



**EAST TEXAS A&M**  
UNIVERSITY

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

### **Spring 2026: Course Syllabus**

#### **INSTRUCTOR INFORMATION**

**Instructor:** Lorry Royal, PhD, LPC, NCC, CSC

**Office Location:** Virtual

**Office Hours:** By appointment

**University Email Address:** [lorry.royal@etamu.edu](mailto:lorry.royal@etamu.edu)

**Preferred Form of Communication:** E-mail

**Communication Response Time:** 24 hours, Monday – Friday

#### **COURSE INFORMATION**

##### **Required Textbook**

Sheperis, C. J., Young, J. S., Daniels, M. H. (2023). *Counseling Research: Quantitative, Qualitative, and Mixed Methods* (3<sup>rd</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>

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.

*The syllabus/schedule are subject to change.*

<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.

### **Course Rationale and General Information**

Research Literature & Techniques is a foundational course within the counseling master's program, designed to equip students with essential knowledge and skills necessary for engaging in empirical research within the fields of counseling and mental health. This course is critical for several reasons:

1. **Enhancing Evidence-Based Practice:**
  - In the ever-evolving field of counseling, future counselors must base their interventions and therapeutic approaches on empirical evidence. This course fosters the ability to critically evaluate existing literature and apply the latest research findings to practice, ensuring that counseling methods remain effective and aligned with current best practices.
2. **Developing Critical Thinking:**
  - Research requires critical thinking and problem-solving skills. Students will learn to formulate research questions, design studies, and analyze data. These skills are invaluable not only for research purposes but also for clinical assessment and decision-making.

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**3. Empowering Ethical Practice:**

- A thorough understanding of research methods and ethics is essential for maintaining high professional standards. This course provides insights into ethical considerations and responsibilities, ensuring adherence to the ethical guidelines established by professional counseling associations.

**4. Contributing to the Field:**

- Research skills enable students to contribute to the advancement of the counseling field. Whether through original research, program evaluation, or evidence-based practices, students' involvement can profoundly impact the well-being of individuals and communities.

**5. Preparation for Advanced Studies:**

- For those pursuing doctoral degrees or advanced studies in counseling or related fields, this course provides a solid foundation. Familiarity with research methodologies and critical literature review is essential for success at higher academic levels.

**General Course Information**

Research Literature and Techniques is a required course for all master's degree programs in the Department of Counseling. It covers research methods, statistical analysis, needs assessment, and program evaluation. While structured to reflect graduate-level rigor, the instructor's teaching philosophy is invitational, emphasizing exploration and personal connection to research.

**Key Highlights:**

- **Applicability Across Interests:** Recognizing the diverse motivations for pursuing a counseling degree, this course accommodates varying interests while underscoring the universal importance of quantitative and qualitative research methods.
- **Education for All Counselors:** Even for students who do not plan to conduct original research, understanding and consuming research responsibly is critical for providing competent services.
- **Professional Expectations:** Graduates of CACREP-accredited programs are expected by the professional community and the public to possess basic research competencies. These include the ability to conduct studies, accurately interpret research results, and make policy decisions informed by empirical evidence.

**Instructor's Perspective:**

Students are invited to discover the personal and professional significance of research. As part of the program, the knowledge and skills developed in this course will prepare students to navigate situations requiring research interpretation, program evaluation, or evidence-based policymaking effectively. By taking a serious and engaged approach to developing research competencies, students can meet and exceed the expectations of the counseling profession.

**2016 CACREP Standards Addressed in COUN 595 PLOs**

Standard	Learning Activity	Assignment
2.F.8.a. the importance of research in advancing the counseling profession, including how to critique	<ul style="list-style-type: none"><li>● Lecture</li><li>● Reading (Sheperis et al., 2017 [Chapter 1]; West-Olatunji, 2013;</li></ul>	<ul style="list-style-type: none"><li>● Quizzes</li><li>● Statement of Research Interest:</li></ul>

