



A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

COUN 595 Research Literature and Techniques

COURSE SYLLABUS: Summer 1 (June 6th -July 7th)

Fully Online Course

INSTRUCTOR INFORMATION

Instructor: Rebecca Judd PhD, LMSW-IPR

Office Location: Henderson 307 (Commerce)

Office Hours: (Online) Tuesday Mornings from 7:00 – 9:00 a.m. other times by appointment

Office Phone: n/a

University Email Address: Rebecca.Judd@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Sheperis, C. J., Young, J. S., Daniels, M. H. (2017). *Counseling Research: Quantitative, Qualitative, and Mixed Methods* (2nd ed.). Pearson

American Psychological Association. (2020) *Publication manual of the American Psychological Association* (7 th ed.). Washington, D.C.

Software Required:

Required Supplemental Readings:

American Counseling Association. (2014). *ACA Code of Ethics*. Author.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Astramovich, R. L. (2011). *Needs assessment: A key evaluation tool for professional counselors*. https://www.counseling.org/resources/library/vistas/2011-V-Online/Article_41.pdf

Bowers, R., Minichiello, V., Plummer, D. (2007). Qualitative research in counseling: A reflection for novice researchers. *The Qualitative Report*, 12(1), 131-145.
<https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1650&context=tqr>

Granello, D. H., & Hill, L. (2003). Assessing outcomes in practice settings: A primer and example from an eating disorder program. *Journal of Mental Health Counseling*, 25, 218- 232. <https://doi.org/10.17744/mehc.25.3.htkyhrrlbcdq5lp4>

Lambie, G. W., Blount, A. J., & Mullen, P. R. (2017). Establishing content-oriented evidence for psychological assessments. *Measurement and Evaluation in Counseling and Development*, 50(4), 210-216. <https://doi.org/10.1080/07481756.2017.1336930>

Lenz, A. S., & Wester, K. L. (2017). Development and evaluation of assessments for counseling professionals. *Measurement and Evaluation in Counseling and Development*, 50(4), 201- 209. <https://doi.org/10.1080/07481756.2017.1361303>

Levers, L. L., Anderson, R. I., Boone, A. M., Cebula, J. C., Edger, K., Kuhn, Neuman, E. E., & The syllabus/schedule are subject to change.

- Sindlinger, J. (2008). *Qualitative research in counseling: Applying robust methods and illuminating human context*.
<https://www.counseling.org/resources/library/vistas/2008-V-Online-MSWord-files/Levers.pdf>
- Smaby, M. H., Maddux, C. D., LeBeauf, I., & Packman, J. (2008). *Evaluating counseling process and client outcomes*.
https://www.counseling.org/resources/library/vistas/2008-V-Print-complete-PDFs-for-ACA/Smaby_Article_22.pdf
- Sexton, T. L. (1999). *Evidence-based counseling: Implications for counseling practice, preparation, and professionalism*.
<https://www.counseling.org/resources/library/ERIC%20Digests/99-09.pdf>
- Trusty, J. (2011). Quantitative articles: Developing studies for publication in counseling journals. *Journal of Counseling & Development*, 89, 261-267.
- Wester, K. L. (2011). Publishing ethical research: A step-by-step overview. *Journal of Counseling & Development*, 89, 301-307. <https://doi.org/10.1002/j.1556-6678.2011.tb00093.x>
- Wester, K. L., & Borders, L. D. (2014). Research competencies in counseling: A Delphi study. *Journal of Counseling & Development*, 92, 447-458.
<https://doi.org/10.1002/j.1556-6676.2014.00171.x>
- West-Olatunji, C. (2013, November 25). *Research in counseling*. Counseling Today.
<https://ct.counseling.org/2013/11/research-in-counseling/>
- Winters, R., Winters, A., & Amedee, R. G. (2010). Statistics: A brief overview. *The Ochsner Journal*, 10(3), 213-216.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3096219/pdf/i1524-5012-10-3-213.pdf>

Course Description

Three semester hours. Emphasizes research in the student's major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development and evaluation, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

General Course Information

Research Literature and Techniques is required in all master's degree programs in the Department of Counseling. The course includes studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Although the structure of the course will be that commonly encountered in graduate studies, the teaching philosophy of the instructor is invitational. The pursuit of a degree in counseling means different things to different people. Interests and emphases vary from person to person, but most recognize the importance of a basis in both quantitative and qualitative research methods. In the opinion of the instructor, even those who do not intend to perform research must be educated consumers of research in order to provide competent services. As a graduate of a CACREP accredited program, the professional community and the public will expect you to have basic research competencies. Your work may well lead you to situations where you will be required to perform studies, to accurately interpret the results and meaning of studies for others, or to make policy decisions that are based on the results of research. It would probably be in your best interest, as well as that of the Department, for you to take a very serious approach to development of these competencies. You are invited to discover what research means to you.

