

North Carolina Central University  
"Communicating to Succeed"  
"Preparing Educators for Diverse Cultural Contexts for the 21<sup>st</sup> Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners  
**COUNSELOR EDUCATION PROGRAM MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

*Syllabus*

**CON 8910 Applied Research in Counseling**  
Fall 2025

**Instructor:** Kyla Marie Sawyer-Kurian, PhD, LCMHC, QS

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**Office Hours: Monday (10:00am-2:00pm) Virtual; Tuesday (12:00pm-3:00pm); Wednesday (12:00pm-3:00pm)**

**REQUIRED COURSE MATERIALS**



Balkin, R. S., & Kleist, D. M. (2022). *Counseling Research: A practitioner-scholar approach* (2nd Edition). American Counseling Association.

**JMP STATISTICAL DISCOVERY – Learning Library:** Tools to get you started learning JMP. Learning JMP is easy with our quick overviews, videos, and step-by-step tutorials. <https://community.jmp.com/t5/Learn-JMP/ct-p/learn-jmp>

**SAS COURSE: Data Literacy in Practice** (3 hours = 1 week) *Free*

In this self-paced course, you will discover practical skills to explore and visualize data. You will follow a small business owner's data-driven journey to improve company performance. Using this real-world context, you'll connect knowledge to strategies you can act on. The course is for everyone, no matter where you are on

your data literacy journey. By focusing on conceptual and practical understanding rather than distracting mathematical jargon, learners feel supported and encouraged throughout the process. <https://learn.sas.com/course/view.php?id=877>

**STATISTICAL THINKING FOR INDUSTRIAL PROBLEM SOLVING (STIPS): A free online statistics course**

Statistical Thinking for Industrial Problem Solving (STIPS) is an applied statistics course for scientists, engineers, researchers, and anyone interested in building practical skills in using data to solve problems. This free course is provided by JMP Statistical Discovery LLC. Additional learning resources are available at Learn JMP. Module 0 – 7

<https://learn.sas.com/totara/program/view.php?id=180>

**Case Study Library** JMP offers a wide selection of real-world scenarios with practical multistep solution paths, supplemented with objectives, data, illustrations, insights, and exercises. <https://www.jmp.com/en/academic/case-study-library/resource-listings/view-all>

**ATLAS.ti for Student Licenses** ATLAS.ti bridges human expertise with AI efficiency to provide fast and accurate insights. Chat directly with your documents and have them automatically coded based on your intentions, providing customized results. ATLAS.ti is a software platform designed for qualitative data analysis, particularly useful for researchers across various fields. It helps in organizing, analyzing, and interpreting data from various sources like text, audio, video, images, and survey data. ATLAS.ti provides tools for coding, memoing, network building, and data visualization, facilitating a deeper understanding of qualitative research findings.

<https://shop.atlasti.com/74/catalog/category.94908/language.en/currency.USD/?id=gVzXoWUmAz>

Baimyrzaeva, M. (2018). *Beginners' Guide for Applied Research Process: What Is It, and Why and How to Do It?*, University of Central Asia. Retrieved from <https://www.ucentralasia.org/media/ackcdaec/uca-ippa-op4-beginners-guide-for-applied-research-process-eng.pdf>

Barkham, M., Moller, N. P. & Pybis, J. (2017). How should we evaluate research on counselling and the treatment of depression? A case study on how the National Institute for Health and Care Excellence's draft 2018 guideline for depression considered what counts as best evidence. *Counselling and Psychotherapy Research*, 17(4), 253-268.

Leichsenring, F., Steinert, C., Rost, F., Abbass, A., Heim, N., & Ioannidis, J. P. A. (2023). A critical assessment of NICE guidelines for treatment of depression. *World psychiatry: official journal of the World Psychiatric Association (WPA)*, 22(1), 43-45. <https://doi.org/10.1002/wps.21039>

Kress, V. E., & Shoffner, M. F. (2007). Focus Groups: A practical and applied research for counselors, *Journal of Counseling & Development*, 85 (2), 189-195.

**OPTIONAL BUT RECOMMENDED COURSE MATERIAL**

Wester, K. L., & Morris, C. A. W. (2018). *Making Research Relevant: Applied Research Designs for the Mental Health Practitioner* (1<sup>st</sup> Edition). Routledge.

**COURSE DESCRIPTION**

This course will explore problems of practice and cover the basics of quantitative and qualitative methodology. There will also be a review of statistical operations used in applied research as well as the importance of data literacy in practice. Students will be introduced to the concept of the three article dissertation and Applied research is an important tool in the process of understanding the human mind and behavior. Thanks to this kind of research, mental health professionals are able to investigate problems that affect people's daily lives. This kind of research specifically targets real-world issues.