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research to inform counseling practice	<p>Bowers et al., 2007; Wester &amp; Borders, 2014)</p> <ul style="list-style-type: none"> <li>● In-Class discussion (week 1)</li> </ul>	<ul style="list-style-type: none"> <li>● Article Review Assignment:</li> <li>● Discussion Board Assignments</li> </ul>
2.F.8.b. identification of evidence-based counseling practices	<ul style="list-style-type: none"> <li>● Lecture (week 7)</li> <li>● Reading (Sheperis et al., 2017 [Chapter 6]; Sexton, 1999; Granello &amp; Hill, 2003)</li> <li>● In-Class discussion (week 7)</li> </ul>	<ul style="list-style-type: none"> <li>● Statement of Research Interest</li> <li>● Article Review Assignment</li> <li>● Discussion Board Assignments</li> </ul>
2.F.8.c. needs assessments	<ul style="list-style-type: none"> <li>● Lecture (week 5)</li> <li>● Reading (Sheperis et al., 2017 [Chapter 13 &amp; 16]; Astramovich, 2011)</li> <li>● In-Class discussion (week 5)</li> </ul>	Program Evaluation Proposal Paper
2.F.8.d. development of outcome measures for counseling programs	<ul style="list-style-type: none"> <li>● Lecture (week 6)</li> <li>● Reading (Sheperis et al., 2017 [Chapter 5]; Lenz &amp; Wester, 2017; Lambie et al., 2017)</li> <li>● In-Class discussion (week 6)</li> </ul>	Program Evaluation Proposal Paper
2.F.8.e. evaluation of counseling interventions and programs	<ul style="list-style-type: none"> <li>● Lecture (week 5)</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> <li>● In-class demonstrations (week 5)</li> <li>● In-Class discussion (week 5)</li> </ul>	Program Evaluation Proposal Paper
2.F.8.f. qualitative, quantitative, and mixed research methods	<ul style="list-style-type: none"> <li>● Lecture (weeks 7-13)</li> <li>● Reading (Sheperis et al., 2017 [Chapters 6, 7, 8, 9, 10, 11, 13, &amp; 14])</li> <li>● In-class demonstrations (weeks 7-13)</li> <li>● In-Class discussion (weeks 7-13)</li> </ul>	Quizzes Statement of Research Interest Article Review Assignment Program Evaluation Proposal Paper
2.F.8.g. designs used in research and program evaluation	<ul style="list-style-type: none"> <li>● Lecture (week 5)</li> <li>● Reading (Sheperis et al., 2017 [Chapters 6 &amp; 16])</li> </ul>	Quizzes Article Review Assignment

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	<ul style="list-style-type: none"> <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> <li>• In-Class discussion (week 5)</li> </ul>	Program Evaluation Proposal Paper
2.F.8.h. statistical methods used in conducting research and program evaluation	<ul style="list-style-type: none"> <li>• Lecture (week 4)</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> <li>• In-class demonstrations (</li> <li>• In-Class discussion (weeks</li> </ul>	Quizzes Article Review Assignment Program Evaluation Proposal Paper
2.F.8.i. analysis and use of data in counseling	<ul style="list-style-type: none"> <li>• Lecture (weeks 3 &amp; 4)</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> <li>• In-class demonstration (week 4)</li> <li>• In-Class discussion (weeks 3 &amp; 4)</li> </ul>	Quizzes Discussion Board Assignments Program Evaluation Proposal Paper
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 (week 2)</li> <li>• Reading (Sheperis et al., 2017 [Chapters 2 &amp; 18]; ACA, 2014; Wester, 2011)</li> <li>• Class discussion (week 2)</li> </ul>	Quizzes Statement of Research Interest Discussion Board Assignments Program Evaluation Proposal Paper

**Content Areas include, but are not limited to, the following:**

- I. Importance of research
- II. Research in the Counseling Profession

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- 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.

### **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.

### **Student Responsibilities and Tips for Success**

As a student, you play a key role in your learning process. To maximize your success, adhere to the following expectations:

**1. Professionalism:**

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- Always display professionalism. Be respectful of your professor and peers. Embrace feedback as an integral part of your development throughout the program.
- 2. **Preparation:**
  - Complete all assigned readings and review course materials in advance. While there are no scheduled class meetings, staying prepared ensures you can engage meaningfully with course content.
- 3. **Timely Submission:**
  - Submit all assignments by the posted deadlines. Late submissions may impact your grades and disrupt your learning schedule.
- 4. **Code of Conduct:**
  - Adhere to the university's student code of conduct. Maintain academic integrity and uphold ethical standards in all interactions and coursework.
- 5. **Engagement:**
  - Actively participate in all online discussions and activities. Your engagement is essential for comprehension and success in an asynchronous environment.
- 6. **Academic Writing:**
  - Follow APA 7th edition guidelines for all writing assignments to meet academic standards.
- 7. **Email Communication:**
  - Regularly check your university email, ideally once per day, to stay updated on communications from instructors, the department, and the university.
- 8. **Proactive Reading:**
  - Begin assigned readings early. Complex material may require multiple readings to fully grasp the content.
- 9. **Plan Ahead:**
  - Treat deadlines as the final opportunity to submit, not the starting point to begin work. Whenever possible, work ahead to manage unforeseen challenges effectively.
- 10. **Growth Mindset:**
  - Be open to the learning process. Achieving this degree requires time, effort, and a willingness to grow academically and personally.

