



# Counseling

EAST TEXAS A&M

## COUN 689.1XS: INTERMEDIATE STATISTICAL TECHNIQUES

Course Syllabus: Summer 2026

June 1, 2026, to August 6, 2026

SYNCHRONOUS ONLINE

Thursdays from 5:00-7:00 PM via Zoom at <https://tamuc.zoom.us/j/7666822944>

### INSTRUCTOR INFORMATION

**Instructor:** Michael K. Schmit, PhD, LPC-S (TX) & LPC (MS & LA)

**Office Location:** Henderson 323J (Commerce) & Office 2060 (Dallas)

**Zoom link:** <https://tamuc.zoom.us/j/7666822944>

**Office Hours:** By appointment only on Mondays from 1:00-3:00 pm, virtual only; and on Fridays from 2:00-3:30 pm, both virtual and in-person

**University Email:** Michael.Schmit@etamu.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** 24-48 hours, Monday-Friday; emails sent on Friday after 4:00 PM Central Time will be answered the following workday

### COURSE INFORMATION

#### Materials – Required Textbooks, Required Supplementary Readings, and Required Computer Software

##### Required Textbook

Field, A. (2024). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). Sage.

ISBN-10: 1529630002

ISBN-13: 978-1529630008

*Note.* This course utilizes D2L as its Learning Management System

\*Other readings as assigned (see required supplemental readings below)

##### Required Computer Software

The Statistical Package for the Social Sciences (SPSS; Version 27 or higher) computer software—PREMIUM GradPack (SPSS Statistics Premium).

*Note:* SPSS Statistical software (version 27 or higher is recommended [I would opt to purchase version 29]). About the cheapest place you can purchase and download a copy is from <http://www.hearne.software/Home>. Other sources include <http://www.onthehub.com/spss/> and <http://studentdiscounts.com> (can be installed on two computers). Be sure that you choose the **PREMIUM GradPack (SPSS Statistics Premium)**. If you do not buy the Premium version, you will not be able to complete the assignments for this class. You can get a 6- or 12-month license. The

software is also available on computers located in the student labs at the Metroplex and various labs on the Commerce campus.

### Required Supplemental Readings

- Abdullah, F., Finkelstein, L., Khan, S. H., & Hill, W. J. (1994). Modeling in measurement and instrumentation: An overview. *Measurement, 14*, 41-53.
- Balkin, R. S., & Lenz, A. S. (2021). Contemporary issues in reporting statistical, practical, and clinical significance in counseling research. *Journal of Counseling & Development, 99*(2), 227-237. <https://doi.org/10.1002/jcad.12370>
- Balkin, R. S., & Sheperis, C. J. (2011). Evaluating and reporting statistical power in counseling research. *Journal of Counseling & Development, 89*(3), 228-272. <https://doi.org/10.1002/j.1556-6678.2011.tb00088.x>
- Finn, S. E., & Tonsager, M. E. (1997). Information-gathering and therapeutic models of assessment: Complementary paradigms. *Psychological Assessment, 9*, 374-385. <https://doi.org/1040-3590/97/S3.00>
- Giordano, A. L., **Schmit, M. K.**, & Schmit, E. L. (2021). Best practice guidelines for publishing rigorous research in counseling. *Journal of Counseling & Development, 99*(2), 123-133. <https://doi.org/10.1002/jcad.12360>
- 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>
- Lewis, T. F. (2017). Evidence regarding the internal structure: Confirmatory factor analysis. *Measurement and Evaluation in Counseling and Development, 50*(4), 239-247. <https://doi.org/10.1080/07481756.2017.1336929>
- Magno, C. (2009). Demonstrating the difference between classical test theory and item response theory using derived test data. *The Internal Journal of Education and Psychological Assessment, 1*(1), 1-11. <https://files.eric.ed.gov/fulltext/ED506058.pdf>
- Mullen, P. R., Fox, J., Goshorn, J. R., & Khalid Warraich, L. (2021). Crowdsourcing for online samples in counseling research. *Journal of Counseling & Development, 99*(2), 221-226. <https://doi.org/10.1002/jcad.12369>
- Peterson, C. H., Peterson, N. A., & Powell, K. G. (2017). Cognitive interviewing for item development: Validity evidence based on content and response processes. *Measurement and Evaluation in Counseling and Development, 50*(4), 217-223.

