





**Portland State University
Graduate School of Education
Counselor Education Department**

Preparing professionals to meet our diverse community's' lifelong educational needs

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
			
<p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Instructor: Lisa Aasheim, PhD, NCC, ACS
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Office hours: by appointment

Term: F, W, S 2012-2013
Location: ED 202
Time: 4-6:30 pm

Coun 589: Action Research in Counseling

DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>
 Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

Accommodations: If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports

TSPC practices and competencies addressed in this course

School counselors are expected to:

- X Develop and implement plans which promote social and emotional development growth
- X Establish programs appropriate for group, individual, and family counseling
- X Practice and promote group process, crisis resolution, anger management and violence prevention
- X Demonstrate ethical standards and legal framework unique to counseling
- X Collaborate with social service agencies providing services to students and families
- X Assist with curriculum coordination as it relates to guidance activities
- X Support and develop plans which respect difference and promote communication among diverse groups
- X Collaborate with school staff, families, and community members to meet individual student needs
- X Assist staff to understand the needs of **all** students
- X Collaborate with colleagues, staff, parents, and the public to enhance the student's performance
- X Document an understanding of and ability to apply emerging research on counseling, learning, and school improvement to increase comprehensive counseling program effectiveness
- X Implement research-based educational practices that ensure student achievement and sensitivity to individual differences, diverse cultures, and ethnic backgrounds

National Standards for School Counseling Programs addressed in this course

School counselors are expected to develop and assess programs in order to enhance:

- X Academic Development
- X Career Development
- X Personal/Social Development

Course Objectives

Students will:

1. Develop an understanding of action research and how to initiate projects related to data collection, analysis, and documenting school counseling outcomes in specific school settings.
2. Develop an understanding of basic research resources at PSU, district-wide and elsewhere.

3. Write a formal research proposal that will be submitted to the Human Subjects board, your site supervisor, and the district (if necessary) for approval.
4. Demonstrate key collaboration and consultation techniques and activities
6. Conduct Action Research project and complete the subsequent research reports (including a written research report and verbal presentation)

Required texts

American School Counselor Association. (2003). **The ASCA National Model: A framework for school counseling programs**. Alexandria, VA: Author.

American Psychological Association. (2001). **Publication manual of the American psychological association** (5th ed.). Washington, DC: Author.

Oregon Department of Education. (2003). **Oregon's Framework for Comprehensive Guidance and Counseling Programs Pre-Kindergarten through twelfth grade**. Salem, OR: Author.

Portland State University. (2005). **PSU Application Guidelines for Research Involving Human Subjects and Application**.

Recommended Text

Stone, C. B., & Dahir, C. A. (2004). **School counselor accountability: A measure of student success**. Upper Saddle River, NJ: Pearson.

Participation: Much of our class will be conducted as a professional dialogue and via activities. Your participation and positive engagement are critical. Attend class and participate actively in an evolving dialogue and varied activities.

Missing class time will drop your grade by 10% per class.

Guided Independent Learning: A large percentage of this project is done independent of the classroom. This means that you have the responsibility of keeping in close contact with your professor so that you are receiving feedback and mentorship in your research process. You are expected to check in by email or through the Edmodo discussion section at least once every 2 weeks throughout this process. **Please put "Action Research/Last Name" in the subject line of any emails you send to your professor.**

Action Research Project

FALL TERM: Proposal Phase

Conduct a web, library, and community resource search to find resources for developing a site-based school counseling project. Talk to your site-based supervisor about possible projects. The assignment should address an actual site need so should be based on an informal or formal needs assessment. Developing a meaningful project with the cooperation of site-based supervisor gives the project ecological validity– it fits the cultural context within the school. In the mean time, it is important to know the available resources and think about possibilities as you begin your conversations with your site-based supervisor.

1. **Write a 2 part action research project proposal.** This assignment may be viewed as the introduction to your project.

This proposal will be structured as follows:

Part One:

Introduce the project & illustrate the needs addressed by the project.

Answer the following:

What are you doing?

Why are you doing it?

Who is involved (consider fellow professionals and subjects)

Where will this happen?

How will you conduct the project/collect the data?

What are you expecting/hoping to find?

When will everything happen? (Give a detailed timeline)

Who have you spoken with about this project (in your school/district) and do you have supervisor, administrator, and district approval?

Some additional questions to consider when developing your proposal:

What possible project could I develop in collaboration with my site supervisor that addresses an important question about student success, needs, or program development? How can the project inform or improve the school counseling program, student outcomes or what I am doing professionally? How will my action research be useful to teachers, counselors, parents, and others?

Include a brief annotated bibliography of at least 10 references that will be used in your literature review and that influence your project.