### Assignments/Assessments

#### Quizzes (125 points total; 25 points each quiz)

Students will complete five quizzes throughout the course which are tied to the corresponding chapters in the Sheperis et al. text. The quizzes will be multiple choice formatted.

#### Article Review Assignment (50 points total; 25 points each review)

**Purpose:** The Article Review assignment is designed to enhance your ability to critically engage with academic research in the field of counseling. This task will develop your skills in analysis, evaluation, and synthesis, fostering a deeper understanding of research methodologies and their application to counseling practice.

**Assignment Overview:** You will select two scholarly, peer-reviewed articles related to counseling topics and critically analyze them. Each review will be worth 25 points, contributing to a total of 50 points. Your reviews must adhere to APA 7th edition formatting guidelines, including appropriate headings for each section outlined below.

#### Assignment Structure

##### 1. Introduction and Rationale for Article

- Explain why the chosen article is significant to the field of counseling.

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- Provide context by summarizing the article's main focus or premise.
- Justify your selection by connecting it to current trends, gaps, or needs in counseling research.

**2. Research Questions/Hypotheses**

- Identify and list the research questions and/or hypotheses.
- Clarify whether these were explicitly stated in the article or inferred from the content.

**3. Variables, Concepts, and Constructs**

- For **quantitative studies**:
  - Identify the Independent and Dependent Variables under investigation.
  - Discuss potential qualitative phenomena for future research.
- For **qualitative studies**:
  - Describe the key phenomena of interest and their relevance.
  - Suggest variables that could be used in a future quantitative study.

**4. Methodology**

- **Data Collection and Sampling**:
  - Describe the sampling strategy, participant demographics, and recruitment process.
- **Measurement and Assessment**:
  - Explain how the study measured or assessed its primary concepts.
- **Analysis Methods**:
  - Outline the statistical or qualitative methods used for analysis.
- **Validity and Trustworthiness**:
  - Discuss how the study addressed threats to internal and external validity or ensured trustworthiness and rigor.

**5. Findings and Conclusions**

- Identify the primary findings and conclusions drawn by the authors.
- Provide a balanced critique:
  - Highlight strengths, such as alignment with research objectives or novel contributions.
  - Identify limitations, such as methodological weaknesses or gaps in data interpretation.

**6. Implications for Counseling Practice**

- Discuss how the findings can be applied in real-world counseling settings.
- Identify two specific strategies or interventions informed by the article's conclusions.

**7. APA Formatting and Academic Writing**

- Ensure the paper is well-organized, adheres to APA 7th edition guidelines, and includes proper citations and a reference list.
- Maintain clarity, conciseness, and academic tone throughout.

### Assignment Guidelines

- **Article Selection:** Articles must be peer-reviewed and published within the last 10 years unless otherwise approved by the instructor.
- **Length:** While there is no strict page requirement, thoroughness and depth of analysis are expected.
- **Submission:** Submit your reviews as a single document through the course's designated platform by the specified deadline.

### Grading Criteria

Your reviews will be assessed based on the following criteria:

1. **Depth of Analysis (15 points):** Demonstrates a comprehensive understanding of the article's content, context, and implications.
2. **Critical Thinking (10 points):** Provides insightful critiques and connects findings to broader counseling practices.
3. **APA Compliance (10 points):** Adheres to APA formatting and citation standards.
4. **Clarity and Organization (15 points):** Presents ideas logically and with academic precision.

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5. **Relevance (10 points):** Aligns the articles and analysis with the course focus and counseling field.

By engaging in this assignment, you will refine your ability to interrogate academic literature and apply research findings to enhance your professional practice in counseling.