Student Learning Outcomes

Standard	Learning Activity	Assignment	Assignment Rubric	Benchmark
2.F.8.a	<ul style="list-style-type: none"> ● Reading (Sheperis et al., 2017 [Chapter 1]; West-Olatunji, 2013; Bowers et al., 2007; Wester & Borders, 2014) ● In-Class discussion (week 1) 	1. Journal Article Critique	1. Journal Article Critique rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.8.b. identification of evidence-based counseling practices	<ul style="list-style-type: none"> ● Reading (Sheperis et al., 2017 [Chapter 6]; Sexton, 1999; Granello & Hill, 2003) ● In-Class discussion (week 7) 	1. Journal Article Critique	1. Journal Article Critique rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.8.c. needs assessments	<ul style="list-style-type: none"> ● Reading (Sheperis et al., 2017 [Chapter 13 & 16]; Astramovich, 2011) ● In-Class discussion (week 5) 	1. In-Class Experiential Activities	1. In-Class Experiential Activities	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

2.F.8.d. development of outcome measures for counseling programs	<ul style="list-style-type: none"> • Reading (Sheperis et al., 2017 [Chapter 5]; Lenz & Wester, 2017; Lambie et al., 2017) • In-Class discussion (week 6) 	1. in-Class Experiential Activities	1. In-Class Experiential Activities	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.8.e.		1. Journal Article Critique	1. Journal Article Critique rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.8.f. qualitative, quantitative, and mixed research methods	<ul style="list-style-type: none"> • Reading (Sheperis et al., 2017 [Chapters 6, 7, 8, 9, 10, 11, 13, & 14]) • In-class demonstrations (weeks 7-13) 	1. Journal Article Critique	1. Journal Article Critique rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

<p>2.F.8.g. designs used in research and program evaluation</p>	<ul style="list-style-type: none"> ● Reading (Sheperis et al., 2017 [Chapters 6 & 16]) ● Websites https://youtu.be/WtohCMNOTXQ; http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics_files/Types%20of%20Research.pdf; http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics_files/Experimental%20Design.pdf) ● In-Class discussion (week 5) 	<p>1. In Class Experiential Activities</p>	<p>1. In-Class Experiential Activities</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
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<p>2.F.8.h. statistical methods used in conducting research and program evaluation</p>	<ul style="list-style-type: none"> ● Reading (Sheperis et al., 2017 [Chapter 5]; Winters et al., 2010) ● Website http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html ● In-class demonstrations 	<p>1. Journal Article Critique</p>	<p>1. Journal Article Critique rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p>2.F.8.i. analysis and use of data in counseling</p>	<ul style="list-style-type: none"> ● Reading (Sheperis et al., 2017 [Chapter 1, 17]; Levers et al., 2008; Smaby et al., 2008) ● Website http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html; https://www.discoverdata-science.org/social-good/mental-health/; https://videos.schoolcounselor.org/home ● In-class demonstration and discussion (week 3& 4) 	<p>1. Journal Article Critique</p>	<p>1. Journal Article Critique rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>

<p>2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</p>	<ul style="list-style-type: none"> ● Reading (Sheperis et al., 2017 [Chapters 2 & 18]; ACA, 2014; Wester, 2011) ● Class discussion (week 2) 	<p>1. Journal Article Critique</p>	<p>1. Journal Article Critique rubric</p>	<p>1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
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Content Areas include, but are not limited to the following:

- I. Importance of Research
- II. Research in the Counseling Profession
 - A. Opportunities
 - B. Difficulties
 - C. Importance
- III. Research Methods
 - A. Qualitative
 - B. Quantitative
 - C. Single-Case Designs
 - D. Action Research
 - E. Outcome Based Research
- IV. Technological Competence and Computer Literacy
 - A. General Computer Literacy
 - B. Use in Conducting Research
 - C. Use in Program Evaluation
- V. Program Modification
 - A. Needs Assessment
 - B. Program Evaluation
 - C. Using research results to effect program modifications
- VI. Using Research Results to Improve Counseling Effectiveness
- VII. Ethical and Legal Considerations Related to Research and Program Evaluation

TEXES Competencies Related to this Course: (*TEXES is the state examination required for school counselor certification*).

