
- Identify the research questions. Are they clearly stated and aligned with the problem?
- Identify the research design. How does the research design address the research questions?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 8 >> Qualitative Research: Data Collection and Analysis

### Introduction

Once you have identified you have a qualitative problem, determined you are using a qualitative design, and developed a qualitative research question to guide your research, the final steps are to collect and analyze qualitative data. Qualitative data often consists of text produced by transcribing in-depth, semi-structured interviews with a small number of participants. Qualitative data can also include other non-numerical information such as observations and artifacts provided by the participants. Different qualitative designs have their own data analysis procedures although they share the search for an in-depth understanding of participants' experience. Software packages are used to help researchers organize large amounts of qualitative data so that they can immerse themselves into the data, uncovering what patterns and themes are present.

In this unit, you will examine how data are collected and analyzed in qualitative studies.

### Learning Activities

#### u08s1 - Studies

## Readings

Read the following selection from your *Understanding Research Methods* text:

- Part 5, "Measurement," section 45; pages 126–158.
- Part 6, "Qualitative Research Design," sections 48–50; pages 167–176

Use the Capella University Library to read the following:

- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. Thousand Oaks, CA: SAGE Publications.
  - Chapter 1, "Introduction to Thematic Analysis," pages 3–18.
- Rimando, M., Brace, A., Namageyo-Funa, A., Parr, T. F., Sealy, D....Christiana, R. W. (2015). [Data collection challenges and recommendations for early career researchers](#). *The Qualitative Report*, 20(12), 2025–2036.

#### u08s2 - Assignment Preparation

## Unit 8 Assignment Preparation

In your Unit 8 assignment due this unit, you will be drafting a Qualitative mini-proposal for a study you could hypothetically conduct using a qualitative research design. Since the current unit is focused on learning more about qualitative data collection and analysis, it would be helpful to complete these sections (Data collection plan and Data analysis) in your assignment. It will also be important to finalize all of the other sections before submitting. Use the [Unit 8 Assignment Template](#) to complete this assessment.

## Unit 9 Assignment Preparation

Starting in Unit 3 and throughout the remainder of the course, you will be compiling a list of important research terms and concepts that will culminate in your Unit 9 assignment. Since this assignment covers material addressed in each unit, it is highly encouraged to complete the terms as they are covered in the course. For this unit, it would be helpful to fill out the information on qualitative research terms and concepts. Use the [Unit 9 Assignment Template](#) to complete this assessment.

## Campus Resources

You can refer to the following campus resources for formatting your paper as per the current APA style:

- Use APA Style Central for guidance in citing sources and formatting your paper in proper APA style. Refer to [APA Style and Format](#) on Campus to access APA Style Central and other helpful resources.
- Visit the [Introduction to the Writing Center](#) for writing tips and more.

### u08a1 - Qualitative Mini-Proposal

## Assignment Description

As a counselor, you will regularly use professional literature to inform your work. Many of the important questions that you will have as your career evolves will be answered by researchers conducting qualitative studies. The qualitative designs permit researchers to answer questions that cannot be answered by quantitative designs, by examining people's subjective worlds as directly as possible, through their own narratives.

For this assignment, you will create a mini research proposal. As you work through the units relevant to qualitative research concepts think through a possible qualitative study. Your work on this assignment will demonstrate that you understand the importance of the alignment of the elements of a study and how they work together. Use the Unit 8 Assignment Template to complete the assessment.

## Assignment Instructions and Grading Criteria

In preparation for this assignment, think about a problem in counseling practice that could be researched using a qualitative approach. Create a mini research proposal that addresses the problem that you identified. Your proposal must include the elements listed below the numbered grading so be sure to address each point. You may also want to review the performance level descriptions for each criterion in the Qualitative Mini-Proposal Scoring Guide to see how your work will be assessed:

- 1. Synthesize scholarly literature that supports the study of a research problem.**
  - Write a mini-literature review.
  - Include a review of three recent empirical sources (required) and one non-empirical source (optional).
- 2. Create qualitative research questions that are aligned to a research problem.**
  - This specific question should be written in a way that it could be answered through qualitative data; this is the question that will be answered by the proposed study.
- 3. Identify research designs for qualitative studies.**
  - Identify the research design for the proposed study.
  - Choose from case study, ethnography, phenomenology, and grounded theory.
  - Provide a rationale as to why this particular design is a good fit for your study.
- 4. Employ appropriate sampling strategies for qualitative studies.**
  - Describe your proposed sampling method, including a rationale for the sample you chose and how many participants would comprise the sample.
- 5. Plan data collection strategies and sources that address a research question.**
  - Identify the data that you would collect in your study.
  - Explain how you would collect the qualitative data that would answer your research question.