*The counseling practitioner-scholar approach emphasizes the integration of research and practice in the field of counseling. It involves using research to inform clinical practice and using clinical experiences to generate research questions, creating a continuous cycle of improvement. The Practitioner-Scholar Approach, also known as the Scholar-Practitioner Model, is an educational and professional model that emphasizes the integration of both scholarly knowledge and practical experience. It's a way of thinking and working where individuals apply theoretical knowledge to real-world situations while also reflecting on their experiences to inform and refine their understanding.*

## **COUNSELOR EDUCATION DOCTORAL PROGRAM LEARNING OBJECTIVES**

### **Counseling**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the counseling knowledge, attitudes, skills, and dispositions of highly competent counseling practitioners.

### **Supervision**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the supervision knowledge and skills of highly competent counseling supervisors.

### **Leadership and Advocacy**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display leadership in the counseling profession.

### **Teaching**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery of pedagogy in counseling.

### **Research and Scholarship**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery in research and scholarship.

Standard	Assignment(s)	How the Assignment(s)/Readings Addresses the Standard
<p>Research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses (Section 6.B.4.a.)</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>a) <i>Creswell &amp; Creswell (2018). Chapter 8, 9, &amp; 10 of Research Design: Qualitative, Quantitative, and mixed methods Approaches.</i></li> <li>b) <i>Publishing Action Research in Counseling Journals</i></li> </ul>	<p>Chapters 8, 9, and 10 of Creswell &amp; Creswell (2018) directly address CACREP Standard 6.B.4.a by outlining research designs appropriate for quantitative, qualitative, and mixed methods inquiries. Chapter 8 details quantitative methods, focusing on survey and experimental designs, including components such as sampling, instrumentation, variables, data analysis, and threats to validity, thereby supporting hypothesis-driven research. Chapter 9 emphasizes qualitative approaches, describing core characteristics (e.g., reflexivity, purposeful sampling, open-ended data collection), major designs like narrative, phenomenology, grounded theory, ethnography, and case study, as well as procedures for analysis, interpretation, and validation. Chapter 10 integrates both by presenting mixed methods procedures, explaining how quantitative and qualitative data can be combined through convergent, explanatory sequential, and exploratory sequential designs, as well as complex extensions like embedded and social justice frameworks. Collectively, these chapters provide counselors-in-training with a comprehensive framework for selecting and implementing research designs that align with diverse research questions or hypotheses across quantitative, qualitative, mixed methods, and action-oriented paradigms .</p>
<p>Quantitative data analysis methods (Section 6.B.4.b.)</p>	<p><b>Assignments:</b> JMP (SAS) Modules:0 -7. The modules for Statistical Thinking for Industrial Problem Solving (STIPS) are 30 hours. (Weeks 3-10).  <b>Assignment:</b> Case Studies</p>	<p>The "SAS JMP STIPS" course, formally known as Statistical Thinking for Industrial Problem Solving (STIPS), is a free, online course offered by JMP, a division of SAS. It's designed for individuals interested in developing practical skills for using data to solve real-world problems. The course focuses on statistical thinking and its application in various industries, providing users with a solid foundation in statistical methods and data analysis. Students will be earning badges as they successfully complete the modules.</p> <p>Students will analyze quantitative data from 4 case studies.</p>
<p>Qualitative approaches to data analysis (Section 6.B.4.c.)</p>	<p><b>Classroom Assignment:</b> Qualitative Analysis  <b>Readings:</b> Balkin et al, (2022). Chapter 10 &amp; 11</p>	<p>Students will learn ATLAS.ti, qualitative software, and analyze a series of transcripts on African American male clients.</p> <p>Chapter 10, Fundamental Concepts in Qualitative Research, describes key philosophies, concepts, and ideas about qualitative research and the development and design of qualitative studies.</p> <p>Chapter 11, Multiple Perspectives on a Phenomenon: The Qualitative Lenses, provides an understanding of preeminent methodologies of qualitative inquiry</p>
<p>Models and methods of instrument design (6.B.4.e.)</p>	<p><b>Readings:</b> Balkin et al, (2022). Chapter 12  <b>Reading:</b> Burns, (2014) The EASY Diagnostic Guidebook For DSM-5 Disorders*</p>	<p>Students will be reading about instruments and measures in particular the Easy Diagnostic system. They will learn about the psychometric properties as well as the background of how these measures were developed. Burn's EASY Diagnostic System is a set of quick, patient-completed screening questionnaires, primarily for mood and relational disorders, developed by Dr. David Burns, author of Feeling Good. It contains instruments to screen for over 60 conditions and is used by therapists to assess mood, track progress, and facilitate diagnoses according to DSM-5 criteria. The system includes tools like the Brief Mood Survey, which helps users identify patterns in their emotional health.</p>
<p>Models and methods of program evaluation (Section 6.B.4.f.)</p>	<p><b>Reading:</b> Balkin, R. S., &amp; Kleist, D. M. (2022). <i>Counseling Research: A practitioner-scholar approach</i> (2nd Edition). American Counseling Association; Chapter 13 - Program Evaluation</p>	<p>Students will discuss the readings in class to gain greater insight from their readings.</p> <p>Chapter 13 in Balkin and Kleist's "Counseling Research: A Practitioner-Scholar Approach" (2nd ed.) focuses on program evaluation. It explores the process of systematically assessing the effectiveness and impact of counseling programs. The chapter covers both formative evaluation, which focuses on program improvement</p>

