

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

COUC 810

DISSEMINATION OF RESEARCH AND SCHOLARSHIP IN COUNSELING

Course Description: This course offers an orientation to writing and disseminating presentations and publications to the field of counseling in a variety of venues. Principles of research and scholarly writing are reviewed and skills are emphasized that provide readiness for manuscript preparation, submission, review, editorial, and presentation processes. The skills developed in this course will equip budding scholars to make a difference for Christ as expert writers and presenters in their chosen areas of counseling specialization.

Rationale: Developing the ability to disseminate research and scholarship into the field of counseling is necessary for leaders in the field. In this course doctoral students will learn to advocate for and support clients and communities through impactful and meaningful scholarly endeavors.

Method of Instruction: This course is delivered using an intensive format. Students attend 36-40 hours of classroom-based instruction at our campus in Lynchburg. In addition to the one week of class time, students are expected to complete additional work online both pre and post intensive over the duration of this 16-week course.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. Measurable Learning Outcomes:

This course is designed to ensure that doctoral students in the Counselor Education and Supervision Program demonstrate an understanding of how to disseminate research and scholarship to the field of counseling. Upon completion of this course, students will **demonstrate required knowledge, skills, and professional development objectives** pertaining to scholarly writing competencies as a counselor educator. Students will be able to do the following:

1. Locate and assess scholarly venues in the counseling profession and determine their suitability for publishing the student's own work.

2. Understand the procedures, pressures, challenges, and ultimate satisfaction in the publication process.
3. Analyze and assess published articles in terms of the strategies, approaches, and conventions each uses.
4. Increase individual abilities to write, edit, and critique materials for academic publication
5. Engage in thoughtful and responsible peer reviewing of works-in-progress.
6. Understand the publication process from the perspective of the author, peer reviews, and editors.
7. Prepare a scholarly article for submission to a peer-reviewed journal.

CACREP Doctoral Standards	Course/Experience – Evidence
6.B.4 Research and Scholarship (PLO III)	
B.4.f. models and methods of program evaluation	Personal Action Plan I; Personal Action Plan II; Personal Action Plan III; Selecting a Topic; Draft Practical Article; Assessment Plan Outline
B.4.h. professional writing for journal and newsletter publication	Selecting a Topic; Draft Practical Article; Research Articles Analysis; Assessment Plan Outline; Review/Sticky Note for Discussion
B.4.i. professional conference proposal preparation	Selecting a Topic; Presentation Proposal; Research Articles Analysis; Assessment Plan Outline; Review/Sticky Note for Discussion
B.4.k. grant proposals and other sources of funding	Draft Practical Article; Research Articles Analysis; Grant Writing Outline; Assessment Plan Outline

6.B.5 Leadership and Advocacy (PLO III)	
B.5.b. leadership and leadership development in professional organizations	Personal Action Plan I, Personal Action Plan II; Personal Action Plan III; Selecting a Topic; Presentation Proposal; Draft Practical Article; Research Articles Analysis; Grant Writing Outline; Assessment Plan Outline
B.5.c. leadership in counselor education programs	Personal Action Plan I, Personal Action Plan II; Personal Action Plan III; Selecting a Topic; Presentation Proposal; Draft Practical Article; Research Articles Analysis; Grant Writing Outline; Assessment Plan Outline; Review / Sticky Note for Discussion
Integration (PLO VI)	
PLO.6: The student will be able to integrate faith and spirituality into counselor education and supervision in an ethical manner.	Assignment VI: A-L

