



## **COUN 595: Research Literature & Techniques**

Course Syllabus: [Summer I, 2023]

### **INSTRUCTOR INFORMATION**

**Instructor:** Jovaria Baig PhD, LPC, LCDC

**Office Location:** CHEC

**Office Hours:** Mondays at 4pm, By Appointment only

**University Email Address:** [Jovaria.baig@tamuc.edu](mailto:Jovaria.baig@tamuc.edu)

**Preferred Method of Communication:** Email

**Communication Response Time:** 24 hours

### **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* (2<sup>nd</sup> 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](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>

*The syllabus/schedule are subject to change.*

- 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., & 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](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.

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### 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

#### 2016 CACREP Standards Addressed in COUN 595

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 counseling practice	<ul style="list-style-type: none"> <li>Lecture (Module 1)</li> <li>Reading (Sheperis et al., 2017 [Chapter 1]; West-Olatunji, 2013; Bowers et al., 2007; Wester &amp; Borders, 2014)</li> </ul>	1. Journal Article Critique	1. Journal Article Critique rubric	1. $\geq$ 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"> <li>Lecture (Module 3)</li> <li>Reading (Sheperis et al., 2017 [Chapter 6]; Sexton, 1999; Granello &amp; Hill, 2003)</li> </ul>	1. Journal Article Critique	1. Journal Article Critique rubric	1. $\geq$ 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"> <li>Lecture (Module 2)</li> <li>Reading (Sheperis et al., 2017 [Chapter 13 &amp; 16]; Agramovich, 2011)</li> </ul>	1. Discussion and Response Post 1	1. Discussion and Response Post rubric	1. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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2.F.8.d. development of outcome measures for counseling programs	<ul style="list-style-type: none"> <li>Lecture (Module 3)</li> <li>Reading (Sheperis et al., 2017 [Chapter 5]; Lenz &amp; Wester, 2017; Lambie et al., 2017)</li> </ul>	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"> <li>Lecture (Module 2)</li> <li>Reading (Sheperis et al., 2017 [Chapter 16])</li> <li>Website ( <a href="http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics_files/Designing%20and%20Evaluating%20the%20Independent%20Variable.pdf">http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics_files/Designing%20and%20Evaluating%20the%20Independent%20Variable.pdf</a>)</li> </ul>	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"> <li>Lecture (Modules 3, 4, &amp; 5)</li> <li>Reading (Sheperis et al., 2017 [Chapters 6, 7, 8, 9, 10, 11, 13, &amp; 14])</li> </ul>	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"> <li>Lecture (Module 2)</li> <li>Reading (Sheperis et al., 2017 [Chapters 6 &amp; 16])</li> <li>Websites (<a href="https://youtu.be/WtohCMNOTXQ">https://youtu.be/WtohCMNOTXQ</a>; <a href="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/Types%20of%20Research.pdf</a>; <a href="http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics_files/Experimental%20Design.pdf">http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics_files/Experimental%20Design.pdf</a> )</li> </ul>	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
2.F.8.h. statistical methods used in conducting research and program evaluation	<ul style="list-style-type: none"> <li>Lecture (Module 2)</li> <li>Reading (Sheperis et al., 2017 [Chapter 5]; Winters et al., 2010)</li> <li>Website ( <a href="http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html">http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html</a>)</li> </ul>	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"> <li>Lecture (Module 2)</li> <li>Reading (Sheperis et al., 2017 [Chapter 1, 17]; Levers et al., 2008; Smaby et al., 2008)</li> <li>Website (<a href="http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html">http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html</a>; <a href="https://www.discoverdatascience.org/social-good/mental-health/">https://www.discoverdatascience.org/social-good/mental-health/</a>; <a href="https://videos.schoolcounselor.org/home">https://videos.schoolcounselor.org/home</a>)</li> </ul>	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"> <li>Lecture (Module 1)</li> <li>Reading (Sheperis et al., 2017 [Chapters 2 &amp; 18]; ACA, 2014; Wester, 2011)</li> </ul>	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
  - 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.

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**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 7<sup>th</sup> edition.

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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 post, you will also respond to TWO of your classmate's discussion posts. Your response to classmates 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. Yes, it is possible to receive partial credit for completing the discussion but not the response post and vice versa, or completing the initial discussion but only responding to one classmate's post. I encourage everyone to complete all elements of the discussion and response posts given the weight each post has toward your overall grade in this class. Lastly, the sooner you post your initial discussion, the sooner others, and yourself, will be able to respond. Hence, do not wait until the last minute.

The goal of 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. 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 (your response to TWO classmates' posts) is due Sunday at 11:59pm of that particular week.** Please note that no late postings will be accepted for equity reasons.