	<p><b>Reading: Effective Counseling Program Evaluation Strategies for Enhancing Counseling and Guidance Services through Evaluation Models</b></p>	<p>during its development, and summative evaluation, which assesses the overall outcomes and impact of the program. It also likely emphasizes the importance of using evaluation results to inform future practice and make data-driven decisions.</p> <p>Counseling programs are designed to provide support and guidance to individuals navigating various life challenges. To ensure these programs are effective and meet their intended goals, evaluation is a crucial component. Evaluation in counseling not only assesses the program's impact but also informs improvements and developments. Different models will be discussed.</p>
<p>Research questions or hypotheses appropriate for professional research and publication (Section 6.B.4.g.)</p>	<p><b>Reading:</b> <i>A Practical Guide to Writing Quantitative and Qualitative Research Questions and Hypotheses in Scholarly Articles</i></p>	<p>This article discusses the development of research questions and the subsequent hypotheses are prerequisites to defining the main research purpose and specific objectives of a study. Consequently, these objectives determine the study design and research outcome. The development of research questions is a process based on knowledge of current trends, cutting-edge studies, and technological advances in the research field. Excellent research questions are focused and require a comprehensive literature search and in-depth understanding of the problem being investigated. Initially, research questions may be written as descriptive questions which could be developed into inferential questions. These questions must be specific and concise to provide a clear foundation for developing hypotheses. Hypotheses are more formal predictions about the research outcomes. These specify the possible results that may or may not be expected regarding the relationship between groups. Thus, research questions and hypotheses clarify the main purpose and specific objectives of the study, which in turn dictate the design of the study, its direction, and outcome. Studies developed from good research questions and hypotheses will have trustworthy outcomes with wide-ranging social and health implications.</p>
<p>Ethical considerations and strategies for conducting research (Section 6.B.4.m.)</p>	<p><b>Assignment:</b> CITI Human subjects training</p>	<p>This SBE-focused comprehensive course provides an expanded training covering not only major topical areas but also many concepts that are specific to types of research, roles in the protection of human subjects, and advanced modules on informed consent topics, vulnerable populations, big data research, mobile apps research, and disaster and conflict research. It offers historic and current information on regulatory and ethical issues important to the conduct of research involving human subjects. Case studies are used within the modules to present key concepts. This course has been updated to reflect the 2018 Requirements of the Common Rule.</p>

**CON 8910 Applied Research in Counseling - STUDENT LEARNING OUTCOMES**

**Students will be able to . . .**

1. Explore and discuss problems of practice
2. Identify the components of the three article dissertation
3. Identify relevant peer-reviewed journals
4. Understand basics of statistics, quantitative, and qualitative methods as well as programming
5. Understand how to incorporate applied research methods/models into the three article dissertation
6. Write a research proposal
7. Develop a GANTT chart for their three article dissertation

**COURSE FORMAT**

This course has been designed as a Graduate Seminar Course. The purpose of a graduate seminar course is to immerse students in the discipline and provide opportunities to think critically about it. In addition, they learn about various research methods that are commonly employed in the counseling field. To this end, attention to readings and how those readings are related to the counseling discipline and interrelate to others is an important aspect of the course. The course content will be presented in a combination of the following ways:

1. **Professor Lead Discussion** – This format is the most typical structure. While a large portion of material still falls to the professor, teacher-student interaction is an important part of the model.
2. **Student Lead Discussion** – This format is also fairly common in seminar style courses and provides students experience in leading discussion.

#### COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
5. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919/530-7676).
6. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Please check the Bb site, should on-campus classes be cancelled – AND – please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

## GRADED COURSE ASSIGNMENTS

### 1. **Data Literacy in Practice** Duration: 3.0 hours (50 pts)

In this self-paced course, you will discover practical skills to explore and visualize data. You will follow a small business owner's data-driven journey to improve company performance. Using this real-world context, you'll connect knowledge to strategies you can act on. The course is for everyone, no matter where you are on your data literacy journey. By focusing on conceptual and practical understanding rather than distracting mathematical jargon, learners feel supported and encouraged throughout the process. Whether you are a high school student, a K-12 educator, a post-secondary student or educator, or an independent learner hoping to reskill or upskill, this course is for you.



