



COUN 595: Research Literature & Techniques

Course Syllabus:

Spring, 2023

Tuesdays, 7:20PM – 10:00PM

CHEC

INSTRUCTOR INFORMATION

Instructor: Jovaria Baig, PhD, LPC, LCDC

Office Location: CHEC

Office Hours: By Appointment

University Email Address: Jovaria.baig@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: 48 hours ; M-F

Graduate Co-Instructor (if available):

Graduate Co-Instructor University Email Address (if available):

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

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

Note. This course will use D2L as its Learning Management System

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

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TEXAS A&M UNIVERSITY

COMMERCE

professionals. *Measurement and Evaluation in Counseling and Development*, 50(4), 201-

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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., & 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>

Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 595. Research Literature and Techniques

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

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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 (SLOs):

Measurement 1 (Knowledge):

I. Article Critique. Using class resources (e.g., textbook, readings, websites, etc.), students will demonstrate their ability to identify, interpret, and evaluate empirical intervention research relevant to counseling.

II. In-Class Research Presentation. Students will demonstrate knowledge of a specific research design or research interest of their choosing. It is expected that students will support their presentations using both course material and additional independent research.

III. Discussion and Response Posts (3 discussions, 3 responses). Students will use information from course lectures and readings to respond to various discussion prompts regarding research and program evaluation.

Measurement 2 (Skills):

I. Article Critique. Students will apply the results of their chosen article to counseling practice and explore the logistical and ethical implications of the results.

II. In-Class Research Presentation. During their presentations, students will be assessed on their professionalism, accuracy of information provided, and ability to engage with peer questions and feedback.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 595 PLOs

Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform	<ul style="list-style-type: none"> ● Lecture (week 1) ● Reading (Sheperis et al., 2017 [Chapter 1]; West-Olatunji, 2013; Bowers et al., 2007; Wester & Borders, 2014) ● In-Class discussion (week 1) 	<ol style="list-style-type: none"> 1. Journal Article Critique 2. Research Statement of Interest 3. Presentation 	<ol style="list-style-type: none"> 1. Journal Article Critique rubric 2. Statement of Research Interest Rubric 3. In-Class Presentation Rubric 	<ol style="list-style-type: none"> 1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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counseling practice				3. ≥ 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"> Lecture (week 7) 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"> Lecture (week 5) Reading (Sheperis et al., 2017 [Chapter 13 & 16]; Astramovich, 2011) In-Class discussion (week 5) 	1. Discussion and Response Post 1	1. Discussion and Response Post rubric	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"> Lecture (week 6) Reading (Sheperis et al., 2017 [Chapter 5]; Lenz & Wester, 2017; Lambie et al., 2017) In-Class discussion (week 6) 	1. Discussion and Response Post 2	1. Discussion and Response Post rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.8.e. evaluation of counseling interventions and programs	<ul style="list-style-type: none"> Lecture (week 5) Reading (Sheperis et al., 2017 [Chapter 16]) Website (http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics_files/Designing%20and%20Evaluating%20the%20Independent%20Variable.pdf) In-class demonstrations (week 5) In-Class discussion (week 5) 	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"> Lecture (weeks 7-13) Reading (Sheperis et al., 2017 [Chapters 6, 7, 8, 9, 10, 11, 13, & 14]) In-class demonstrations (weeks 7-13) In-Class discussion (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
2.F.8.g. designs used in research and program evaluation	<ul style="list-style-type: none"> Lecture (week 5) 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/R 	1. Discussion and Response Post 3	1. Discussion and Response Post rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation



	<p>Research Methods and Statistics files/Experimental%20Design.pdf)</p> <ul style="list-style-type: none"> ● In-Class discussion (week 5) 			
2.F.8.h. statistical methods used in conducting research and program evaluation	<ul style="list-style-type: none"> ● Lecture (week 4) ● 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 (● In-Class discussion (weeks 	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.i. analysis and use of data in counseling	<ul style="list-style-type: none"> ● Lecture (weeks 3 & 4) ● 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.discoverdatascience.org/social-good/mental-health/; https://videos.schoolcounselor.org/home) ● In-class demonstration (week 4) ● In-Class discussion (weeks 3 & 4) 	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.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	<ul style="list-style-type: none"> ● Lecture (week 2) ● Reading (Sheperis et al., 2017 [Chapters 2 & 18]; ACA, 2014; Wester, 2011) ● Class discussion (week 2) 	1. Journal Article Critique	1. Journal Article Critique rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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

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- 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
- V. 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, participating in online discussions, 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

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In



addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
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. 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 to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

1. **Discussion and Response Posts (20 points for initial post and 20 points for response post; 40 points total for each discussion and response post; 120 for all 3 discussion and response posts).** You will have a total of 3 Discussion and Response Posts (3 initial postings and 3 response postings) during the semester. You are expected to give a thorough and thoughtful response to each prompt utilizing scholarly resources (i.e., textbook, journal publications, credible websites, etc.). In addition to the initial discussion, you will also respond to two of your classmate's discussion posts. Your responses to classmate must advance the initial discussion, that is, the response adds to and strengthens the original post, contracts the original post and provides an explanation as to why, provides further clarification to the original post, and so forth. Response posts that state "nice post," "good job," "I agree/disagree," or something similar without advancing the conversation will not be grade and result in zero (0) points for the response portion of that particular discussion and response post. Thus, it is possible to receive partial credit for completing the discussion but not the response post and vice versa.