Competency 004: Program Management

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

Competency 006: Counseling

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010: Professionalism

The school counselor understands and complies with ethical, legal and professional standards relevant to the profession.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

Instructional methods for this course include pre-recorded lectures and didactic presentations posted in D2L weekly content, self-reflection of learning discussions, weekly assignments that will provide experiential learning and practical application. Students are expected to engage in online interactions and complete tasks in D2L.

Student Responsibilities or Tips for Success in the Course

Students are responsible for active learning and expectations of student engagement and activity for this course includes the following:

1. You are expected to always display professionalism. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete all readings prior to completing assignments.
3. Complete all assignments by the deadline (Late assignments are NOT accepted).
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your university email (this is the official communication route for the university to you). My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.

8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open and embrace the process. This degree takes time, work, effort, and growth.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weighting of Assessments

In Class Experiential Activities: 25%

Statement of Research Interest: 30%

Journal Article Critique: 25%

Final Exam: 20%

Assessments

SWK 595 Assignments

- I. **Self-Reflection Learning Posts in Discussion (100 total points)** – Each week (total of 5) you will have a prompt to complete before you engage with the material and after you engage with the material. This is a pre/post discussion post weekly (total of 10 posts). This is designed to help you examine what you learned engaging in the content – what you thought you knew before and how this changed after you engaged. This is my version of online “discussion” in that, after years of doing online courses, the traditional requirement of *having students post a response, then post to two classmates simply becomes a task to complete and often done at the last minute. I find the self-reflection to be more beneficial for learning. I will be interested to see your responses in this area. You will receive 10 pts for each posting (earning up to 20 pts per weekly post) or a total of 100 pts.* You are expected to give a thoughtful, honesty response to the prompt and use this time to evaluate your learning on the topic of research as an activity for counseling.
- II. **Statement of Research Interest (100 pts):** You will develop a statement of research interest. This statement will need to include (a) areas of interest, (b) methods of research, and (c) future direction and dissemination. Your statement needs to be 2-3 pages, double-spaced and adhere to APA 7th edition standards, and yes, a title page and a reference page (using a minimum of 5 empirical sources) are included but does not count towards your page count total. An example of a research statement is available in D2L. Please recognize the example does not exactly align with all the expectations of the assignment. Hence, that is why it is just an example. **See Appendix C for outline and grading rubric.**
- III. **Journal Article Critique (100 pts):** You will choose an empirical journal article from an ACA journal (see Appendix A), one that aligns with your track (e.g., CMHC, school counseling, student affairs), that emphasizes a particular intervention (e.g., evidence-based practice or procedure, counseling/helping professional approach or technique) and provide an article critique (2-page minimum). If you are unsure about your selected article, please notify the course instructor immediately so that they can assist you in identifying the correct type of article. Please utilize the resources (e.g., textbook, journal articles, websites, etc.) from this class to help understand research/program evaluation concepts mentioned in the article when developing your critique.

The goal of this article critique is to enhance your ability to identify, interpret, and evaluate empirical intervention research relevant to counseling (or area of focus), as well as be able to apply research findings to counselor practice, client care, and the counseling profession. See Rubric below grading criteria and Appendix B for the article critique outline. Pro Tip: the article critique outline contains the minimum requirements students must address. Note that

Appendix B also includes some thought provoking questions for your consideration. The **thought provoking questions** should be used to spark thought and exploration and not serve as something that must be addressed.

See Appendix B for Outline and grading rubric

Contribution to final grade

Policy on Due Date and Assignment Submission

(1) NO assignments will be accepted past the due date. If an assignment is not submitted by the specified due data and time, a 0 will be awarded. **In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, a arrangement between the instructor and student will be made for submission of assignments.**

(2) NO exam can be made up.

(3). ALL written assignments will be submitted in the correct folder, online in Bright Space D2L by the due date and time. **DO NOT** email an assignment to me. In the hordes of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