Earn this SAS Badge:

**2. Problems of Practice Exploration Paper (75 points)** Students will discuss their experience as mental health providers and what challenges that they are aware of in the field of practice (e.g. finding work life balance, client resistance and lack of engagement; multicultural competence, burn out, importance of regular professional development, excellence in supervision, use of evidence-based interventions, theories, and skills, etc.) Students will do a literature review of at least two of these challenges in practice. Based on the three-article dissertation model, students will explore possible topics.

### 3. **Notes on Readings and Films (140 pts = 10 pts)**

Please review [The Cornell Note Taking System](#). As you matriculate through the program it is important that you keep notes on content in coursework. You will be preparing for a comprehensive examination toward the end of your doctoral program. Keeping notes of course content will assist you in preparing for the comprehensive exam. (CACREP 6.A.6: Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the doctoral curriculum standards.) As a part of your assessment for this course you are required to submit notes on readings and films every week. Please upload them to CANVAS.

**Assignment Weekly**

### 4. **STATISTICAL THINKING FOR INDUSTRIAL PROBLEM SOLVING (STIPS) – 200 PTS (25 pts each)** [\(CACREP Section 6.B.4.b\)](#)

This course is comprised of seven modules, totaling about 30 hours of self-paced learning. You can take one module or take them all. Each module includes short instructional videos, JMP demonstrations, questions, and exercises.

- **Module 0: STIPS Overview:**

In this overview you learn about the course, about using JMP, and about accessing JMP software for the course via the Virtual Lab.

- **Module 1: Statistical Thinking and Problem Solving**

Statistical thinking is about understanding, controlling and reducing process variation. Learn about process maps, problem-solving tools for defining and scoping your project, and understanding the data you need to solve your problem.

- **Module 2: Exploratory Data Analysis**

Learn the basics of how to describe data with basic graphics and statistical summaries, and how to explore your data using more advanced visualizations. You'll learn how to prepare your data for analysis, learn how to save and share your results, and how to effectively communicate the story in your data. You'll also learn some core concepts in probability, which form the foundation of many methods you learn throughout this course.

- **Module 3: Quality Methods**

Learn about tools for quantifying, controlling, and reducing variation in your product, service, or process. Topics include control charts, process capability, and measurement systems analysis.

- **Module 4: Decision Making With Data**

Learn about tools used for drawing inferences from data. In this module, you learn about statistical intervals and hypothesis tests. You also learn how to calculate sample size and see the relationship between sample size and power.

- **Module 5: Correlation and Regression**

Learn how to use scatterplots and correlation to study the linear association between pairs of variables. Then, learn how to fit, evaluate, and interpret linear and logistic regression models.

- **Module 6: Design of Experiments**

In this introduction to statistically designed experiments (DOE), you learn the language of DOE, and see how to design, conduct, and analyze an experiment in JMP.

- **Module 7: Predictive Modeling and Text Mining**

Learn how to identify possible relationships, build predictive models, and derive value from free-form text.

*"STIPS is excellent in balancing statistical theory and the practical hands-on use of JMP to solve common problems that many organizations deal with on a routine basis."*

*Pete Cannon, NVIDIA*

## 5. CITI Training (100 pts) (CACREP Section 6.B.4.m.)

<https://about.citiprogram.org/> case studies

Registration: Select Your Organization> Type North Carolina Central University> Agree to the terms>Affirm that you are an affiliate of NCCU>Create a CITI Program Account>Enter Personal information use Eagle email address and then add personal email address>Follow instructions


Please select the Social-Behavioral-Educational (SBE) Foundations Course:




The course has the following modules:

1. History and Ethical Principles – SBE
2. Defining Research with Human Subjects – SBE
3. The Federal Regulations – SBE
4. Assessing Risk - SBE
5. Informed Consent - SBE
6. Privacy and Confidentiality - SBE
7. Research with Prisoners – SBE
8. Research with Children – SBE
9. Research in Public Elementary and Secondary Schools – SBE
10. International Research – SBE
11. Internet-Based Research - SBE
12. Unanticipated Problems and Reporting Requirements in Social and Behavioral Research
13. Vulnerable Subjects - Research Involving Workers/Employees
14. Populations in Research Requiring Additional Considerations and/or Protections
15. Conflicts of Interest in Human Subjects Research

You must pass all modules. **Submit your certificate to Canvas.**

6. **Case Study Analysis:** Students will read the case studies and upload data into JMP. Students are to upload the solution to the Case Studies into Canvas. Each Case Study solution is worth 25 points. (CACREP Section 6.B.4.b.)