IV. Course Assignments

- A. **Class Attendance and Participation:** You must attend (on time) and participate in all class sessions in order to receive credit for this class. Along with the learning outcomes designed for this course, integration of faith in the context of scholarly excellence will be a topic of discussion.
- B. **Personal Action Plan I:** Students will read Part I of the course text (pp. 1-67) and follow the Grading Rubric Guidelines to critically analyze and synthesize chapter contents into a personal action plan that reflects the suggestions given in the chapter.
- C. **Selection of Area of Expertise:** Following the instructions from the assignment A reading, students will select a counseling topic/issue they have experience, expertise, or strong interest in developing.
- D. **Personal Action Plan II:** Students will read chapter 4 of the course text and follow the Grading Rubric Guidelines to critically analyze and synthesize chapter contents into a personal action plan that reflects the suggestions given in the chapter.
- E. **Presentation Proposal:** Following the instructions from the assignment C reading and the Grading Rubric for this assignment, students will
 1. Venue Selection: Locate suitable counseling venues for making presentations (i.e., ACA Division Conferences)
 2. Title and Abstract: Write a presentation Title and Abstract based on the topic they selected in Assignment A
 3. Presentation Proposal: Write a presentation proposal for a particular counseling venue (i.e., a particular ACA Division conference)
 4. Presentation Draft: Write a conference presentation draft for this counseling venue
- F. **Personal Action Plan III:** Students will read chapter 5 and 6 of the course text and follow the Grading Rubric Guidelines to critically analyze and synthesize chapter contents into a personal action plan that reflects the suggestions given in the chapters.
- G. **Draft Practical Article:** Following the instructions from the assignment E reading and the Grading Rubric for this assignment, students will write a draft of a practical article.
- H. **Analysis of Quality of Research Articles:** Students will read chapters 7-9 of the course text and select three journal articles (One qualitative, one quantitative, and one mixed methods) from the Liberty Databases that reflect excellence in the areas presented in the chapter. Provide a link to the article, a checklist listing the chapter's criteria for excellence, and a brief rationale for how each article meets the criteria delineated in the chapter.
- I. **Writing a Grant Outline;** Students will read chapters 10-12 of the course text and outline the instructions given for writing a grant.
- J. **Creating an Assessment Plan Outline:** Students will read chapters 10-12 of the course text and outline the instructions given for creating an assessment plan
- K. **List of Things to Remember:** Students will read chapters 12 and 13 of the course text and create a *list of things you want to remember* from each chapter.

- L. **Review and Sticky Note for Discussion:** *The Handbook of scholarly writing and publication* and notate important points you want to read when time allows. Place sticky notes in the text to mark these points.

V. **Course Grading and Policies:**

A. **Assignment Point Values:**

Assignment	Points
Class Participation	100
Personal Action Plans (3@ 100 points each)	300
Area of Expertise	100
Presentation Proposal	100
Draft Practical Article	100
Quality of Research Articles Analysis	100
Grant Application Process Outline	50
Assessment Plan Outline	50
List of Things to Remember	50
Review and Sticky Note for Discussion	50
Total	1,000

B. **Final Grade Point Totals:**

940-1000	A		920-939	A-		900-919	B+
860-899	B		840-859	B-		820-839	C+
780-819	C		760-779	C-		740-759	D+
700-739	D		680-699	D-		0-679	F

- C. **Plagiarism:** Students are expected to maintain academic integrity in all assignments. Therefore, *academic fraud such as plagiarism is not acceptable. If it is found that plagiarism has occurred, the student will receive a zero for the assignment and may receive an F for the course.* Additional information can be found at

www.plagiarism.org and

<http://www.liberty.edu/academics/graduate/index.cfm?PID=19155>.

- D. **Papers and Assignments:** All papers and assignments will be graded according to criterion presented in the grading rubric found in the Syllabus. *APA format is required on all written work. Papers that do not follow APA guidelines will not be accepted.* In a doctoral program, students must have the ability to write on a level that not only

displays a general understanding of the course material but also demonstrates the ability to analyze, synthesize, and articulate complex ideas. All assignments will be graded using a doctoral-level standard. Because of the importance of written communication, the professor reserves the right to give a failing grade to a paper based solely upon the quality of the writing.

- E. Electronic Submission:** All papers and assignments will be submitted electronically on Blackboard unless otherwise specified.
- F. Backing-Up Assignments:** Students are strongly encouraged to keep copies of their papers/assignments on their computers in case the electronic versions disappear. Loss of papers and assignments due to a lack of appropriate back up will not be an accepted excuse for not turning in an assignment by the due date.

VI. Attendance Policies

Because of the intensive nature of this class, attendance is essential. Class attendance and participation are expected, as they are crucial elements in a doctoral counseling program. Students are expected to attend every class on time, complete the assigned readings, and prepare to discuss content. ***Because this course meets for one week, each class day is equal to 3 weeks of a 15 week semester class. Failure to attend a portion or entire day of the intensive will result in a student's grade being lowered according to the following scale:***

- A. ½ to 1 day absent (i.e., 3 weeks of a semester class): Automatic C for the course.**
- B. 1½ or more days absent (> 6 weeks of a semester class): Automatic F for the course.**
- C. Arriving more than 15 minutes late after class begins or leaving early will count as an unexcused ½ day absence.**

VII. Other Policies:

- A. Academic Misconduct:** Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.
- B. Disability Statement:** Online students with a documented disability may contact the Liberty University Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.
- C. Drop/Add Policy:** Consult the Graduate Catalog for drop/add policies.
- D. FN Policy:** Students who begin this course, but at some point in the semester cease attending and do not provide official notification to withdraw will be assigned a grade of "FN" (Failure for Non-Attendance), dated to students' last date of attendance or academic activity. A grade of "FN" will be given when a student stops attending or participating in a class for a period of 21 consecutive days or more. "FN" indicates that a student ceased attendance and failed to complete course objectives. Students assume all responsibility for course work missed from non-attendance. Students receiving all FN's in a term are

subject to the Unofficial Withdrawal procedure, including the reduction and/or return of all Financial Aid. Students are fully responsible for all resulting charges on their student account. To review the entire Financial Aid Withdrawal policy, go to www.liberty.edu/fapolicies.