SWK 595: RESEARCH LITERATURE AND TECHNIQUES Fall 2021

August 30th -

Week	Date	Topic	CACREP Standards	Reading	ASSIGNMENT
1	Module 1 (06/6 – 06/12) September 6th September 13th September 20th	Introductions, Course Overview and Expectations -Important of Research in Counseling -Contemporary Issues in Counseling Research	2.F.8.a	-Sheperis et al. (2017) Chapter 1: Contemporary issues in counseling research -West-Olatunji (2013) Research in counseling -Bowers et al. (2007) Qualitative research in counseling: A reflection for novice researchers ... -Wester & Borders (2014) Research	Knowledge Pretest
		-Ethical Considerations for Research	2.F.8.j	- Sheperis et al. (2017) Chapter 2: Ethical considerations in the practice ... Sheperis et al. (2017) Chapter 18: Developing a research report -ACA (2014) <i>Code of Ethics</i> -Wester (2011) Publishing ethical research ...	
		-Reviewing the Literature -Methodological Issues -Use of Data in Counseling	2.F.8.h 2.F.8.i	i - Sheperis et al. (2017) Chapter 1: Contemporary issues in counseling research - Sheperis et al. (2017) Chapter 3: Reviewing the literature - Sheperis et al. (2017) Chapter 4: Methodological issue -Levers et al. (2008) Qualitative research in counseling: Applying robust methods and illuminating human context	

				<ul style="list-style-type: none"> -Smaby et al. (2008) Evaluating counseling process ... -website (https://www.discoverdatascience.org/social-good/mental-health/; https://videos.schoolcounselor.org/home) 	
2	Module 2 (06/13 – 06/19) October 4th	Basic Statistics -Overview of Common Statistical Methods in Research/Program Evaluation	2.F.8.c 2.F.8.g 2.F.8.e	<ul style="list-style-type: none"> -Sheperis et al. (2017) Chapter 5: Basic statistical ... -Sheperis et al. (2017) Chapter 17: Data management ... -Winters et al. (2010) Statistics: A brief overview -Website (http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html) 	
		-Needs Assessment -Designs used in program evaluation -Program Evaluation of intervention and programs	2.8.f.d	<ul style="list-style-type: none"> Sheperis et al. (2017) Chapter 6: Experimental designs - Sheperis et al. (2017) Chapter 13: An overview of survey ... - Sheperis et al. (2017) Chapter 16: Program evaluation - Astramovich (2011) Needs assessment -Websites (https://youtu.be/WtohCMNOTXQ; www.balkinresearchmethods.com “Type of Research,” “Experimental Designs,” and “Designing and Evaluating the Independent Variable”) 	
3	Module 3 (06/20 -06/26)	-Counseling Outcomes -Development of Counseling Outcome Measures	2.8.F.b 2.8.F.f	<ul style="list-style-type: none"> - Sheperis et al. (2017) Chapter 5: Basic statistics (Reliability, validity, and levels of measurement) - Lenz & Wester (2017) Development and evaluation of assessments for counseling professionals -Lambie et al. (2017) Establishing content-oriented evidence for psychological assessments 	

		-Quantitative Research: Experimental Designs -Identifying Evidence-Based Practices	2.8.F.f	-Sheperis et al. (2017) Chapter 6: Experimental designs -Sexton (1999) Evidence-based counseling ... -Granello & Hill (2003) Assessing outcomes in practice settings ...	
		Quantitative Research: Predictive Designs	2.8.F.f	-Sheperis et al. (2017) Chapter 7: Predictive designs	
4	Module 4 (06/27 – 07/03)	Quantitative Research: Single-Case Designs	2.8.F.f	-Sheperis et al. (2017) Chapter 8: Single-case research designs	Journal Article Critique DUE – submit in D2L no later than 11:59 06.27
		Qualitative Research Design: Case Study	2.8.F.f	-Sheperis et al. (2017) Chapter 9: Case Study research	
		-Qualitative Research Design: Phenomenological Designs and Grounded Theory	2.8.F.f	-Sheperis et al. (2017) Chapter 10: Grounded Theory ... Sheperis et al. (2017) Chapter 11: Phenomenological research ...	
5	Module 5 (07/4 – 07/07)	-Survey Research	2.8.F.f	-Sheperis et al. (2017) Chapter 10: Grounded Theory ... Sheperis et al. (2017) Chapter 11: Phenomenological research ...	Research Statement Due – Submit in D2L no later than 11:59 07.07
		Mixed Methods Designs	2.8.F.f	- Sheperis et al. (2017) Chapter 14: Mixed Method ...	