	Case Study No.	Case Study Name	Key Concepts	Objective
	JMP001	Medical Malpractice	Summary statistics, frequency distribution, histogram, box plot, bar chart,	Explore claim payment amounts for medical malpractice lawsuits and identify factors that appear to influence the amount of the payment using descriptive statistics and data visualizations.

			Pareto plot, and pie chart	
	JMP005	Improving Patient Satisfaction Health Care Case: Endocrinology Group Patient Feedback	Frequency distribution, summary statistics, Pareto plot, tabulation, scatterplot, run chart, correlation	Analyze patient complaint data at a medical clinic to identify the issues resulting in customer dissatisfaction and determine potential causes of decreased patient volume.
	JMP007	Treatment Facility	Summary statistics, time series plots, normal quantile plots, two sample t-Test, unequal variance test, Welch's test	Determine what effect a reengineering effort had on the incidence of behavioral problems and turnover at a treatment facility for teenagers.
	JMP008	Siblings	Histograms, normal quantile plots, log transformations, confidence intervals, inverse transformation	Use data from a survey of students to perform exploratory data analysis and to evaluate the performance of different approaches to a statistical analysis.








7. **Weekly Content Presentation:** Students will be assign three weeks to present a summary of content. The student may use creativity here, but must present the whole of the content (summarized). The student will also bring 3 to 4 questions to bring about discussion of the topic. **Assignment Due as Assigned** (75 pts)









8. Dispositions (Class participation and attendance - 10 points X 15 weeks) The counselor education program faculty systematically assess each student's professional dispositions throughout the program. (CACREP Standard: 2.C.2.a.-c.) You will be assessed











during this class as well.








**COURSE SCHEDULE** (Instructor reserves the right to adjust the schedule and assignments)















 = Readings 
  = Videos 
  = Assignment 
  = Notes


DATE	TOPIC	READINGS, VIDEOS, OTHER RESOURCES	CACREP Standard	ASSIGNMENT DUE (submitted by 11:59pm)
Week 1 8/20	<p><i>Start with the end in mind. To what end? Your three article dissertation.</i></p> <p>Problems and Problems of Practice and More</p>	<p> Types of Research 101 - What is Applied Research?  <a href="https://www.youtube.com/watch?v=mdij4SNjmcM">https://www.youtube.com/watch?v=mdij4SNjmcM</a></p> <p> <u>Defining your Problem of Practice</u></p> <p> How to Identify a Problem of Practice: A Guide for EdD Students  <a href="https://dissertationbydesign.com/identifying-your-problem-of-practice-a-guide-for-edd-students/">https://dissertationbydesign.com/identifying-your-problem-of-practice-a-guide-for-edd-students/</a></p>		NONE
Week 2 8/27	<p><b>Beginner’s Guide to Applied Research</b></p> <p><b>SAS:</b> Data Literacy in Practice</p>	<p> Beginners Guide for Applied Research Process: What is it, and Why and How to Do it?</p> <p> SAS: Data Literacy in Practice (3 hours)</p>		<p> Certificate of Completion for <i>Data Literacy in Practice</i> Due</p> <p> Notes</p>

<p>Week 3 9/3</p>	<p>Part I, “The Essence of Research in the Counseling Profession,” provides an overview of the practitioner-scholar model, which informs the content of and approach to the book and emphasizes the connection between counseling practice and research.</p> <p>Introduction to Statistical Thinking</p>	<p> Chapter 1, “The Counselor as a Practitioner-Scholar” provides an overview of the practitioner-scholar model and emphasizes the connection between counseling practice and research.</p> <p> Chapter 2, “The Research Process” is an introduction to the research process and addressing the choice of a research topic, review of the literature, and data collection and analysis.</p> <p>STIPS Module 0: Overview: In this overview you learn about the STIPS course, about using JMP, and about accessing JMP software for the course via the Virtual Lab.</p>	<p>6.B.4.b - quantitative data analysis methods</p>	<p> Introduction to STIP Certificate Due</p> <p> Notes</p>
<p>Week 4 9/10</p>	<ul style="list-style-type: none"> <li>Ethics and multiculturalism in counseling research.</li> </ul>	<p> Chapter 3, “Ethical and Multicultural Issues in Counseling Research” is an emphasis on multicultural counseling and issues of diversity essential to counseling, and the research process</p> <p> Chapter 4, “Types of Research,” includes an overview of the types of research that are delineated further in future chapters.</p> <p>STIPS Module 1: <b>Statistical Thinking and Problem Solving</b> - Statistical thinking is about understanding, controlling, and reducing process variation. Learn about process maps, problem-solving tools for defining and scoping your project, and understanding the data you need to solve your problem.</p> <p>Mixed Methods Appraisal Tool (MMAT)</p>	<p>6.B.4.b - quantitative data analysis methods</p>	<p> STIPS Certificate for Module 1</p> <p> Notes</p>

