The 3EM Model for Research

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Agenda
Explore experiences related to learning and teaching research
Describe purpose of 3EM Model
Apply the model to research specifically
Identify future opportunities

Student Perspective

Fear
Imposter Syndrome
Lack of understanding
Lack of awareness
Lack of experience
1. What were your experiences of learning about or how (to read, use, conduct) research?

2. What have been your experiences teaching about research?

**What is the 3EM Model?**

- Expose
- Educate
- Engage
- Mentor
Purpose of the 3EM Model Applied to Research

- Master’s and doctoral students are expected to learn about the importance of research in the counseling profession and develop skills to understand, apply, and conduct research, including being able to identify evidence-based practices (CACREP, 2016).
- Doctoral students are expected to design and conduct their own research as well as possibly collaborate on research projects.
- Low efficacy and perceived knowledge is common among master’s students, specifically related to quantitative research (Steele & Rawls, 2015).
- Students often do not see the relevance of and may even fear research or statistics-related content or courses (Schneider, 2009).

Wester and Borders (2014) responded to the question “What are research competencies for the counseling profession?”

The question remains, “How do counselor educators encourage research competence among students?”

Previous research has focused on ethical research (Wester, 2011), research training in doctoral programs (Borders et al., 2014) and research competencies (Wester & Borders, 2014) and mentorship (Borders et al., 2012).

3EM Applied to Research

- Expose
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We are in need of a comprehensive model to encourage research involvement among counseling professionals of all levels.
Expos

Send the message that "Research exists in our profession and it is important. Understanding research is an expectation."

WHY?
- Generate interest
- Give a positive impression
- Demonstrate value

HOW?
- Integrate into coursework
- Share your research
- Share others' (students') research
- Notify about research-related opportunities

Educate

Teaching the various types and components of research as well as the beginnings of how to interface with research.

WHY?
- Debunk myths and stereotypes about research
- Foster research competencies
- Build self-efficacy

HOW?
- Formal coursework
- IRB training
- Providing information about research outlets

Engage

Specific invitations to encourage students to enhance research experience.

WHY?
- Encourage students to put education into action
- Further develop research competencies
- Students gain experience and self-efficacy

HOW?
- Invite students to get involved in specific research projects/teams
- Encourage students to act on specific opportunities
### WHY?
- Foster individualized growth and development
- Continue to foster research competencies
- Build self-efficacy as an independent researcher

### HOW?
- Be an effective and ethical researcher (Borders et al., 2012)
- Establish research mentoring relationships
- Communicate regularly
- Support the student’s work, separate from the mentor

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### Mentor

Assess and meet student’s needs to foster growth and autonomy (Borders et al., 2012)

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### Examples/Activities

- The Conflict
- Our Process
- Solution
- Resolution

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### Ideas for Implementation

Considerations and ideas for research
Comments/Questions

References