**Here are some well-known journals in the field of professional counseling:**

1. **Journal of Counseling & Development (JCD)** - Published by the American Counseling Association (ACA), this journal covers a wide range of topics in counseling and development.
2. **The Counseling Psychologist** - A journal of the Society of Counseling Psychology, this publication focuses on research and practice in counseling psychology.
3. **Journal of Counseling Psychology** - Published by the American Psychological Association (APA), this journal focuses on research and practice in counseling psychology.
4. **Journal of Mental Health Counseling** - This is the official publication of the American Mental Health Counselors Association (AMHCA) and focuses on mental health counseling research and practice.
5. **Counseling and Values** - Published by the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), this journal explores the intersection of counseling and values.
6. **Counseling Psychology Quarterly** - A journal that covers various aspects of counseling psychology, published by the British Psychological Society.
7. **Journal of Addictions & Offender Counseling** - A publication of the International Association of Addictions and Offender Counselors (IAAOC), it focuses on counseling issues related to addiction and offender populations.
8. **Journal of Multicultural Counseling and Development** - This journal, published by ACA, addresses multicultural and diversity issues in counseling.
9. **Counselor Education and Supervision** - Another journal published by ACA, it focuses on counselor education, supervision, and training.
10. **Journal for Social Action in Counseling and Psychology** - This journal explores the role of counseling and psychology in promoting social justice and activism.

**Here are some reputable journals in the field of school counseling:**

1. **Professional School Counseling** - This journal is published by the American School Counselor Association (ASCA) and is dedicated to the practice of school counseling in K-12 educational settings.
2. **Journal of School Counseling** - This peer-reviewed journal focuses on research, practice, and issues related to school counseling. It covers a wide range of topics relevant to school counselors.
3. **The School Counselor** - Published by the Texas School Counselor Association (TSCA), this journal addresses various aspects of school counseling, including best practices and emerging trends.
4. **Journal of Professional School Counseling** - This journal focuses on research, theory, and practice in the field of professional school counseling. It is affiliated with the Georgia School Counselors Association (GSCA).
5. **School Counseling and Guidance Journal** - Published by the Japan Association for College and University Counseling, this journal explores counseling and guidance practices in educational settings, including schools.
6. **School Psychology International** - While not exclusively a school counseling journal, it covers topics related to school psychology and counseling in an international context, making it relevant for school counselors.

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7. **International Journal for the Advancement of Counselling** - This journal occasionally publishes articles related to school counseling and guidance, along with broader counseling topics.

**Here are some reputable journals in the field of mental health counseling:**

1. **Journal of Mental Health Counseling (JMHC)** - This journal, published by the American Mental Health Counselors Association (AMHCA), covers a wide range of topics related to mental health counseling, including clinical practice, research, and professional development.
2. **The Journal of Behavioral Health Services & Research** - This journal explores issues related to behavioral health services, including mental health counseling, substance abuse treatment, and healthcare delivery.
3. **The Family Journal: Counseling and Therapy for Couples and Families** - While it primarily focuses on family counseling, this journal often includes articles related to mental health counseling within the context of families and couples.
4. **Psychotherapy Research** - This journal publishes research on various aspects of psychotherapy, including interventions used in mental health counseling.
5. **Journal of Cognitive Psychotherapy: An International Quarterly** - It focuses on cognitive-behavioral therapy and related approaches, which are commonly used in mental health counseling.
6. **The Journal of Humanistic Counseling** - Published by the Association for Humanistic Counseling (AHC), this journal explores humanistic approaches to counseling, which can be relevant to mental health counseling.

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Did Not Meet Expectations (1)	Points
Introduction and Rationale (3 points)	The rationale lacks clarity or relevance to the field of counseling.	The rationale is clear and relevant, providing a basic connection to counseling research.	The rationale lacks clarity or relevance to the field of counseling.	/3
Research Questions/Hypotheses (3 points)	Questions/hypotheses are unclear or missing.	Questions/hypotheses are identified with sufficient clarity.	Questions/hypotheses are unclear or missing.	/3
Variables, Concepts, Constructs (4 points)	Variables/concepts are misidentified or inadequately described.	Variables/concepts are correctly identified and sufficiently explained.	Variables/concepts are misidentified or inadequately described.	/4
Methodology (5 points)	Methodology is poorly described or lacks key details.	Methodology is adequately described with essential details included.	Methodology is poorly described or lacks key details.	/5
Findings and Conclusions (5	Findings and conclusions are	Findings and conclusions are	Findings and conclusions are	/5

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points)	poorly identified or lack critical analysis.	adequately identified and analyzed.	poorly identified or lack critical analysis.	
Implications for Practice (3 points)	Implications are vague or unrelated to counseling practice.	Implications are relevant and adequately connected to counseling practice.	Implications are vague or unrelated to counseling practice.	/3
APA Formatting and Writing (2 points)	APA formatting is inconsistent and writing lacks clarity.	APA formatting is consistent, and writing is clear and organized.	APA formatting is inconsistent and writing lacks clarity.	/2

### Discussion Board Assignment

**Overview:** You will participate in three Discussion and Response assignments throughout the semester. Each assignment consists of an initial post (20 points) and two response posts (20 points total), contributing to a combined score of 40 points per discussion and response. With three discussions in total, the assignment is worth 120 points.