<p>Week 5 9/17</p>	<p>Part II, “Quantitative Research Designs,” provides detailed descriptions of experimental and correlational research</p> <p>JMP STIPS</p>	<p> Chapter 5, “Fundamental Concepts in Quantitative Research,” provides detailed descriptions of experimental research. Creswell &amp; Creswell (2018). Chapter 8, 9, &amp; 10 of Research Design: Qualitative, Quantitative, and mixed methods Approaches.</p> <p>STIPS Module 2: <b>Exploratory Data Analysis</b> Learn the basics of how to describe data with graphics and statistical summaries. Then, learn how to use interactive visualizations to communicate the story in your data. You also learn some core steps in preparing your data for analysis.</p>	<p>6.B.4.b - quantitative data analysis methods</p> <p>6.B.4.a. research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses</p>	<p> Notes</p> <p> STIPS Certificate for Module 2</p>
<p>Week 6 9/24</p>	<p>Part II, Quantitative Research Designs</p> <p>JMP STIPS</p>	<p> Chapter 6, “Examining Relationships,” provides detailed descriptions of correlational research.</p> <p>STIPS Module 3 <b>Quality Methods</b> Learn about tools for quantifying, controlling, and reducing variation in your product, service, or process. Topics include control charts, process capability, and measurement systems analysis.</p>	<p>6.B.4.b - quantitative data analysis methods</p>	<p> Notes</p> <p> JMP STIPS Module 3 Due</p> <p> CITI Training Certificate</p>
<p>Week 7 Oct 1</p>	<p>Part II, Quantitative Research Designs</p> <p>JMP STIPS</p>	<p> Chapter 7, “Examining Differences Between Groups,” provides detailed descriptions of experimental research.</p> <p>STIPS Module 4: <b>Decision Making With Data</b> Learn about tools used for drawing inferences from data. In this module, you learn about statistical intervals and hypothesis tests. You also learn how to calculate sample size and see the relationship between sample size and power.</p> <p>Article: Mixed-Methods Research: Combining Qualitative and Quantitative Data</p>	<p>6.B.4.b - quantitative data analysis methods</p>	<p> Notes</p> <p> JMP STIPS Module 4 Due</p>

		<a href="https://www.nngroup.com/articles/mixed-methods-research/">https://www.nngroup.com/articles/mixed-methods-research/</a>		
<p>Week 8 Oct 8</p>	<p>Part II, Quantitative Research Designs</p> <p>JMP STIPS</p>	 Chapter 8, “Examining Differences Within Groups and Single-Case Research Designs,” covers single-case research design, which is an important method for counseling researchers and practitioners who wish to evaluate the effectiveness of an intervention or treatment but do not have access to large numbers of potential participants. <p>STIPS Module 5: <b>Correlation and Regression</b> Learn how to use scatterplots and correlation to study the linear association between pairs of variables. Then, learn how to fit, evaluate, and interpret linear and logistic regression models.</p>	<p>6.B.4.b - quantitative data analysis methods</p>	 Notes  JMP STIPS Module 5 Due
<p>Week 9 Oct 15</p>	<p>Part III, Quantitative Research Designs, provides an understanding of qualitative research.</p>	 Chapter 9, Synthesizing Research Results Using Meta-Analysis, covers to provide an understanding of a genre of quantitative research that is especially important in identifying empirically supported treatments. <p> Article: Focus Groups: A practical and applied research for counselors</p> <p>STIPS Module 6: <b>Design of Experiments</b> In this introduction to statistically designed experiments (DOE), you learn the language of DOE, and see how to design, conduct, and analyze an experiment in JMP.</p>	<p>6.B.4.b - quantitative data analysis methods</p>	 Notes  JMP STIPS Module 6 Due