Part One of your Action Research proposal is due on or before October 15th through submission on TK20.

Once you turn your proposal, Part One, in to the instructor, the proposal will be reviewed and approved with modifications and concerns indicated. You will then need to make any necessary modifications prior to completing the formal proposal, Part Two.

Part Two:

The Human Subjects Application. This application must be submitted to Lisa Aasheim directly (or in her mailbox). **Turn in 2 hard copies INCLUDING title signature page with original signatures on each.**

Consult the course materials handed out in class for further information about your IRB application (packet "Application Guidelines"). Also, see http://www.sou.edu/education/action_research.htm text web site for the PSU guidelines.

Please note that additional modifications may be required.

Part Two of your Action Research proposal is due on or before November 6th.

WINTER TERM: Implementation Phase

1. Project Implementation

Once you have received your letter from the Human Subjects board indicating that you have full approval to begin your project or that your review has been waived, you may begin your research.

2. Literature Review

Build from the annotated bibliography completed in Fall term and write the literature review section of your research report. The literature review should meet the standards described in the literature review scoring rubric (attached). **Submit the literature review on TK20 on or before February 17th, 2012.**

SPRING TERM: Analysis and Reporting Phase

1. Research Report

Prepare a final research report in accordance with APA research report guidelines and in APA style. Reports must be a minimum of 14 pages (including references and tables) and no more than 17 pages. Reports are due by May 14th. Hard copies or electronic copies will be accepted. Reports will be scored using the Research Report Evaluation Rubric.

2. Research Presentation

Each researcher will present his/her research findings during the research presentation assembly at the final class meeting. Researchers will learn the time of their scheduled presentation in advance and are encouraged to invite their site supervisors and colleagues to attend the presentation. Researchers may use electronic media to aid in this formal presentation and will provide handouts that are no more than 2 pages. *Presentations are not to exceed 20 minutes.*

Professional Practice Portfolio Timeline

Licensure candidates will submit a PPP (Professional Practice Portfolio) that demonstrates competence in each of the TSPC school counselor competencies in accordance with OAR 584-017-0441.

Fall Term

Continue to assemble documents. Create organizational system and begin placing artifacts.

Discover areas of needed growth in collaborative conversation with your supervisors. Be sure to utilize your internship sites so that you can increase your competence in needed areas.

Research and begin to select a technology-based resource in which to present your data (electronic portfolio, website). Program must have ability to transfer data onto a CD for your file. Program must also have ability to secure confidential data (password protection is a must!)

Winter

Create e-portfolio to demonstrate competencies; Continue to fill in any competency gaps via internship experiences & collaboration with school counseling program coordinator.

Create a version of the PPP which is suitable for employment seeking and presentation purposes.

Spring

Complete e-portfolio for submission to demonstrate full competence for licensure.

Complete presentation portfolio which eliminates or hides personal or secure information.

Present Presentation Portfolio to colleagues on the final day of the class in Spring term.

Evaluation (Fall Term)

Participation/Communication	20
Project Proposal Part 1	40
Formal Human Subjects Proposal	40

Total=100

Evaluation (Winter Term)

Attendance/Preparation for PPP workshop	40
Literature Review	60

Total=100

Evaluation (Spring Term)

Research Report	40
Research Presentation	20
PPP (ePortfolio)	20
Presentation Portfolio	20

Total=100

Note: All students are REQUIRED to use their pdx email accounts for this course. Announcements will go out on a near weekly basis using the class announcement system which uses your pdx account.

Date	Topic	Assignment:
Sept 26	Syllabus Internship Overview Review TSPC Competencies What is Action Research? 3 rd year licensure timeline	Read Action Research articles Review & Learn TSPC Competencies Conduct needs assessment to inform project
October 3	Review Proposal Ideas Review internship requirements Discuss PPP assignment	Consult with Site Supervisors & Admins Prepare proposal
October 10	Meet with librarian CLASS MEETS in Library – 220 J at 4:00	Review literature Prepare Proposal
October 15	Proposal Due (Extension date: Oct. 19)	Prepare Human Subjects App
Nov 6	Human Subjects Application Due (in mailbox)	Ongoing: compile electronic artifacts for e-PPP Decide on program for portfolio

Note: You may NOT start any Action Research Projects until your Human Subjects Form has been approved & you have received an approval letter. Beginning a project in advance is a violation of research ethics & will result in a No Pass.