#### Assignment Guidelines

##### 1. Initial Post:

- Due by **Wednesday at 11:59 p.m.**
- Respond thoughtfully to the professor's provided prompt, which aligns with the weekly course content.
- Demonstrate understanding by incorporating material from the course, such as readings, lectures, or peer-reviewed sources.
- The post must:
  - Be at least one page in length (approximately 250–300 words).
  - Include at least one cited reference to course material or a peer-reviewed source in APA 7th edition format.

##### 2. Response Posts:

- Due by **Sunday at 11:59 p.m.**
- Provide **two substantive responses** to classmates' initial posts.
- Responses must:
  - Go beyond simple agreement or disagreement.
  - Offer thoughtful feedback, pose questions, or expand on the discussion topic.
  - Reflect a critical engagement with the material and foster dynamic dialogue.

##### 3. Engagement Expectations:

- Posts should stimulate discussion, reflect critical analysis, and avoid unsupported opinions.
- Be respectful and professional in tone. Offensive or profane language is prohibited.
- Violations of respectful communication will result in a warning; repeated offenses may result in a grade of zero for the assignment.

**Grading Criteria:** Your grade for each discussion and response assignment will be based on the following:

Criteria	Initial Post (20 points)	Response Posts (20 points)
<b>Relevance and Content (8)</b>	Initial post addresses the prompt fully, incorporates course material, and demonstrates a deep understanding of the	Responses are substantive, thoughtful, and engage critically with classmates' posts.

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	topic.	
<b>Critical Analysis (6)</b>	Post reflects critical thinking and analysis, providing well-supported arguments or perspectives.	Responses expand on the discussion topic, pose insightful questions, or offer meaningful feedback.
<b>Integration of Sources (4)</b>	Includes at least one cited reference to course material or peer-reviewed sources in APA format.	Uses references, where appropriate, to support points and connections to classmates' posts.
<b>Clarity and Organization (2)</b>	Post is well-written, clear, and logically organized.	Responses are clear, concise, and respectful in tone.

**Total Points Per Assignment:** 40 (Initial Post: 20; Response Posts: 20)

**Best Practices:**

- Start your initial post early to ensure ample time for reflection and editing.
- Actively engage with peers by asking clarifying questions or exploring alternative perspectives.
- Proofread your posts for clarity and professionalism before submitting.

**Timeliness:**

- Submit your initial post by **Wednesday at 11:59 p.m.** and your response posts by **Sunday at 11:59 p.m.** to ensure full credit.
- Late submissions may result in reduced or zero points, depending on the extent of the delay.
- Late discussion posts will not be accepted. Once the discussion is closed, it is closed to ensure equity for all.

**Participation Requirements:**

Consistent and thoughtful contributions are essential. This assignment is designed to facilitate a collaborative learning environment where ideas are exchanged, and course concepts are explored critically. Your engagement will significantly enhance the learning experience for both you and your peers.

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Did Not Meet Expectations (1)	Points
<b>Relevance and Content (8)</b>	Initial post fully addresses the prompt, incorporates course material, and demonstrates deep understanding.	Initial post addresses the prompt adequately with relevant content and course material.	Initial post lacks relevance, depth, or connection to course material.	/8
<b>Critical Analysis (6)</b>	Demonstrates critical thinking with well-supported arguments or insights.	Shows basic analysis and some level of critical thinking.	Lacks analysis or presents unsupported opinions.	/6

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<b>Integration of Sources (4)</b>	Includes at least one properly cited reference to course material or peer-reviewed sources in APA format.	Includes a reference but with minor APA errors or limited integration.	Missing references or significant APA formatting errors.	/4
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<b>Clarity and Organization (2)</b>	Post is well-written, clear, and logically organized.	Post is generally clear and organized but may have minor issues.	Post lacks clarity or organization and has noticeable issues.	/2
<b>Response Posts (20)</b>	Provides two thoughtful, substantive responses that critically engage with classmates' posts, offering insights or expanding the discussion.	Provides two responses that adequately engage with classmates' posts.	Provides one or no responses, or responses lack substance or engagement.	/20

### Program Evaluation Proposal Paper Assignment

**Overview:** Counselors play a critical role in identifying evidence-based practices to address specific populations, problems, or needs. To integrate and apply the conceptual material presented in this course, you will compose a proposal for a needs assessment and program evaluation relevant to the counseling field. This assignment will enable you to synthesize research, propose interventions, and design a framework for evaluating their effectiveness.