<p>Week 10 Oct 22</p>	<p>Part III, Qualitative Research Designs</p>	<p> Chapter 10, Fundamental Concepts in Qualitative Research, describes key philosophies, concepts, and ideas about qualitative research and the development and design of qualitative studies.</p> <p>STIPS Module 7: <b>Predictive Modeling and Text Mining</b> Learn how to identify possible relationships, build predictive models, and derive value from free-form text.</p>	<p>6.B.4.c - qualitative approaches to data analysis</p> <p>6.B.4.b - quantitative data analysis methods</p>	<p> Notes  JMP STIPS Module 7 Due</p>
<p>Week 11 Oct 29</p>	<p>Part III, Qualitative Research Designs</p> <p>Application of Statistical Methods</p>	<p> Chapter 11, Multiple Perspectives on a Phenomenon: The Qualitative Lenses, provides an understanding of preeminent methodologies of qualitative inquiry</p> <p>In class ATLAS.ti activity (Codes and Themes)</p> <p>JMP Case Study 1</p>	<p>6.B.4.c. - qualitative approaches to data analysis</p> <p>6.B.4.b. - quantitative data analysis methods</p>	<p> Notes  JMP Case Study 1 Due</p>
<p>Week 12 Nov 5</p>	<p>Part IV, Practice-Based Research, is concerned with the development of measures that may be used for research and evaluation and for conducting program evaluations. Measurement is an essential component of research, and both practitioners and researchers often use measures to demonstrate efficacy and accountability. Program evaluation provides a connection between research and practice, and the process of program evaluation may incorporate elements of the various methods discussed in the text.</p> <p>Application of Statistical Methods</p>	<p> Chapter 12 Measurement in Counseling Research</p> <p> Dr. David Burns Easy Diagnostic System</p> <p> Publishing Action Research in Counseling Journals</p> <p>JMP Case study 2</p>	<p>6.B.4.e. models and methods of instrument design</p> <p>6.B.4.b. - quantitative data analysis methods</p>	<p> Notes  JMP Case Study 2 Due</p>
<p>Week 13 Nov 12</p>	<p>Part IV, Practice-Based Research</p> <p>Application of Statistical Methods</p>	<p> Chapter 13 <b>Program Evaluation</b></p>	<p>6.B.4.b. - quantitative data analysis methods</p>	<p> Notes  JMP Case Study 3 Due</p>

		<p><b>Reading:</b> Effective Counseling Program Evaluation Strategies for Enhancing Counseling and Guidance Services through Evaluation Models</p> <p>JMP Case study 3</p>		
Week 14 Nov 19	Application of Statistical Methods	JMP Case Study 4	6.B.4.b. - quantitative data analysis methods	<p><b>ASSIGNMENT</b> JMP Case Study 4 Due</p> <p><b>ASSIGNMENT</b> Problems in Practice Paper (With literature review and GAP)</p>
Week 15	<p>Thanksgiving Holiday</p> 			

**COURSE EVALUATION**

Method	Points Available
Data Literacy in Practice Duration: 3.0 hours	50 pts
CITI Human Subjects training	100 pts
STIPS Course 0-7 Modules (25 each)	200 pts
Problems of Practice Exploration Paper	150 pts
Notes (10 pts/week)	140 pts
Weekly Presentations	100 pts
Case Study Analysis (4 x 25 points)	100 pts
Dispositions (Class Participation and Attendance) (10 points x 15 weeks)	150 pts
<b>TOTAL</b>	<b>990 pts</b>

**GRADING SCALE**

<b>Point Total</b>	<b>Final Letter Grade</b>
<b>990-886</b>	<b>A</b>
<b>885 - 787</b>	<b>B</b>
<b>786 - 688</b>	<b>C</b>
<b>0 - 687</b>	<b>F</b>

## **NCCU ATTENDANCE POLICY**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

## **ATTENDANCE VERIFICATION POLICY**

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

## **Statement of Non-Discrimination**

North Carolina Central University is committed to providing a learning environment that is welcoming and accessible for everyone. NCCU prohibits discrimination and harassment based on race, color, national origin, religion, sex (including pregnancy), sexual orientation, gender identity, age, disability, genetic information, veteran status, or any other protected class as defined by law. The University makes all decisions regarding admissions, employment, and access to programs and activities without unlawful bias or discrimination and remains dedicated to fostering a community that values and promotes the fair and respectful treatment of every individual. NCCU also expects all mandatory reporters to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Harassment Policy to the Title IX Coordinator. Prompt reporting by mandatory reporters makes it possible for students to get the support and supportive measures they need and for NCCU to respond appropriately to incidents of sexual harassment. When a report is made to a mandatory reporter, the Title IX Coordinator has an obligation to take appropriate action.

## **OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES**

## **Student Accessibility Services**

The Office of Student Accessibility Services (SAS) assists students with disabilities by providing reasonable accommodations that support equal access to both academic and housing environments. These services are available to students with a wide range of access needs, including those related to neurodiversity, psychosocial and physical diagnoses, and other medical conditions. SAS also offers access coaching and guidance under the Americans with Disabilities Act (ADA). Students can connect with SAS in person by visiting Suite 120 in the Student Services Building, or online by visiting [www.nccu.edu/sas](http://www.nccu.edu/sas). Students who are new to SAS or who are requesting new accommodations should complete the Accessibility Request Form, which can be found at <https://myeol.nccu.edu/Request-SAS-Services#new-student-connecting-with-sas>. If students have any questions or concerns while completing the form, they may contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to learn more about the programs and services available to them.