<https://doi.org/10.1080/07481756.2017.1339564>

Prosek, E. A., & Gibson, D. M. (2021). Promoting rigorous research by examining lived experiences: A review of four qualitative traditions. *Journal of Counseling & Development*, 99(2), 167–177. <https://doi.org/10.1002/jcad.12364>

**Schmit, M. K.**, & Giordano, A. L. (2021). Introduction to the special issue: Advancing the counseling profession through research and publication. *Journal of Counseling & Development*, 99(2), 119–122. <https://doi.org/10.1002/jcad.12359>

Watson, J. C. (2017). Establishing evidence for internal structure using exploratory factor analysis. *Measurement and Evaluation in Counseling and Development*, 50(4), 232–238. <https://doi.org/10.1080/07481756.2017.1336931>

Watson, J. C., Lenz, A. S., **Schmit, M. K.**, & Schmit, E. L. (2016). Calculating and reporting estimates of effect size in counseling outcome research. *Counseling Outcome Research & Evaluation*, 7(2), 111–123. <https://doi.org/10.1177/2150137816660584>

Wester, K. L., Wachter Morris, C. A., Trustey, C. E., Cory, J. S., & Grossman, L. M. (2021). Promoting rigorous research using innovative qualitative approaches. *Journal of Counseling & Development*, 99(2), 189–199. <https://doi.org/10.1002/jcad.12366>

Wood, A. W., Dorais, S., Gutierrez, D., Moore, C. M., & **Schmit, M. K.** (2021). Advancing the counseling profession through contemporary quantitative approaches. *Journal of Counseling & Development*, 99(2), 156–166. <https://doi.org/10.1002/jcad.12363>

### Recommended Textbook

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

## COURSE DESCRIPTION

### Catalog Description of the Course

*COUN 613. Intermediate Statistical Techniques*

Includes a review of introductory statistics, presentation of basic concepts of analyses of variance, advanced correlational methods, and multiple regression, as well as other advanced statistical methods. Focuses on use of the computer for data. Meets requirements for a Level III research tool course. Prerequisite: Level I and Level II research tools or equivalent or permission of the instructor.

### General Course Information

Intermediate Statistical Techniques is intended to provide graduate students with advanced training in statistical techniques and is approved by the Graduate School as a Level III research tool. The emphasis in this course will be upon understanding statistical concepts and applying and interpreting tests of statistical inference. Content will include but not be limited to: data and data files, data screening, scaling, visual representations of data, descriptive statistics, correlation and simple and multiple regression, sampling distributions, and the assumptions associated with and the application of selected inferential statistical procedures (e.g., t-test, one-way ANOVA, factorial ANOVA, mixed-ANOVA, MANOVA). Computer software, the Statistical Package for the Social Sciences (SPSS; version 27 or higher) will be employed to assist in the analysis of data for this course. Students should have access to a computer, SPSS software, and the Internet. Access is available at the Metroplex Center and on the Commerce campus in certain computer labs.

### Doctoral Student Learning Outcomes

#### 2016 CACREP Standards Addressed in COUN 613

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
<b>6.B.4.a.</b> research designs appropriate to quantitative and qualitative research questions	<ul style="list-style-type: none"> <li>• Lecture (weeks 1, 10-14)</li> <li>• Reading (Field, 2024 [Chapters 1, 8-10, 12-17]; Giordano et al., 2021; Schmit &amp; Giordano, 2021; Wester et al., 2021)</li> <li>• In-class demonstrations (weeks 1, 5, &amp; 6-18)</li> <li>• Class discussion (weeks 1, 5, &amp; 6-18)</li> </ul>	In-Class Presentation	In-Class Presentation Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment; meet or exceed a rating of a “2” on a single item; or obtain an average rubric score that either meets or exceeds a rating of a “2.”
<b>6.B.4.b.</b> univariate and multivariate research designs and data analysis methods	<ul style="list-style-type: none"> <li>• Lectures (weeks 10-14)</li> <li>• Readings (Field, 2024 [Chapters 8-10 &amp; 12-17]; Giordano et al., 2021; Schmit &amp; Giordano, 2021; Wood et al., 2021)</li> <li>• In-class demonstrations (weeks 5-6 &amp; 8-14)</li> <li>• Class discussion (weeks 5-6 &amp; 8-14)</li> </ul>	In-Class Presentation	In-Class Presentation Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment; meet or exceed a rating of a “2” on a single item; or obtain an average rubric score that either meets or exceeds a rating of a “2.”
<b>6.B.4.e.</b> models and methods of instrument design	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Readings (Chapter 18 [Field, 2018</li> <li>• Articles by Abdullah et al. (1994), Finn &amp; Tonsager, 1997; Lenz &amp; Wester, 2017; Lewis (2017); Magno (2009); Watson (2017)</li> </ul>	EFA Article Critique	EFA Article Critique Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment; meet or exceed a rating of a “2” on a single item; or obtain an average rubric score that either meets or exceeds a rating of a “2.”