6. **Plan qualitative data analysis strategies.**
  - Explain how you would analyze the data that you collected.
7. **Identify ethical and cultural concerns in qualitative studies.**
  - Identify at least one ethical and at least one cultural concern that may be present in the proposed study.
8. **Describe how mixed methods might be applied to address research problems.**
  - Describe how the problem that you investigated might be addressed by using a mixed-methods approach. Explain whether you believe that would be a stronger approach or not, in this particular situation.
9. **Communicate effectively in appropriate form and style, using APA guidelines for grammar, punctuation, and mechanics.**

## Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Length:** 4–6 pages, not counting cover page and reference page.
- **APA Style:** Include a reference page in the current APA style at the end of your paper.
- **Number of references:** Minimum of three peer-reviewed empirical journal articles which are no more than seven years old.
- **Font and font size:** Times New Roman, 12 point.

## SafeAssign

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

- Once the assignment is finalized and all edits have been made, submit your assignment using the following file naming format: Your Name\_AssignmentNumber\_Assignment\_Title (example: Ima\_Learner\_u09a1\_Assignment\_Title).
- Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Refer to the scoring guide to ensure that you meet the grading criteria for this assignment.

**Note:** Your instructor may also use the APA Writing Feedback Rubric to provide additional feedback on your academic writing. The writing feedback rubric does not affect your assignment grade, but its feedback may factor into the grading criteria if professional communication and writing is a course competency. Evaluate your own work using this rubric. Refer to the Learner Guide for instructions on viewing instructor feedback.

Course Resources

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[APA Style and Format](#)

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[SafeAssign](#)

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Unit 8 Assignment Template

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[Counseling: Masters Research Guide](#)

### u08d1 - Evaluation of Qualitative Data Collection and Analyses

In this unit, you examined data collection and data analysis in qualitative studies. For this discussion, analyze the data collection and data analysis in the qualitative study you selected for the assignment in Unit 3.

- What strategies were used for data collection?
- How did the information yielded by the data analysis approach address the research question?
- What questions do you still have about qualitative data collection and analysis?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

## Graduate Discussion Participation Scoring Guide

### Unit 9 >> Mixed Methods and Program Evaluation

#### Introduction

For the majority of the course, we have investigated the main designs utilized in the counseling research—quantitative and qualitative. Two additional approaches to be aware of are mixed-methods research, which maximizes the strengths of both qualitative and quantitative approaches, and learning about program evaluation, which is an applied form of research designed to inform decisions about service delivery in counseling settings.

A relatively new methodology, mixed methods research involves a carefully planned integration of qualitative and quantitative data collection and analysis, as well as rigorous adherence to their respective procedures. The researcher must decide the timing of the data collection, which could be concurrent or sequential. A consideration related to data analysis is how the data will be integrated. Mixed methods designs are not for the novice researcher, but you will increasingly encounter these types of studies in the counseling professional literature.

In addition to mixed methods, you will encounter program evaluation research which is utilized to answer specific questions related to how well existing programs are working, if they are achieving their intended outcomes, what they are doing well, and what could be improved. There are different designs for program evaluation, ranging from simple to complex and often including qualitative and quantitative components. Counselors are increasingly being held accountable for demonstrating that their interventions are effective, so the chances are high that whatever be your future work setting, participation in program evaluation, including needs assessment activities, will be in your future-

In this unit, you will explore both mixed methods and program evaluation research, and how they can be used within the counseling profession.

#### Learning Activities

##### u09s1 - Studies

### Readings

Read the following selection from your *Understanding Research Methods* text:

- Part 1, Section 9: "Program Evaluation," pages 26–29.
- Part 6, Section 51: "Mixed Methods Designs," 177–179.

Use the Capella University Library to read the following articles:

- Agramovich, R. L. (2017). [Program evaluation interest and skills of school counselors](#). *Professional School Counseling*, 20(1), 54–64.
- Dass-Brailsford, P., & Thomley, R. S. H. (2015). [Using walk-in counseling services after Hurricane Katrina: A program evaluation](#). *Journal of Aggression, Maltreatment, and Trauma*, 24, 419–432.
- Frels, R. K., & Onwuegbuzie, A. J. (2013). [Administering quantitative instruments with qualitative interviews: A mixed research approach](#). *Journal of Counseling and Development*, 91(2), 184–194.