Students who receive a grade of "FN" may appeal to the professor to have the grade removed and allow a resumption of work in the course only if they were incapacitated during the 21 days of inactivity. Being incapacitated means that conditions were such that it was absolutely impossible for a student to communicate with the professor during the 21 days of inactivity. This appeal must be communicated in written form to the faculty member within one week of the notification that the "FN" grade was posted. The faculty member will confer with the Associate Dean/Chair in order to review and make a determination concerning the status of the appeal.

E. Dress Code: Students are expected to maintain a neat, professional appearance while in class. For formal presentations to the class, visiting the career center, and meeting with clients, students are expected to wear “business casual” attire. Consult your department for additional guidelines.

F. Classroom Policies.

1. Students are strongly encouraged to check their Liberty University email accounts and the course Blackboard site at least once a day to receive information about the class, etc. Awareness of changes, updates, etc. for this course is your responsibility. .
2. Please turn your cell phones off while in class. Texting or instant messaging in class is *not* permitted.
3. Laptops are permitted in the classroom for the purpose of taking notes. They should *not* be used for surfing the web or emailing others.

G. Classroom Conduct: Discussions of values can generate strong feelings. Students are always expected to be respectful of others even when you disagree with them. Excellent discussions go beyond the information in the textbooks by relating what is learned in this class to your own personal experiences and reactions to the material. Self-awareness and intellectual knowledge are the desired outcomes of these discussions.

H. Correspondence: Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allow them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.

- I. Dual Relationship & Limits of Confidentiality:** The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the professional development of the student. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance-learning dean. The incident and action taken will become part of the student's permanent record.

- J. Sexual Violence Consultation & Counseling Policy:** Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex -based discrimination, which can include: acts of sexual violence, sexual misconduct and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university's Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence and/or sexual violence.

Thus, if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the faculty member will make a referral to the Title IX office. This process is in place so that the university can help ensure that students are offered both the support and resources needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources or information

VIII. Suggestions for getting the most from this course...

- A.** Decide at the beginning that you are willing to devote the time and energy needed to do a quality job for this very important course in your program.

- B. Look through all the required material by the first week to get a general idea of what the course involves. Read this syllabus carefully to be sure that you understand what is expected of you in this course.
- C. Keep up-to-date in all your reading and assignments. Come to to class with an open mind. Be willing to take some risks. If you do not normally participate much in class, set a goal that you will actively participate.
- D. If you are experiencing difficulty in the course, please do not wait until the end of the semester to come in and discuss it. I am willing to work with you to help you succeed in this course. However, it is important that you take the initiative and seek help. I am available to discuss or explore any issues that are an outgrowth of being in this class within the limitations of the dual relationship (see section X.E).
- E. Most of importantly, enjoy the course. I am excited about the experiences that you will have and the content of this course. My prayer is that you will get a deeper sense of your professional identity and calling as a counselor educator and professional counselor.

IX. Calendar:

Topics, readings, and assignments tentatively follow the schedule below. ***All assignments are due my midnight on the due date.***

Please note that the syllabus is subject to change. The instructor will notify students of any changes that occur through 1) the course announcements on Blackboard, 2) email and/or 3) announcement in class. ***Failure to read your email, access Blackboard, or attend class will not exempt you from being responsible for implementing any changes.***

The course calendar has not yet been designed.

Course Schedule – Summer 2017 (Subject to Change)

Pre-Intensive	Complete the CRC by Wednesday of the 1st week of the semester.		
INTENSIVE WEEK:			
Session	Date	Topic	Activity
1	TBA	•	
2	TBA	•	
3	TBA	•	
4	TBA	•	
5	TBA	•	
Pre- and Post-Intensive	TBA	Personal Action Plans	
	TBA	Area of Expertise	
	TBA	Presentation Proposal	
	TBA	Draft Practical Article	
	TBA	Quality of Research Articles Analysis	
	TBA	Grant Application Process Outline	
	TBA	Assessment Plan Outline	
	TBA	List of Things to Remember	
	TBA	Review and Sticky Note for Discussion	