Recommended Readings in Action Research for School Counselors

- American School Counselor Association. (2003). **The ASCA National Model: A framework for school counseling programs**. Alexandria, VA: Author.
- Cox, J. (1996). **Your opinion please: How to build the best questionnaires in the field of education**. Thousand Oaks, CA: Corwin Press.
- Foster, L. H., Watson, T. S., Meeks, C., & Young, J. S. (2002). Single-subject research design for school counselors. **Professional School Counseling, 62**, 146-154.
- Johnson, S., Johnson, C., & Downs, L. (2006). **Building a results-based student support program**. Boston: Lahaska Press.
- Lundervold, D. A., & Belwood, M. F. (2000). The best kept secret in counseling: Single-case (N=1) experimental designs. **Journal of Counseling and Development, 78**, 92-102.
- Lusky, M. B., & Hayes, R. L. (2001). Collaborative consultation and program evaluation. **Journal of Counseling and Development, 79**, 26-35.
- Reason, P., & Bradbury, H. (2000). **Handbook of action research: Participative inquiry and practice**. London: Sage Publications.
- Whiston, S. C. (1996). Accountability through action research: Research methods for practitioners. **Journal of Counseling and Development, 74**, 616-623.
- Whiston, S., & Sexton, T. (1998). A review of school counseling outcome research: Implications For practice. **Journal of Counseling and Development, 76**, 412-426.

Optional readings regarding data, programs, research

Johnson, R. (1997). **Setting our sights: Measuring equity in school change**. Los Angeles: Achievement Council.

Borders, L. D., & Drury, S. M. (1992). **Counseling programs: A guide to evaluation**. Newbury Park, CA: Corwin Press.

Useful Web Sites

Center for Action Research in Professional Practice (CARPP)

National Center for Education Statistics

National Center for School Counseling Outcome Research

The Early warning timely response: A guide to safe schools is found at <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>

The Public Conversations Project web page at: <http://www.publicconversations.org/index.html>

WestEd website <http://www.wested.org/hks>. You can access a resiliency measure. 1) Click on the “Healthy Kids Resilience Module Report”. Read on screen or make own copy. 2) Click on “Survey/Questionnaire”. There are different versions of the “California Healthy Kids Survey”.

<https://sites.google.com/a/pdx.edu/gse-tk20/home/tutorials/counseling-students>

Portland State University Professional Practice Portfolio Rubric

4	<p>Exemplary. Evidence indicates exemplary counselor-in-training action research or project. Evidence indicates counselor-in-training excels in providing action research or other project related to the usual and customary work of a professional school counselor. Evidence includes contextual application of theory. There is strong evidence that theory, knowledge, and skills have been applied in a field setting that directly impacts the school counseling program, success of students, and the overall quality of the educational experience within the school. Claims regarding outcomes are well-tempered and limitations are clearly explained. The writing style is professional and the product could guide the work of other professionals who want to build upon what was learned. Exemplary writing style and grammar. Cover page lists peer reviewers, author, title of project, and date.</p>
3	<p>Competent. Evidence indicates acceptable counselor-in-training action research or project. Evidence indicates counselor-in-training fulfills requirement to complete action research or other project related to the usual and customary work of a professional school counselor. Evidence includes contextual application of theory. There is evidence that theory, knowledge, and skills have been applied in a field setting that directly impacts the school counseling program, success of students, and the overall quality of the educational experience within the school. Claims regarding outcomes are well-tempered and limitations are explained. The writing style is professional and the product could guide the work of other professionals who want to build upon what was learned. Competent writing style and grammar. Cover page lists peer reviewers, author, title of project, and date.</p>
2	<p>Emerging. Evidence indicates adequate counselor-in-training action research or project. Evidence indicates counselor-in-training fulfills the minimum requirement to complete action research or other project related to the usual and customary work of a professional school counselor. Evidence lacks an understanding of the contextual application of theory. There is limited evidence that theory, knowledge, and skills have been applied in a field setting that directly impacts the school counseling program, success of students, and the overall quality of the educational experience within the school. Claims regarding outcomes are and limitations are explained. The writing style is marginal for a professional and the product might be of some use to other professionals who want to build upon what was learned. Inconsistent writing style and grammar. Cover page lists peer reviewers, author, title of project, and date.</p>
1	<p>Ineffective. Evidence is below minimally acceptable action research or project. Evidence presented is inadequate to indicate counselor-in-training can fulfill the project requirement. There is not evidence the theory, knowledge, and skills have been applied contextually in a field setting. Claims regarding outcomes are not supported. The project does not inform the usual and customary work of a professional school counselor. Inconsistent writing style and grammar. Cover page lists peer reviewers, author, title of project, and date.</p>
0	<p>Not Evident. No evidence indicates counselor-in-training has knowledge or skills to fulfill this TSPC Competency. There is no basis or inadequate materials for judgment.</p>