Students who are already registered with SAS and wish to continue using their accommodations must renew previously approved accommodations by logging into the Eagle Accommodate Student Portal at <https://nccu-accommodate.symphlicity.com>. The portal can also be accessed through the MyEOL portal. Students are encouraged to submit or renew accommodations before the beginning of each semester (Fall, Spring, and Summer). While accommodation can be requested at any time during the semester, they are not retroactive. Students are encouraged to speak with their professors early in the semester to discuss their approved accommodations and determine the best way to implement them in each course.

Students experiencing pregnancy who need accommodations should contact the Title IX Office. Students with pregnancy-related medical conditions or complications that substantially limit a major life activity may seek support or services through SAS. Further information is available in the SAS website [www.nccu.edu/sas](http://www.nccu.edu/sas).

## **Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

## **Other Campus Programs, Services, Activities, and Resources**

§ Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Suite 208 (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).

§ (REVISED) Counseling Center. The NCCU Counseling Center is staffed by mental and behavioral health professionals who provide individual and group counseling, crisis intervention, alcohol and substance use education and intervention, care management, outreach, peer support, and other mental wellness services through multi-tracks for a collaborative care approach. The NCCU Counseling Center also provides confidential resources, a safe, supportive space for students who have experienced sexual harassment or assault, and a peer-focused

community for alcohol and substance use support to include students in various stages of recovery, including harm reduction—contact Information: Student Health Building, 2nd Floor, 919.530.7646, [counselingcenter@nccu.edu](mailto:counselingcenter@nccu.edu).

§ University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

## VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).

## ADDITIONAL RESOURCES

Wester, K. L., & Morris, C. A. W. (2018). *Making Research Relevant: Applied Research Designs for the Mental Health Practitioner* (1<sup>st</sup> Edition). Routledge.

*Making Research Relevant* is the ideal core textbook for graduate-level introduction to research methods courses in mental health. Accessible and user friendly, it is designed to help trainees and practitioners understand, connect, and apply research to clinical practice and day-to-day work with students and clients. The text covers foundational concepts like research ethics and how to best consume research, as well as 11 applied, evaluative, and outcome-based research methods. Easy-to-read chapters are infused with case examples from diverse settings and paired with brief video lectures, which provide vignettes to guide application and visual components that demonstrate how research methods can benefit mental health practitioners in real-world scenarios.

Barkham, M., Moller, N. P. & Pybis, J. (2017). How should we evaluate research on counselling and the treatment of depression? A case study on how the National Institute for Health and Care Excellence's draft 2018 guideline for depression considered what counts as best evidence. *Counselling and Psychotherapy Research*, 17(4), 253-268.

*Background:* Health guidelines are developed to improve patient care by ensuring the most recent and 'best available evidence' is used to guide treatment recommendations. The National Institute for Health and Care Excellence's (NICE's) guideline development methodology acknowledges that evidence needed to answer one question (treatment efficacy) may be different from evidence needed to answer another (cost-effectiveness, treatment acceptability to patients). This review uses counselling in the treatment of

depression as a case study, and interrogates the constructs of 'best' evidence and 'best' guideline methodologies. *Method:* The review comprises six sections: (i) implications of diverse definitions of counselling in research; (ii) research findings from meta-analyses and randomized controlled trials (RCTs); (iii) limitations to trials-based evidence; (iv) findings from large routine outcome datasets; (v) the inclusion of qualitative research that emphasizes service-user voices; and (vi) conclusions and recommendations. *Results:* Research from meta-analyses and RCTs contained in the draft 2018 NICE Guideline is limited but positive in relation to the effectiveness of counselling in the treatment for depression. The weight of evidence suggests little, if any, advantage to cognitive behaviour therapy (CBT) over counselling once risk of bias and researcher allegiance are taken into account. A growing body of evidence from large NHS data sets also evidences that, for depression, counselling is as effective as CBT and cost-effective when delivered in NHS settings. *Conclusion:* Specifications in NICE's updated guideline procedures allow for data other than RCTs and meta-analyses to be included. Accordingly, there is a need to include large standardized collected data sets from routine practice as well as the voice of patients via high-quality qualitative research.

Kress, V. E., & Shoffner, M. F. (2007). Focus Groups: A practical and applied research for counselors, *Journal of Counseling & Development*, 85 (2), 189-195.

Focus groups are becoming a popular research approach that counselors can use as an efficient, practical, and applied method of gathering information to better serve clients. In this article, the authors describe focus groups and their potential usefulness to professional counselors and researchers. Practical implications related to the use of focus groups in counseling practice are discussed, and case examples are provided demonstrating how focus groups can be useful to counselors.

Vingilis, E. R., & Statem S. A. (2011). Applied Research and Evaluation in Community Mental Health Services: An Update of Key Research Domains, McGill-Queen's University Press (<https://www.jstor.org/stable/j.ctt807mn>)

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