

COUN 597 Syllabus Final Project

Course Description

This course is intended as an integrative, capstone experience in which students apply skills and knowledge gained in previous phases of the counseling program towards an original qualitative research project of the student's choosing that reflects one or more of the unique and complex arrays of human problems, symptoms, and needs of Californians served by professional counselors. Particular emphasis is placed on the ability to utilize critical thinking, clinical observation, and reasoning skills in a conceptually sound research project. An area of interest is reviewed in the professional literature, and an original research question is developed. Students conduct systematic inquiry into their area of interest and collect data through in-depth interviews that document both the process and results in a professional fashion. Students analyze their own results, interpret them for relevance to the counseling profession and the professional literature, and recommend methodological improvements. Preference is given to research questions posed collaboratively with community-based agency personnel in response to practice-based concerns.

Course Objectives

Students will:

1. Utilize a formal system of inquiry that integrates the work of researchers and counselors and apply it in a "practicum on research."
2. Critically analyze research methodology and critique the professional literature.
3. Demonstrate knowledge regarding a specific clinical issue relevant to community counseling in Southern California.
4. Demonstrate writing that includes correct grammar, punctuation, and sentence structure.
5. Demonstrate writing that is structurally and mechanically correct according to APA style.
6. Demonstrate original writing that correctly references sources and is not plagiarized.
7. Demonstrate awareness of the intended audience and purpose for which the writing is done.
8. Demonstrate writing that meets the stated objectives in a concise, organized, and logical manner.
9. Consider ethical and legal issues while conducting research.
10. Analyze their own results, interpret them for relevance to the counseling profession and the professional literature, and recommend methodological improvements.

Pre-Requisites

This course **must be taken** in the student's final semester of the program. Counseling 584A/584B/590/591 may be taken concurrently.

Student Learning Outcome Language

The Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in COUN 511, 530, and 584). There are at least three times when a student's individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the semester prior to

Calendar is only an example and may be quite different 2

Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook. The SLO assessed in this class is *Research and Professional Writing*, and the department is using your final project paper. Please see the rubric on Canvas.

Calendar

Class Week	Class Topic
<i>Part I Preparing Your Research Questions and Introduction</i>	
Week 1	Overview of the Course Clarifying Your Topic Locating the Researcher
Week 2 Due: Email me your proposed title Due: Locating the Researcher draft Due: Copy of CITI certificate.	Developing Research Questions (Once your questions are approved you can begin interviewing) Writing the Introduction Discuss Recruitment of Participants
Week 3 Due: Draft of Research Questions Due: Rough Draft of Introduction	More about Introduction Conducting and Transcribing the Interviews
Week 4 Due: Final List of Questions	Finalizing the Literature Review
Part II Gathering Data	
Week 5 Due: Final Draft of Introduction	Open Class: conduct & transcribe field interviews, individual meetings
Week 6	Open Class: conduct & transcribe field interviews, individual meetings
Week 7 Due: Final Draft of Literature Review	Introduction to Data Analysis
Week 8	Open Class: conduct & transcribe field interviews, individual meetings
Part III Collecting/ Analyzing Data: The Interviews and Your Data	
Week 9 Due: Draft of Method Section	Writing the Method Section Data Analysis: Work in teams in class
Week 10	Open Class: analyze data, individual meetings
Week 11	Writing the Results & Discussion Section Work with your partner to analyze data

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Week 12	Open Class: analyze data, individual meetings
Part IV Wrapping It All Up	
Week 13	Troubleshooting, Finalizing Your Project Work with your partner to analyze data
Week 14	NO CLASS
Week 15	Troubleshooting, Finalizing Your Project
Week 16	Finalizing Your Project & End of Program/Project Reflection Completing the Project: What Did I Learn?
Week 17 Due: Email me a copy of your Name, Final Title, and Abstract Due: E-version due by 5 pm on December 16. Begin celebrating the moment you hit send.	No Class, plan your graduation party