#### Assignment Requirements:

- **Length:** Minimum of 12 pages, excluding title page, abstract, and reference list.
- **Formatting:** APA 7th Edition, including a title page, abstract, reference list, and correct citations.
- **Presentation:** Prepare a 12-15 minute presentation summarizing your proposal.
- **Total Points:** 100 points

#### Proposal Components:

##### I. APA Formatted Title Page

- Include the title, page numbers, running head, and author information.

##### II. APA Formatted Abstract

- Maximum of 250 words.
- Introduce the problem or need.
- Summarize relevant research on the topic.
- State best practices for addressing the problem.

##### III. Introduction

###### 1. Statement of Problem:

- Define the problem or need (e.g., teen pregnancy, domestic violence, dually diagnosed  
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- offenders, etc.).
- Explain its relevance to your geographic area, citing at least one text (article, report, monograph, etc.) to support your claim.

2. **Critical Literature Review:**

- Summarize and critique recent research on your topic.
- Base your review on:

- Two quantitative journal articles (experiment, survey, or meta-analysis based).
- One qualitative journal article.
- One other critical literature review source (journal article, book, or book chapter).

#### **IV. Best Practices**

##### **1. Counseling Intervention:**

- Identify an intervention demonstrated to address the problem or need.
- Describe the intervention, citing one supporting study (quantitative, qualitative, journal, book, book chapter, dissertation, etc.).

##### **2. Implementation:**

- Summarize what a school, community agency, or organization would need to implement the intervention.

#### **V. Needs Assessment**

##### **1. Stakeholders:**

- Identify people to interview to ensure the program meets genuine community needs (e.g., members of the target population, family members, professionals, and others).

##### **2. Interview Questionnaire:**

- Create a set of questions guided by an overarching research question.
- Design the questions to generate a rich and trustworthy understanding of the needs (based on qualitative research principles).

#### **VI. Program Evaluation**

##### **1. Informed Consent Letter:**

- Draft a letter describing the project, likely risks and benefits, data storage procedures, and contact information for questions.

##### **2. Evaluation Plan:**

- Describe the data needed to demonstrate the intervention's efficacy.
- Identify the timing of data collection and justify the timing.
- Specify data collection methods (observation, assessment instrument, interview, etc.).
- Describe the main participants and justify your sampling strategy.

##### **3. Analytical Method:**

- Outline the statistical method to evaluate the intervention's efficacy.
- Discuss the limitations and strengths of your chosen method.

#### **VII. APA Formatting**

##### **1. Reference List:**

- Include all sources used in your proposal.

##### **2. Citation Formats:**

- Ensure correct in-text citation and reference formatting.

##### **3. Writing Style:**

- Follow APA guidelines for parallel structure, avoiding bias, and using the active voice.
- Ensure proper grammar and punctuation throughout.

**Grading Criteria:** Your paper will be evaluated on the completeness, depth, and clarity of the following elements:

1. Title Page (5 points)
2. Abstract (5 points)
3. Introduction (15 points)
4. Literature Review (15 points)

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5. Best Practices (10 points)
6. Needs Assessment (15 points)
7. Program Evaluation (20 points)
8. APA Formatting and Writing Style (15 points)

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Did Not Meet Expectations (1)	Points
<b>Title Page (5 points)</b>	Includes all required elements in proper APA format.	Includes most required elements with minor APA errors.	Missing elements or major APA formatting issues.	/5
<b>Abstract (5 points)</b>	Clearly summarizes the problem, research, and best practices within 250 words.	Provides a summary but lacks clarity or completeness.	Abstract is missing or poorly written.	/5
<b>Introduction (15 points)</b>	Thoroughly defines the problem with strong support from relevant sources.	Defines the problem but with limited support or detail.	Problem is poorly defined or lacks relevance and support.	/15
<b>Literature Review (15 points)</b>	Critiques and synthesizes required sources effectively, demonstrating depth.	Reviews required sources adequately with some critique.	Minimal or inadequate review of required sources.	/15
<b>Best Practices (10 points)</b>	Identifies and describes intervention clearly with strong supporting evidence.	Identifies and describes intervention with adequate support.	Intervention is unclear or lacks supporting evidence.	/10
<b>Needs Assessment (15 points)</b>	Stakeholders and questions are thoroughly identified and well-justified.	Stakeholders and questions are identified with minimal detail.	Stakeholders and questions are unclear or poorly justified.	/15
<b>Program Evaluation (20 points)</b>	Comprehensive evaluation plan with clear data collection and analysis methods.	Adequate evaluation plan but lacks depth or clarity in methods.	Evaluation plan is incomplete or lacks justification.	/20
<b>APA Formatting (15 points)</b>	Flawless adherence to APA format, grammar, and writing style.	Minor APA formatting or writing errors.	Frequent APA formatting or writing issues.	/15

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## Statement of Research Interest Assignment

**Overview:** The Statement of Research Interest assignment is designed to help you articulate and refine your research focus. By developing this statement, you will identify your areas of interest, preferred research methods, and future directions for your work, including plans for dissemination. This assignment will strengthen your ability to present a clear and compelling narrative about your scholarly pursuits.