# Counseling

EAST TEXAS A&M

	<ul style="list-style-type: none"> <li>• In-class demonstrations (week 7)</li> <li>• Class discussion (week 7)</li> </ul>			
--	---	--	--	--

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

- I. Data screening procedures as appropriate for each experimental and correlational statistical model
  - A. Numerical
  - B. Visual
  - C. Statistical methods
  
- II. Correlational designs as appropriate to the research questions and hypotheses, using:
  - A. Bivariate
  - B. Part and partial correlation
  - C. Simple, standard, stepwise, and hierarchical multiple regression models
  
- III. Experimental designs as they are appropriate to the research questions and hypotheses
  - A. One-way ANOVA with univariate post hoc testing
  - B. Factorial ANOVA with univariate post hoc testing
  - C. Repeated measures ANOVA with univariate post hoc testing
  - D. MANOVA with univariate and multivariate post hoc testing
  
- IV. Critically evaluate statistical outcomes (in the context of Type I and II errors)
  - A. Sample size
  - B. Robustness
  - C. Effect size
  - D. Threats to internal and external validity
  
- V. Assessments and instruments
  - A. Method
  - B. Models
  - C. Design
  - D. Use of data
  - E. Analysis: EFA

## COURSE REQUIREMENTS



# Counseling

EAST TEXAS A&M

## 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 SPSS, 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, demonstrations using SPSS, coupled with experiential learning and practical application. Be aware that a significant part of this class requires you to learn and become proficient with using SPSS. 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

Students are responsible for the active learning process. Expectations of students in this course include the following:

1. Maintain a professional, ethical disposition that reflects you, the university, and the counseling profession. Take time to prepare for classes adequately.
2. Please complete all assignments by the deadline.
3. Adhere to the university student code of conduct.
4. Actively engage! During face-to-face classes, you are expected to participate in all activities and discussions. In the online format, you are expected to participate in all discussions/activities with your camera on. This is crucial to your learning.
5. All writing assignments must be done according to the guidelines provided by the APA 7<sup>th</sup> edition handbook.
6. Regularly check your University email (i.e., at least daily).
7. Keep up with the reading to actively participate in discussions and class activities in a meaningful way.
8. Complete work ahead of the deadline.
9. Be open to the process. *This degree takes time, work, effort, and growth.*

## ASSIGNMENTS/ASSESSMENTS

1. **EFA Journal Article Critique (100 points):** You will **\*compare and contrast\*** two empirical journal articles, one that uses *exploratory factor analysis* (EFA) – a quantitative method – and the other that uses a *phenomenological approach* – a qualitative method – from any ACA or ACA-Affiliated journal listed below (Appendix A). The article critique **\*must specifically address research methodology (e.g., design, analysis, instruments [when**

**applicable], trustworthiness [when applicable]/internal validity, presentation of results, and procedures/data collection) \***. In addition, you will provide a summary of the article, describe its purpose, and give your overall impression of the quality of the research conducted. The critique (3-5 pages) must adhere to the APA 7<sup>th</sup> edition guidelines, include references and in-text citations, and be written in a professional manner suitable for publication. Hint: when discussing the various components of the critique and assessing the quality of research conducted, utilize empirical and textbook resources to support your assertions. The goal of the article critique is to demonstrate knowledge in differentiating between qualitative and quantitative research and to facilitate an exploration of instrument design and assessment methods. See Appendix A for a list of journals and Appendix B for questions to help facilitate your article critique. See the rubric below.