Appendix A

American Counseling Association Journal List

Journal of Counseling & Development (JCD)
Adultspan Journal
The Career Development Quarterly (CDQ)
Counseling and Values (CVJ)
Counselor Education and Supervision (CES)
Journal of Addictions & Offender Counseling (JAOC)
Journal of College Counseling (JCC)
Journal of Employment Counseling (JEC)
Journal of Humanistic Counseling (JHC)
Journal of Multicultural Counseling and Development (JMCD)
Counseling Outcome Research and Evaluation (CORE)
Measurement and Evaluation in Counseling and Development (MECD)
The Family Journal (IAMFC)
Journal of Child and Adolescent Counseling (ACAC)
Journal of Creativity in Mental Health (ACC)
Journal of LGBT Issues in Counseling (ALGBTIC)
Journal of Mental Health Counseling (AMHCA)
Journal of Military and Government Counseling (MGCA)
Journal for Social Action in Counseling and Psychology (CSJ)
Journal for Specialists in Group Work (ASGW)
Rehabilitation Counseling Bulletin (ARCA)
Professional School Counseling (PSC)
International Journal for the Advancement of Counseling (IJAC)

Appendix B

Journal Article Critique Outline

- I. **Summary of the Article**
 - a. Provide a general overview of the article. Consider addressing the rationale for the study, research questions, research design, intervention used, important findings, and who the study/intervention will benefit. Remember, the goal in this section of the journal article critique is to summarize. Provide examples where necessary.
 - b. Do NOT overemphasize any area/section in the summary of the article. The idea is to give the reader a general sense of what the article entails, while highlighting key points/elements that would draw in readers to locate the original article should they be interested. Provide examples where necessary.
- II. **Evidence-based Counseling Practice**
 - a. Here you will provide a detailed description of the intervention and indicate whether the intervention is considered evidence-based; be sure to support your conclusion of where or not the intervention is evidence-based. Note that your selected article may include previous literature in the “literature review” section of the article (usually located in the first few paragraphs of the article and usually NOT labeled as “literature review”) indicating the intervention is evidence-based, but if not, you may need to find additional resources (i.e., scholarly journal articles) to indicate whether. Provide examples where necessary.
- III. **Research and Statistical Method Used**
 - b. Here you will provide a detailed description of both research design (i.e., true-experimental, quasi-experimental, pre-experimental) and statistical method (e.g., t-test, ANOVA, MANOVA, etc.) used. Be sure to cite scholarly sources used to support your conclusions. Provide examples where necessary.
- IV. **Critique of Research and How the Intervention/Research is Important to Counseling**
 - c. Here you will provide your OPINION, supported with evidence (i.e., scholarly sources), as to whether the article and research is (a) rigorous/trustworthy, (b) conducted in an ethical manner, and (c) takes into consideration of any multicultural factors. Provide examples where necessary.
 - d. A question to consider is would you use this intervention/research as a counselor, or would you allow a counselor to perform the intervention on you or rely on the research to inform their counseling practice? Why or why not?

V. Here are some questions that may help spark thoughts throughout the critique. Not that there is no requirement to use any of the questions below. They are meant to orient your thinking as you develop the content for this assignment.

1. Are the title and/or abstract of the article appropriate and clear?
2. Is the purpose of the study/article clear?
3. Is the discussion of the findings/content relevant to the study purpose?
4. Have the authors cited essential and necessary literature related to the study topic?
5. Are there any sections of the article that need to be expanded or omitted?
6. Are the authors' ideas and/or statements clear or ambiguous?
7. Is the research important for the field (counseling)?
8. Has the intervention been clearly described?
9. Are the research methods described in detail and are they understandable? Are they correct?
10. How did the authors incorporate research implications? Did they do so appropriately?
11. How would you use the research findings from your article (both clients served and the profession of counseling)?

Article Critique Grading Rubric

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectation (18-20 points)
Summary of the article (20 points)	Demonstrates a lack of knowledge on how to appropriately summarize an article. Rather than an overview, a detailed description was provided; others who read the summary would not have a general understanding of the article; Not representative of graduate level work	Demonstrates knowledge on how to appropriately summarize a journal article but omits one or two key points. No section of the article was overly represented in the summary of the article; others who read the summary would have a general understanding of the article; representative of graduate level work	Demonstrates exceptional knowledge on how to appropriately summarize a journal article with no missing key points. No section of the article was overly represented in the summary of the article; others who read the summary would have a general understanding of the article. Representative of graduate level work
Evidence-based counseling practice (20 points)	No description or discussion of the evidence-based counseling practice anywhere in the article critique; or evidence based counseling practice was only briefly mentioned without any detail; not representative of graduate level work	A detailed description or discussion of the evidence-based counseling practice was evident in the article critique and details provided but missing one or two key elements; representative of graduate level work	A detailed description or discussion of the evidence-based counseling practice was evident in the article critique and details provided with not missing elements; not representative of graduate level work
Research and statistical method Used (20 points)	No discussion surrounding the research design and/or statistical method used, or discussion was vague and only mentioned the research design and statistical method by name. No examples were provided. Not representative of graduate level work	The discussion surrounding the research design statistical method used was evident and include details of both but missing one or two key details. Examples were provided where necessary. Representative of graduate level work	The discussion surrounding the research design statistical method used was clearly evident and include details with no missing information. Examples were provided where necessary. Representative of graduate level work