The goal of the discussion post is to stimulate conversation surrounding research and program evaluation concepts, challenge any preconceived notions relevant to research and the counseling profession, and expand your thoughts on counselors' role in research and program evaluation.

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The rubrics for both discussion and response posts are below. For the weeks with discussion posts, they are released the day of class and are due in the following order: (a) **initial discussion post is due by Thursday at 11:59pm of that particular week and (b) the response posts are due just before class.** Please note that no late postings will be accepted for equity reasons.

Discussion Post Rubric

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectations (18-20 points)
Discussion Post Qualities	Discussion Post is not complete, not written in a clear manner OR post is missing critical components from the question OR is discussed in an illogical/inconsistent manner. Post is irrelevant to the question/comment being asked/made; Post has several grammatical/APA errors; not consistent with graduate level work	Discussion post presents most elements of the question OR all elements discussed but in a brief manner OR post is complete but one or two points made is incorrect; Post is evident of graduate level work with some minor grammatical/APA errors	Discussion post presents all elements of the question(s) discussed thoroughly and clearly; examples are provided where necessary; post is evident of graduate level work with few to no grammatical/APA errors.

Response Post Rubric

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectations (18-20 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.
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2. **Statement of Research Interest (50 points):** 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 three 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. See rubric below.

Statement of Research Interest Rubric

	1 – Does Not Meet Expectation (0-11.9 points)	2 – Meets Expectation (12-13.4 points)	3 – Exceeds Expectation (13.5-15 points)
Area(s) of Interest (15 points)	Description of interests were vague and incomplete; no empirical evidence provided or the available research on the topic/interest was not included; no discussion of what is missing regarding the interest/topic; not representative of graduate level work	Description of interests were fairly clear but missing one or two key points; empirical evidence provided or the available research on the topic/interest was included; what seems missing from the research was identified; representative of graduate level work	Description of interests were clear and complete with no missing information; empirical evidence provided or the available research on the topic/interest was included; what seems missing from the research was identified; representative of graduate level work



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
	1 – Does Not Meet Expectation (0-3.4 points)	2 – Meets Expectation (3.5-4.6 points)	3 – Exceeds Expectation (4.5-5 points)
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.

3. **Journal Article Critique (100 points):** 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 (4-6 pages). 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 has to be addressed.

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Journal Article Critique 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 and/or 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 and/or 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
	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (8-8.9 points)	3 – Exceeds Expectation (9-10 points)
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.

4. **In-class Presentation (100 points):** Along with a partner, you will present on a content area related to this course for a period of no more than 20 minutes. You may choose a specific research design, an area of research that interests you, or a section from the textbook that you find challenging. The main objective of this presentation is to demonstrate your knowledge and competence in research methodology. ***Once you have identified a partner and discussed potential areas, please consult with the course instructor to ensure the topic/content area is appropriate.*** Without prior consultation and approval from the course instructor, the presentation will not be considered for grading. It is expected that you will reach beyond the content from the textbook and utilize additional resources (e.g., other books, web resources, journal articles, etc.). Presentations will be conducted on PowerPoint or other platforms and graded in real time. **A one-page handout that summarizes the content of the presentation is required.** Please print enough copies to distribute to classmates and the course instructor. See Rubric below.

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In-Class Presentation Rubric

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectation (18-20 points)
Topic (20 points)	No prior discussion with course instructor concerning topic; topic is not significant or relevant to counseling; no evidence of possessing knowledge about topic; Not representative of graduate level work	A prior discussion with course instructor concerning topic occurred; topic is significant or relevant to counseling; evidence of possessing knowledge about topic but missing one or two key points; representative of graduate level work	A prior discussion with course instructor concerning topic occurred; topic is significant or relevant to counseling; evidence of possessing knowledge about topic without missing key information; representative of graduate level work
Professional Etiquette (20 points)	Presentation appeared unrehearsed; presenter appeared unprofessional; did not start and or stop on time; not representative of graduate level work	Presentation appeared rehearsed; presenter appeared professional most of the time; start and stopped on time; representative of graduate level work	Presentation appeared rehearsed; presenter appeared professional throughout; start and stopped on time; representative of graduate level work
Accuracy of Information (20 points)	Information presented was not factual and/or grounded in the literature; it seems the information came from a single source; no evidence of synthetization across multiple sources; not representative of graduate level work	Information presented was mostly factual and/or grounded in the literature; evidence of synthetization across multiple sources; representative of graduate level work	Information presented was factual and/or grounded in the literature with no key points missing; evidence of synthetization across multiple sources; representative of graduate level work
Presentation and Presenter Qualities (20 points)	Presentation seemed unorganized; sequencing was off; presenters seem unprepared and was not enthusiastic about the topic /presentation; not representative of graduate level work	Presentation seemed organized; sequencing may have been slightly off; presenters seem prepared for the most part and was enthusiastic about the topic/presentation; representative of graduate level work	Presentation was clearly organized; sequencing was appropriate; presenters were both prepared and enthusiastic about the topic/presentation; representative of graduate level work