### Assignment Requirements:

- **Length:** 2-3 pages, double-spaced (excluding the title page and reference page).
- **Formatting:** Follow APA 7th Edition standards.
- **References:** Include a minimum of three empirical sources.

### Assignment Components:

#### I. Title Page

- Include a properly formatted APA title page with the title of your statement, your name, course information, instructor's name, and date of submission.

#### II. Areas of Interest (15 points)

- Clearly identify your research areas and explain why they are significant within the counseling field.
- Provide a rationale for your interest in these areas, supported by empirical evidence and relevant literature.

#### III. Methods of Research (15 points)

- Discuss the research methodologies you are most interested in utilizing (e.g., qualitative, quantitative, mixed methods).
- Explain why these methods are well-suited for addressing your research areas.
- Include examples of how these methods have been used effectively in existing research.

#### IV. Future Direction and Dissemination (15 points)

- Outline your future research goals and the questions you hope to explore.
- Describe how you plan to disseminate your findings (e.g., journal articles, conference presentations, community workshops).
- Explain the potential impact of your research on the field of counseling and on practice.

#### V. Reference Page (5 points)

- Include a properly formatted APA reference page with a minimum of three empirical sources.
- Ensure all in-text citations are correctly referenced.

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Did Not Meet Expectations (1)	Points
<b>Areas of Interest (15 points)</b>	Clearly identifies significant research areas with strong rationale and empirical support.	Identifies relevant research areas with adequate rationale and support.	Research areas are unclear or lack sufficient rationale.	/15
<b>Methods of Research (15 points)</b>	Thoroughly explains methodologies with strong justification and examples.	Adequately explains methodologies with some justification.	Methodologies are unclear or lack justification.	/15
<b>Future Direction</b>	Provides a clear and	Outlines future goals	Goals and strategies	/15

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<b>and Dissemination (15 points)</b>	innovative outline of future goals and dissemination strategies with strong potential impact.	and dissemination strategies with adequate detail.	are vague or lack potential impact.	
<b>Reference Page (5 points)</b>	Includes at least three properly formatted empirical sources with flawless APA compliance.	Includes three sources with minor APA formatting errors.	Fewer than three sources or significant APA formatting issues.	/5

## 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
Assessment	Total number of points
Quizzes	125
Article Review	50
Discussion Board Posts	120
Program Evaluation	100
Statement of Research Interest	50

Total points possible = 445. 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:  $(425[\text{points earned}]/445) \times 100 = 95.5\%$

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. **Late discussion/response postings will not be accepted.**

## LATE ASSIGNMENTS

Late assignments will generally not be accepted. However, I understand that life happens, and special consideration may be given on a case-by-case basis. If you are facing extenuating circumstances, please communicate with me as soon as possible to discuss potential extensions. Open and timely communication is key.

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## **COMMUNICATION AND SUPPORT**

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 reach out 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 48 hours, Monday-Friday. When emailing, please use your university email.

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## 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)
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

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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
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

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/> o [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.

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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](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 "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.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### ***University-Specific Procedures***

#### **Academic Integrity**

Students at East Texas A&M University 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:

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

### **ADA Statement**

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## **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**

East Texas A&M University Gee Library- Room

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

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

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

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

## **Attendance**

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

## **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](#).

## **Nondiscrimination Notice**

East Texas A&M University 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.

## **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## **Campus Concealed Carry Statement**

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Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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.

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.

### **AI use policy as of May 25, 2023**

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10  
Graduate Student Academic Dishonesty

### **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.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

*University-Specific Procedures*

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[Graduate Student Academic Dishonesty Form](#)

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## **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](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

## **ETAMU Attendance**

Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

## **Students with Disabilities - ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

East Texas A&M University

Velma K. Waters Library Rm 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/>

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## **Student Counseling Services**

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

### **Nondiscrimination Notice**

East Texas A&M University 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.