### **Discussion Post Rubric**

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	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 not advance the conversation; not	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	Response post advances the conversation, is thoughtful and detail oriented with no missing detail; examples are included where necessary; evidence that student is



	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.	discussed in original post Response is evident of graduate level work with some grammatical/APA errors.	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. **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. **Please note that since the journal article critique is due on the last day of class, no extensions will be given since grades have to be submitted within hours of the summer 1 semester ending.**

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 address.

#### 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	Demonstrates a lack of knowledge on how	Demonstrates knowledge on how to	Demonstrates exceptional

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(20 points)	to appropriately summarize an article. Rather than an overview, a detailed	appropriately summarize a journal article but omits one or two key points. No	knowledge on how to appropriately summarize a journal article with no
	description was provided; others who read the summary would not have a general understanding of the article; Not representative of graduate level work	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	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)

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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	Critique demonstrates fair amount of personal opinion, based on evidence, as to whether the research/intervention is rigorous/trustworthy, conducted in an	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. 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	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	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.

**3. 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

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	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.

## 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 (3 total)	120
Journal Article Critique	100
Statement of Research Interest	50
Syllabus Quiz	10

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Total points possible = 280. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 280. The resulting value is multiplied by 100 to yield a percentage. For example:  $(240 \text{ [points earned]}/280) \times 100 = 85.7\%$

Assignments are due on the day noted in the syllabus. Late assignments will not be accepted during the summer semester, given the time constraint of 5-weeks and assignment types offered in this class, unless arrangement have been made with the course instructor in advance. **I will not accept late discussion/response postings for equity reasons.**

## 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.

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)
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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**

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

*The syllabus/schedule are subject to change.*



- 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)  
<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/)  
<https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/> ○ [Apple Quick Time](http://www.apple.com/quicktime/download/) <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.

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## 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](mailto: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.

### Interaction with Instructor Statement

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.

*The syllabus/schedule are subject to change.*



## **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>

### **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:

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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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.

## COURSE OUTLINE / CALENDAR

### Course Calendar Summer 1 2020

Date	Topic	CACREP Standards	Readings	Assignments
Module 1 (6/5 – 6/11)	-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  -Syllabus in class Quiz

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	-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.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 <a href="https://www.discoverdatascience.org/social-good/mental-health/">https://www.discoverdatascience.org/social-good/mental-health/</a> ; <a href="https://videos.schoolcounselor.org/home">https://videos.schoolcounselor.org/home</a>	
Module 2 (6/12 – 6/18)	-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 <a href="http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html">http://www.balkinresearchmethods.com/Balkin_Research_Methods/Research_Methods_and_Statistics.html</a>	<b>Discussion and Response Post 1 due</b> (completed in D2L)  *Note that the initial discussion post is due on Sun (6/11) at



	-Needs Assessment - Designs used in program evaluation - Program Evaluation of	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	11:59pm and your response post is due on Monday (6/12) at 11:59pm.
	intervention and programs		assessment -Websites ( <a href="https://youtu.be/WtohCMNOTXQ">https://youtu.be/WtohCMNOTXQ</a> ; <a href="http://www.balkinresearchmethods.com">www.balkinresearchmethods.com</a> “Type of Research,” “Experimental Designs,” and “Designing and Evaluating the Independent Variable”	<b>Statement of Research Interest due Thursday (6/15) at 11:59pm in D2L</b>
Module 3 (6/19 – 6/25)	-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	<b>Discussion and Response Post 2 due</b> (completed in D2L)  *Note that the initial discussion post is due on Sunday (6/18) at 11:59pm and your response post is due on Monday (6/19) at 11:59pm.
	-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 ...	
	Quantitative Research: Predictive Designs	2.F.8.f.	-Sheperis et al. (2017) Chapter 7: Predictive designs	
Module 4 (6/26 – 7/2)	Quantitative Research: Single-Case Designs	2.F.8.f.	-Sheperis et al. (2017) Chapter 8: Single-case research designs	<b>Discussion and</b>





	Qualitative Research Design: Case Study	2.F.8.f.	-Sheperis et al. (2017) Chapter 9: Case Study research	<b>Response Post 3 due</b> (completed in D2L)  *Note that the initial discussion post is due on Sunday (6/25) at 11:59pm and your response post is due on Monday (6/25)
	-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 ...	
				at 11:59pm.
Module 5 (7/3 – 7/6)	-Survey Research	2.F.8.f.	-Sheperis et al. (2017) Chapter 13: An overview of survey research	<b>Journal Article Critique due in D2L by 11:59pm on 7/2.</b>
	Mixed Methods Designs	2.F.8.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

**Appendix B**  
Journal Article Critique

**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?