Presentation and Presenter Characteristics (20 points)	Did not respond well to questions, nor open to feedback; handout was missing or done poorly; not representative of graduate level work	Responded fairly well to questions and was open to feedback; handout provided and appeared complete; representative of graduate level work	Responded well to questions and was open to feedback; handout provided and appeared complete; representative of graduate level work
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GRADING

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

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Assignment/Assessment	Point Value
Discussions	120
Statement of Research Interest	50
Journal Article Critique	100
In-class Presentation	100

Total points possible = 370. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 370. The resulting value is multiplied by 100 to yield a percentage. For example: $(310 \text{ [points earned]} / 370) \times 100 = 83.8\%$

Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings.**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

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Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of

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			June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/)

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- Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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

Brightspace Support Need Help? Student 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 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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Interaction with Instructor Statement

[Example]

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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: Netiquette

<http://www.albion.com/netiquette/corerules.html>

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>

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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

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

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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

Gee Library- Room 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

The syllabus/schedule are subject to change.



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.

[Example] COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	CACREP Standards	Readings	Assignments
Week 1	-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 competencies in counseling	-Review Syllabus
Week 2	-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 ...	

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Week 3	-Reviewing the Literature -Methodological Issues -Use of Data in Counseling	2.F.8.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 -Smaby et al. (2008) Evaluating counseling process ... -website https://www.discoverdatascience.org/social-good/mental-health/ ; https://videos.schoolcounselor.org/home	
Week 4	-Basic Statistics -Overview of Common Statistical Methods in Research/Program Evaluation	2.F.8.h. 2.F.8.i.	-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	
Week 5	-Needs Assessment -Designs used in program evaluation -Program Evaluation of intervention and programs	2.F.8.c. 2.F.8.g. 2.F.8.e	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” -Discussion Post 1 releases	-Statement of Research Interest Due (submit in D2L)
Week 6	-Counseling Outcomes -Development of Counseling Outcome Measures	2.F.8.d	- 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	Discussion and Response Post 1 due (completed in D2L)



			-Discussion Post 2 releases	
Week 7	-Quantitative Research: Experimental Designs -Identifying Evidence-Based Practices	2.F.8.b. 2.F.8.f.	-Sheperis et al. (2017) Chapter 6: Experimental designs -Sexton (1999) Evidence-based counseling ... -Granello & Hill (2003) Assessing outcomes in practice settings ...	Discussion and Response Post 2 due (completed in D2L)
Week 8	Quantitative Research: Predictive Designs	2.F.8.f.	-Sheperis et al. (2017) Chapter 7: Predictive designs	
Week 9	Quantitative Research: Single-Case Designs	2.F.8.f.	-Sheperis et al. (2017) Chapter 8: Single-case research designs	
Week 10	Qualitative Research Design: Case Study	2.F.8.f.	-Sheperis et al. (2017) Chapter 9: Case Study research	
Week 11	-Qualitative Research Design: Phenomenological Designs and Grounded Theory	2.F.8.f.	-Sheperis et al. (2017) Chapter 10: Grounded Theory ... Sheperis et al. (2017) Chapter 11: Phenomenological research ... -Discussion Post 3 releases	
Week 12	-Survey Research	2.F.8.f.	-Sheperis et al. (2017) Chapter 13: An overview of survey research	Discussion and Response Post 3 due (completed in D2L)
Week 13	Mixed Methods Designs	2.F.8.f.	- Sheperis et al. (2017) Chapter 14: Mixed Method ...	Journal Article Critique due (submit in D2L)
Week 14	Class Presentations		Class Presentations	Class Presentation due (Submit presentation or link in D2L)



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)

The syllabus/schedule are subject to change.



Appendix B

Journal Article Critique Outline

1. 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 particular 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.

2. Evidence-based Counseling Practice

- a. Here you will provide a detailed description of the intervention and indicate whether or not 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 or not. Provide examples where necessary.

3. Research and Statistical Method Used

- a. 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.

4. Critique of Research and How the Intervention/Research is Important to Counseling



- a. Here you will provide your OPINION, supported with evidence (i.e., scholarly sources), as to whether or not 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.
- b. 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?

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)?



Appendix C

- a. Area(s) of 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?