### Multimedia

- View [Mixed Methods Research](#) to learn about the usefulness of mixed methods studies.
- Complete [The Value and Application of Mixed Methods Research](#) media piece to learn about how mixed methods research may be applied in the field.
- Click [Riverbend City: The Program Evaluation Process](#) to work through a simulated program evaluation.

##### u09a1 - Identifying Research Terms and Concepts

## Assignment Description

This assignment will contribute to your working knowledge of important research terms and concepts learned throughout this course. Describing each term/ concept and providing an example of its use will prepare you to make sense of the research and program evaluations you will encounter in your counseling career.

## Assignment Instructions

Use the Unit 9 Assignment Template to document your knowledge about basic research design terms and concepts that counselors often encounter in research and program evaluation work. Material for the chart can be taken from the course text and other resources of your choice. Think of this as a customized tool to which you can refer in future courses and when you study for licensing or certification exams.

## Grading Criteria

The numbered assignment instructions outlined below correspond to the grading criteria in the Identifying Research Terms and Concepts Scoring Guide, so be sure to address each point.

1. **Describe measurement concepts and statistical terms used in research and program evaluation.**
2. **Describe the level of measurement appropriate for a variety of statistics.**
3. **Identify appropriate application for a variety of research concepts, terms, and statistics.**

## Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Font and font size:** Times New Roman, 12 point.

Refer to the scoring guide to ensure that you meet the grading criteria for this assignment.

Course Resources

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Unit 9 Assignment Template

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[Counseling: Masters Research Guide](#)

### u09d1 - The Value of Mixed Methods and Program Evaluation Research

In this unit's studies, you explored mixed methods research and program evaluation. For this discussion, reflect on that experience and respond to the following prompts:

- Identify a topic of your interest that could be addressed using a mixed-methods design?
- What are the advantages of using a mixed-methods approach to examine this topic?
- Why is program evaluation important?
- How does it contribute to ethical counseling practice?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Introduction

Throughout this course, we journeyed through a graduate-level overview of the research methodologies commonly used in the counseling profession, including quantitative, qualitative, and mixed-methods approaches. We also discussed the importance of writing like a researcher and conducting ethical research that not only protects participants, but also upholds the precision and accuracy of research results. In this final unit, we will explore the connection between research and clinical practice, reflecting upon the significance of research to your career as a counselor. As a clinician, you will need to utilize research to inform your practice and use evidence-based interventions for the benefit of your clients. As a researcher, we need counselors to add to the knowledge base of each clinical specialization so that we can determine the evidence available for competent clinical practice. Integrating both roles into your professional identity will allow you to fulfill the scholar-practitioner role and provide best practice for your clients and the profession.

## Learning Activities

### u10s1 - Studies

## Readings

Use the Capella University Library to read the following articles that discuss evidence-based practice and the research training needs of practitioners.

- Dattilio, F. M., Piercy, F. P., & Davis, S. D. (2014). The divide between "evidence-based" approaches and practitioners of traditional theories of family therapy. *Journal of Marital and Family Therapy*, 40(1), 5–16.
- Konstam, V., Cook, A., Tomek, S., Mahdavi, E., Gracia, R., & Bayne, A. H. (2015). Evidence-based practice, work engagement, and professional expertise of counselors. *The Professional Counselor*, 5(1), 67–80.
- Peterson, C. H., Hall, S. B., & Buser, J. K. (2016). Research training needs of scientist-practitioners: Implications for counselor education. *Counselor Education and Supervision*, 55(2), 80–94.

Use the Internet to watch the following videos from The Counselling Channel for interesting discussions on research and practice:

- The Counseling Channel. (2016). An introduction to counselling research (2/3): The relationship between research and practice [Video] | Transcript. Retrieved from [https://www.youtube.com/watch?v=J8l20RMa\\_T0&feature=youtu.be](https://www.youtube.com/watch?v=J8l20RMa_T0&feature=youtu.be)
- The Counseling Channel. (2016). An introduction to counselling research (3/3): How has research informed my practice? [Video] | Transcript. Retrieved from <https://www.youtube.com/watch?v=xhgw356fmjl&feature=youtu.be>

### u10d1 - Integration of Research and Practice

In this unit, you have synthesized your learning this quarter. For this discussion, reflect on that experience and reply to the following prompts:

- How do you see yourself using your knowledge of research in your future career?
- How has your thinking about research changed because of taking this course?
- What questions about research remain for you?

## Response Guidelines

Read the posts of your peers and respond to at least one. Expand the discussion by asking or answering a question, offering an alternative perspective, or sharing a resource.

Course Resources

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Graduate Discussion Participation Scoring Guide