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Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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

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# FLEXIBLE COURSE OUTLINE / CALENDAR

## Spring 2026 Semester

Week/Date	Topic	Reading	Assignment
Week 1	<i>Introductions, Texts, Syllabus, Expectations &amp; Contemporary Issues in Counseling Research</i>	Syllabus Sheperis et al., Chapter 1  Lenz, S., Bruijn, B., Serman, N. S., & Bailey, L. (2014). Effectiveness of Cognitive Processing Therapy for Treating Posttraumatic Stress Disorder. <i>Journal Of Mental Health Counseling</i> , 36(4), 360-376	<b>Discussion Post:</b> Welcome to Research! Let's take this opportunity to introduce ourselves and begin building our learning community. In your introduction post, please include the following: <ol style="list-style-type: none"> <li>1. Your name and current academic or professional role.</li> <li>2. What excites you about this course and how it aligns with your career goals.</li> <li>3. What you hope to learn about research and how you envision applying these skills in your future practice.</li> <li>4. A fun fact about yourself or something unique you'd like to share.</li> </ol>
Week 2	<i>Ethical Considerations in the Practice of Research &amp; Methodological Issues</i>	Sheperis et al. Ch. 2 & Ch. 4  <i>ACA Code of Ethics</i>	
Week 3	<i>Reviewing the Literature</i>	Sheperis et al. Ch. 3	Article Critique 1 is due.
Week 4	Basic Statistical Concepts and Descriptive Statistics	Sheperis et al. Ch. 5	Quiz 1 Due—Quiz will cover Chapters 1-5.

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	Experimental Designs	Sheperis et al. Ch. 6	
Week 5	Predictive Designs	Sheperis et al. Ch. 7	<p><b>Discussion Post: Predictive Designs</b></p> <p><b>Overview:</b> Predictive designs are an essential component of research methodologies, particularly in the counseling field. These designs aim to determine the predictive relationships between variables, helping practitioners anticipate outcomes and make informed decisions. In Chapter 7 of <i>Research in Counseling</i> by Sheperis et al., predictive designs are explored in depth, providing insight into their application and significance.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. Based on Sheperis et al., Chapter 7, describe a situation in the counseling field where a predictive design could be effectively utilized. For example, consider how predictive designs might assist in identifying risk factors for dropout rates in school counseling or forecasting client outcomes in specific therapeutic interventions.</li> <li>2. Discuss the ethical considerations that</li> </ol>

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			<p>must be addressed when utilizing predictive designs in counseling research.</p> <p>3. Reflect on how predictive designs could impact evidence-based practice and decision-making in your area of interest within counseling.</p>
Week 6	Single Case Research Designs	Sheperis et al. Ch. 8	Quiz 2 Due—Quiz will cover Chapters 6-8.
Week 7	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
Week 8	Case Study Research & Grounded Theory	Sheperis et al. Ch. 9 & 10	Statement of Research Interest due.
Week 9	Phenomenological Designs and Narrative Research	Sheperis et al. Ch. 11 & 12	Quiz 3 Due—Quiz will cover Chapters 9-12.
Week 10	An Overview of Survey Research	Sheperis et al. Ch. 13	Article Critique 2 Due
	Mixed Methods Design	Sheperis et al. Ch. 14	<p><b>Discussion Post: Mixed Methods Design Overview:</b> Mixed methods design combines qualitative and quantitative approaches to provide a comprehensive understanding of research questions. Chapter 14 of <i>Research in Counseling</i> by Sheperis et al. explores the intricacies of mixed methods research, highlighting its utility in addressing complex</p>

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			<p>issues within the counseling field. This design enables researchers to draw from the strengths of both methodologies to enrich their findings and conclusions.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. Based on Sheperis et al., Chapter 14, describe a counseling-related research question that would benefit from a mixed methods design. Explain why this approach is suitable for the research question and how it integrates the strengths of qualitative and quantitative methods.</li> <li>2. Identify potential challenges in implementing a mixed methods design and discuss strategies to address these challenges.</li> <li>3. Reflect on how the use of mixed methods research could contribute to evidence-based practice in counseling.</li> </ol>
Week 11	Action Research	Sheperis et al. Ch. 15	Quiz 4 Due—Quiz will cover Chapters 13-15.
Week 12	Program Evaluation, Data Management and Data Analysis Software &	Sheperis et al. Ch. 16-17	

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Week 13	Developing a Research Proposal	Sheperis et al. Ch. 18	Quiz 5 Due—Quiz will cover Chapters 16-18.
Week 14			Program Evaluation Proposal Paper due
Week 15	Final Exam Week		

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