	1 – Does Not Meet Expectation (0-23.9 points)	2 – Meets Expectation (24-26.9 points)	3 – Exceeds Expectation (27-30 points)
Critique of research and how the intervention/ research is important to counseling (30 points)	Critique demonstrates little to no personal opinion, based on evidence, as to whether the research/intervention is rigorous/ trustworthy, conducted in an ethical and multicultural manner, and so forth, and whether or not the article itself is quality. Did not include a critique of the research. No mention of why and how the intervention/ research is important to counseling. Not representative of graduate level work	Critique demonstrates fair amount of personal opinion, based on evidence, as to whether the research/intervention is rigorous/ trustworthy, conducted in an ethical and multicultural manner, and so forth, and whether or not the article itself is quality, but missing one or two key elements. Included as section mentioning why and how the intervention/research is important to counseling with examples. Representative of graduate level work	Critique demonstrates fair amount of personal opinion, based on evidence, as to whether the research/intervention is rigorous/ trustworthy, conducted in an ethical and multicultural manner, and so forth, and whether or not the article itself is quality, with no missing detail. Included as section mentioning why and how the intervention/research is important to counseling with examples. Representative of graduate level work
APA Style/Grammar (10 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

Appendix C

Statement of Research Interest

a. A detail description of interests (what are you passionate about as it related to counseling). Be sure to rely on more than a single source.

b. Current available research on area(s) of interest (present the research). What is does the research say? What populations are being examined?

c. What area(s) of your research interest do perceive are missing (what needs to be further researched). It could be a certain population, setting, intervention, treatment format, kind/type of research and so forth.

b. Method of Research

a. How would you investigate your areas of interest? I recognize the limitations involved in completing this portion, but use what you known. Dive into the literature and see what other researchers have done to explore yours or similar interests. For example, I would you an experimental type of research because Or, I would use a case study design because You are encouraged to explore your textbook and other resources to address this portion of the assignment.

c. Future Direction and Dissemination

a. What type of answers would you like to find in regard to your areas of interest? In other words, what do you want to know further about your research interests that has NOT been discovered?

b. How will you let others (e.g., counselors, educators, policy-makers, etc.) known that your research interests matter? How would you share your research? Who would you tell and why?

Grading Rubric: Statement of Research Interest

	1 – Does Not Meet Expectation (0-3.4 points)	2 – Meets Expectation (3.5-4.6 points)	3 – Exceeds Expectation (4.5-5 points)
Response Post Qualities	Response post states “nice post,” “good job,” “I agree/ disagree,” or something similar without advancing the conversation; Response post does advance the conversation; not complete or missing critical components; feedback provided is not thoughtful or relevant to the original post; response also includes several grammatical/APA errors and not consistent with graduate level work.	Response post advances the conversation, is thoughtful and detail oriented but missing one or two key elements; evidence that student is knowledgeable of the concept/topic discussed in original post Response is evident of graduate level work with some grammatical/APA errors.	Response post advances the conversation, is thoughtful and detail oriented with no missing detail; examples are included where necessary; evidence that student is knowledgeable of the concept/topic discussed in original post; Response is evident of graduate level work with few to no grammatical/APA errors.
Method of Research (15 points)	Method of how you would investigate your interest was incomplete or missing; no evidence of using previous literature to investigate others’ methods of inquiry; not representative of graduate level work	Method of how you would investigate your interest was fairly complete but missing only one or two key points; evidence of using previous literature to investigate others’ methods of inquiry; representative of graduate level work	Method of how you would investigate your interest was complete with no missing information; evidence of using previous literature to investigate others’ methods of inquiry; representative of graduate level work
Future Direction and Dissemination (15 points)	Future direction and dissemination were not addressed or addressed vaguely; no mention of how to disseminate research findings was discussed; not representative of graduate level work	Future direction and dissemination were addressed in detail but missing one or two key points; some examples were provided where necessary; how to disseminate research findings was evident; representative of graduate level work	Future direction and dissemination were thoroughly addressed without any missing information; examples were provided where necessary; how to disseminate research findings was evident; representative of graduate level work
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.