**EFA Journal Article Critique Rubric  
(Doctoral Standard 6.B.4.e.)**

	1 – Does not meet Expectation (0 – 6.9 points)	2 – Meets Expectation (7 – 8.9 points)	3 – Exceeds Expectation (9 – 10 points)
Summary of basic article information (10 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing of name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Not representative of doctoral level work	Demonstrates knowledge on how to appropriately summarize a journal article but omits one or two key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of doctoral level work	Demonstrates exceptional knowledge on how to appropriately summarize a journal article with no missing key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of doctoral level work
Critique of research (10 points)	Critique demonstrates little to no evidence of key ideas and findings. Did not include a critique of the research. Not representative of doctoral level work	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student’s critique is fairly developed and has well-identified supporting points but may omit one or two key points. Representative of doctoral level work	Demonstrates exceptional knowledge of key ideas and findings. Student’s critique is clear, thorough, and has well-identified supporting points. Representative of doctoral level work



Appropriate research article selected (10 points)	Articles selected do not fit the purpose of this assignment. Unable to distinguish between EFA and phenomenological research.	N/A	Articles selected fit the purpose of this assignment (EFA and Phenomenology). Able to distinguish between EFA and phenomenological research.
Exploration of instrument design/model (10 points)	Little to no exploration of instrument(s) used (design/model). Omitted information related to level of measurement, instrument construction, norming practices, reliability and validity, etc. Not representative of doctoral level work	Sufficient exploration of instrument(s) used (design/model). Information included level of measurement, instrument construction, norming practices, reliability and validity, etc. but missing one or two key exploration of instrument(s) used. Representative of doctoral level work	Sufficient exploration of instrument(s) used (design/model). Information included level of measurement, instrument construction, norming practices, reliability and validity, etc. but missing one or two key exploration of instrument(s) used. Representative of doctoral level work
APA Style/Grammar (10 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of doctoral level work.	Some APA errors (3-4 errors). Good quality indicative of doctoral level work.	Little to no errors (1-2 errors). Exceptional quality indicative of doctoral level work.

2. **In-Class Presentation (100 points):** Students will either work in pairs or individually to choose a statistical analysis covered in class and apply it to a research project they create. The project must include a study scenario, a description of the instrument/measure used, identification of the research design, a description of the sample, and a step-by-step analysis of the data in SPSS (i.e., model assumptions, statistical analysis, and interpretation of results). Please note that students will have to develop their own dataset and instrument/measure [dependent variable(s)] for this project. More information will be provided throughout the semester. The goal of this presentation is to demonstrate your knowledge and skill in research methods and statistics, as well as test your ability to conceptualize how to apply your research findings to counselor practice. See the rubric below.

**In-Class Presentation Rubric  
(Doctoral Standards 6.B.4.a., 6.B.4.b.)**

	1 – Does not meet Expectation	2 – Meets Expectation (8.88– 9.98 points)	3 – Exceeds Expectation
--	-------------------------------	---	-------------------------



