



CES Research Center Orientation

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Overview

Exploring rationale of why doctoral students should utilize the research center.

Understand the roles of research as a doctoral student to meet requirements of the CACREP standards, Candidacy Exam, and future core faculty positions.

Provide Liberty CES resources



Research and scholarship is a part of the CES professional identity.



Candidacy Exam requires students to have a Research and Scholarship component.



CES students need to meet 2016 CACREP (2015) standards in order to obtain employment.



CES students should utilize the research center earlier in their doctoral programs to assist with written assignments.



Research Center can provide students with faculty research mentorship

Rationale

2016 CACREP Standards (2015)

CES professional Identity

- Knowing the Importance of research in advancing the counseling profession
- Expected levels of scholarly activity

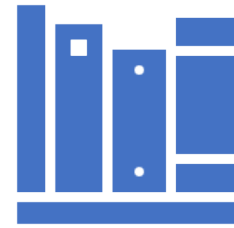
CES Doctoral Research Process



Scholarship



Dissemination



Topics of Interest

Candidacy Exam



Disseminating coursework assignments into conceptual pieces.



Producing presentations based on those conceptual ideas



Components of the candidacy exam leads to meeting standards for CACREP and employment as core faculty.

Leading to Employment

Assumption that research output as a professor is predicated on scholarly work as a doctoral student (Barnard-Brak et al., 2011).

Demonstrates the need for CES students to focus on scholarly research and dissemination to increase marketability (Kuo et al., 2017).

Benefits of the CES Research Center

- Faculty research mentorship
 - Kuo and colleagues (2017) found that CES students who were intrinsically motivated to conduct research were more likely to produce publications if they had a positive relationship with a faculty advisor
 - Additionally, they found that this positive relationship can also decrease CES students fear of failure concerning research

Spreading Awareness and Implementation

- Provide the new doctoral students with information during their orientation course (COUC 715)
 - Video (5-7mins)
 - Post the presentation and video in the CES Center.

Research Center Links and Guides



- How to find the research center.
 - Log on to [Canvas](#)
 - Click on the CES Center
 - Go to the Research Center tab.

References

- Council for Accreditation of Counseling and Related Educational Programs. (2015). *2016 CACREP Standards*. <http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>
- Barnard-Brak, L., Saxon, T. F., & Johnson, H. (2011). Publication Productivity among Doctoral Graduates of Educational Psychology Programs at Research Universities before and after the Year 2000. *Educational Psychology Review*, 23(1), 65–73. <https://doi.org/10.1007/s10648-010-9146-3>
- Kuo, P. B., Woo, H., & Bang, N. M. (2017). Advisory Relationship as a Moderator Between Research Self-Efficacy, Motivation, and Productivity Among Counselor Education Doctoral Students. *Counselor Education and Supervision*, 56(2), 130–144. <https://doi.org/10.1002/ceas.12067>