# Counseling

EAST TEXAS A&M

	(0 – 8.78 points)		(9.99– 11.11 points)
Scenario of the Study (11.11 points)	Minimal to no information provided about scenario; not representative of doctoral level work	Sufficient information provided about scenario but missing one or two key points; representative of doctoral level work	More than sufficient information provided about scenario with no detail missing; representative of doctoral level work
Research Design (e.g., correlational, pre-experimental, experimental) (11.11 points)	Description of research design was insufficient or was incorrect; no evidence of knowledge about research design; not representative of doctoral level work	Description of research design was sufficient but missing one or two key points; evidence of knowledge about research design; representative of doctoral level work	Description of research design was sufficient with no missing key points; evidence of knowledge about research design; representative of doctoral level work
Description of Sample/Data (11.11 points)	Description of sample was insufficient or omits key points such as number of participants, demographics, descriptive statistics, etc.; not representative of doctoral level work	Description of sample was sufficient but omit one or two key points (e.g., number of participants, demographics, descriptive statistics); representative of doctoral level work	Description of sample was sufficient with not key points missing; representative of doctoral level work
Instrumentation (11.11 points)	Description of instrument (dependent variable) was insufficient or omits key points such as level of measurement, reliability/validity, etc.; not representative of doctoral level work	Description of instrument (dependent variable) was sufficient but omits one or two key points; representative of doctoral level work	Description of instrument (dependent variable) was sufficient with no key points missing; representative of doctoral level work
Statistical Analysis (11.11 points)	Statistical analysis was not described, no rationale provided for chosen analysis, or analysis did not fit the data; not representative of doctoral level work	Statistical analysis was described, partial rationale provided for chosen analysis, and analysis chosen fit the data; representative of doctoral level work	Statistical analysis was thoroughly described, rationale provided for chosen analysis was clear, and analysis chosen fit the data; representative of doctoral level work
Step-by-step Demonstration in SPSS (11.11 points)	Demonstration omits critical steps (e.g., descriptive, model assumptions, etc.) or	Demonstration includes most critical steps (e.g., descriptive, model assumptions,	Demonstration includes all critical steps (e.g., descriptive, model assumptions,



# Counseling

EAST TEXAS A&M

	presenter appears unrehearsed; not representative of doctoral level work	etc.); presenter appears rehearsed; representative of doctoral level work	etc.); presenter appears rehearsed; representative of doctoral level work
Interpretation of SPSS output (11.11 points)	Interpretation of SPSS output was incorrect or areas of SPSS output interpreted were incorrect; not representative of doctoral level work	Interpretation of SPSS output was correct but missing one or two key points; representative of doctoral level work	Interpretation of SPSS output was correct with no missing information; representative of doctoral level work
Application of findings to counseling (11.11 points)	No discussion of applying results to counseling or discussion provided was unrelated to counseling; not representative of doctoral level work	Discussion of applying results to counseling was sufficient but missing one or two key points; discussion provided was related to counseling; representative of doctoral level work	Discussion of applying results to counseling was thorough; discussion provided was related to counseling; representative of doctoral level work
Presentation and Presenter Qualities (11.11 points)	Information provided appears disorganized/disjointed; presenter appeared unrehearsed; proposal quality was inappropriate for doctoral level work; scholarly sources not utilized	Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; proposal quality was appropriate for doctoral level work; scholarly sources utilized	Information provided appears well organized; presenter appeared rehearsed; proposal quality was appropriate for doctoral level work; scholarly sources utilized

## 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**  
EFA Journal Article Critique

**Point Value**  
100



# Counseling

EAST TEXAS A&M

In-class Presentation

100

Total points possible = 200. Your Final Grade is determined by adding the point values earned from each assignment and dividing by 200. The resulting value is multiplied by 100 to yield a percentage. For example:  $(150 \text{ [points earned]} / 200) \times 100 = 75\%$

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.

## TECHNOLOGY REQUIREMENTS

### LMS

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

LMS Requirements:

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

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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, an ETAMU campus open computer lab, etc.



## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your instructor at Michael.Schmit@etamu.edu.

### **Technical Support**

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

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

### **Interaction with Instructor Statement**

Effective communication with your professors is crucial to your professional growth. I am here to support and guide you along your academic journey. I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Since I teach at various locations and online, email is the most effective way to reach me. I will attempt to answer all emails within 48 hours, Monday through Friday, but may need up to 72 hours to do so at times. Emails transmitted on Fridays after 4 p.m. will be responded to the following Monday. When emailing, please use your university email and address me with courtesy and respect.

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

### **Course Specific Procedure/Policies**

#### **Late Assignments**

Written assignments are due on the day noted in the syllabus. Assignments due on the day of class must be submitted before the start of class. Late papers will have 10% deduction per day late from the final score. After three days being late, assignments may not be accepted.

#### **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.

#### **Classroom Recording in Practicum/Internship Policy**

To protect client confidentiality, uphold ethical and legal standards, and foster a safe learning environment, audio or video recording of any portion of group supervision, class discussion, or peer case presentation is strictly prohibited in practicum (COUN 551) and internship (COUN 552) courses. An unauthorized recording constitutes a breach of confidentiality and jeopardizes clients' right to privacy, which is a clear violation of the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct. Students found in violation may face

disciplinary action, which may include removal from the course, formal remediation, referral to the Departmental Retention and Dismissal Committee, or dismissal from the program.

By enrolling in this course, students acknowledge the following:

- I will not record, photograph, or capture any supervision sessions, client-related discussions, or classroom activities in any format.
- I understand that all supervision and clinical discussions are confidential and must remain within the professional training context (e.g., classroom, field site).
- I agree to maintain confidentiality and uphold the privacy of clients, peers, and supervisors in accordance with the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct.
- Lastly, if I am found to have recorded, or have had recorded, any portion of group supervision, class discussion, or peer case presentation, I will immediately delete all recordings and provide the instructor, site supervisor, and/or administrator access for verification of permanent deletion from any device, platform, or backup system to ensure full compliance with the department's policy.

## University Specific Procedures/Policies

### 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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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

For more information about the attendance policy please visit the [Attendance](#) webpage and

[Procedures 13.99.99.R0.01](#)

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

### 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:

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

[Undergraduate Student Academic Dishonesty Form](#)



# Counseling

EAST TEXAS A&M

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

## **Graduate Students Academic Integrity Policy and Form**

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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

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

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

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@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

Website: [Student Disability Services](#)

<https://www.etamu.edu/student-disability-services/>

## **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.

## **Campus Concealed Carry Statement**

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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

### **East Texas A&M University Supports Students' Mental Health**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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.etamu.edu/counsel](http://www.etamu.edu/counsel)

### ***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.



<http://telusproduction.com/app/5108.html>

### **AI use policy [Draft 2, May 25, 2023]**

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that have 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

## COURSE OUTLINE / CALENDAR

### Course Calendar

Date	Topic	Readings	Assignments
Week 1 6/4	-Introductions -Course Overview and Expectations -Differentiate Between Quantitative and Qualitative -Review of Basic Statistics	-Chapter 1-3 -Giordano et al. (2021) -Prosek & Gibson (2021) -Schmit & Giordano (2021) -Wood et al. (2021) -Wester et al. (2021)	
Week 2 6/11	- Review of Basic Statistics Continues -NHST -Effect Size -Sampling -Exploring SPSS -Exploring Data with Graphs -Model Assumptions	-Chapter 2 Cont., 3-6. -Balkin & Sheperis (2011) -Balkin & Lenz (2021) -Mullen et al. (2021)	
Week 3 6/18	-Correlation -Simple Regression	-Chapter 8 & 9	
Week 4 6/25	-Multiple Regression	-Chapter 9 Cont.	
Week 5 7/2	-Assessment -Instrument Construction -How to use data -EFA and Instrument Design	-Chapter 18 -Abdullah et al. (1994) -Finn & Tonsager, 1997 -Lenz & Wester, 2017 -Lewis (2017) -Magno (2009)	



# Counseling

EAST TEXAS A&M

		-Watson (2017)	
Week 6 7/9	-Comparing Several Independent Means one-way ANOVA	-Chapter 12 Cont.	
Week 7 7/16	-Repeated Measure Designs	-Chapter 15	EFA Article Critique Due by 4:59 PM on 7/16/2026 in D2L
Week 8 7/23 <b>*DH Retreat</b>	-MANOVA	-TBD	
Week 9 7/30	In-Class Presentation		In-Class Presentation Due
Week 10 8/6	In-Class Presentation		In-Class Presentation Due

**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)



## Appendix B

Here are some questions that may help you all in your critiques:

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. Are the research methods described in detail, and are they understandable? Are they correct?
- 8a. Regarding the EFA article, was it clear how the instrument was developed/constructed?
- 8b. Did the author(s) mention anything regarding the theory associated with the instrument being developed?
- 8c. How was the instrument scaled?
- 8d. Was evidence of reliability and validity addressed (i.e., correlation coefficients included)?
9. How did the authors incorporate research implications? Did they do so appropriately?
10. How would you use the research findings from your article (both clients served and the profession of counseling)?
11. What is your overall impression of the article? Adopt the lens of being an expert in research, instrument design, and EFA, and share your thoughts here. And yes, be sure to use first-person language.