



NEW MEXICO STATE UNIVERSITY
Department of Counseling and Educational Psychology
CEP: 532 RESEARCH METHODS
**Syllabus is tentative and subject to change.*

***Please note:** This is a sample syllabus only. Instructors reserve the right to make updates/changes to their syllabi on a continuous basis. Thus, this syllabus might not reflect the most updated version.

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Office: O'Donnell Hall 202 J

Office Phone: (575) 646-1657

Office Hours: Mondays 3pm – 4:20 pm, Tuesdays 10:00am – 11:30am, and by appointment.

- Appointments are available everyday (including weekends). Please email the instructor to make an appointment.
- Office hours operate on a first come, first served basis, thus students are encouraged to make an appointment during the instructor's scheduled office hours in order to avoid having to wait.

Class: Fall 2021, August ## to December ##

Meetings: Mondays, 4:45 pm – 7:15 pm, O'Donnell Hall ###

* Students are responsible for reading and understanding all components of the syllabus. By enrolling in this course, students are indicating their consent and agreement to comply with all aspects of the syllabus and course.

Required Readings:

Textbook

Creswell, J. W., & Creswell, D. J. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. (5th ed.). Thousand Oaks, CA: Sage. ISBN-13: 978-1506386706

Journal Articles and Other Required Readings (Available on Canvas)

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author

Bakker, A., Cai, J., English, L., Kaiser, G., Mesa, V., & Van Dooren, W. (2019). Beyond small, medium, or large: points of consideration when interpreting effect sizes. *Educational Studies in Mathematics*, 102, 1–8. doi:10.1007/s10649-019-09908-4

Bardhoshi, G., Schweinle, A., & Duncan, K. (2014). Understanding the impact of school factors on school counselor burnout: A Mixed-methods study. *The Professional Counselor*, 4(5), 426-443. doi:10.15241/gb.4.5.426

Hays, D. G., & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling and Development*, 89, 288-295. doi:10.1002/j.1556-6678.2011.tb00091.x

Kalkbrenner, M.T., & Neukrug, E.S. (2018). Identifying barriers to attendance in counseling among adults in the United States: Confirming the factor structure of the Revised Fit, Stigma, & Value Scale. *The Professional Counselor*, 8, 299 – 313. doi:10.17744/mehc.41.1.03.

NMSU MA-CMHC Program Student Handbook.

Reese, R. J., Prout, H. T., Zirkelback, E. H., & Anderson, C. R. (2010). Effectiveness of school-based psychotherapy: A meta-analysis of dissertation research. *Psychology in the Schools*, 47(10), 1035-1045. doi:10.1002/pits.20522

Sink, C. A., & Mvududu, N. (2010). Statistical power, sampling, and effect sizes: Three keys to research relevancy. *Counseling Outcome Research and Evaluation*, 1, 1-18. doi:10.1177/2150137810373613

Sink, C. A., & Stroh, H. R. (2006). Practical significance: The use of effect sizes in school counseling research. *Professional School Counseling*, 9(5), 401-411. doi:10.1177/2156759X0500900406

Whiston, S. C., & Peiwei, L. (2011). Meta-Analysis: A systematic method for synthesizing counseling research. *Journal of Counseling and Development*, 89(3), 273-281. doi:10.1002/j.1556-6678.2011.tb00089.x

- ❖ Additional required readings are listed on the course outline and other required readings might be identified throughout the semester. Please note that all required readings are due before the start of class on the day the reading is listed on the course schedule. Secondary/supplemental readings and other materials will be assigned when necessary. Specific uses of such materials will be identified by your instructor in a timely manner.

Recommended Readings:

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

Field, A. P. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Thousand Oaks, CA: Sage.

Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. New York, NY: Guilford.

*Please note that none of the above (nor any other) online resources are suitable replacements for the required text or other required course materials.

Catalog Description of The Course: Develop research and program evaluation including critical literature review, generating questions, quantitative and qualitative methodology, analysis, and writing proposals.

This course provides students an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- The importance of research in advancing the counseling profession
- Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
- Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
- The use of research to inform evidence-based practice
- Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

Upon completion of this course, students will be able to demonstrate the following knowledge and skills:

- Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- Knows models of program evaluation for clinical mental health programs.
- Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
- Applies relevant research findings to inform the practice of clinical mental health counseling.
- Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
- Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

Methods of Instruction: In class and out of class using both face-to-face and online platforms.

Course Objectives: At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

PROFESSIONAL COUNSELING IDENTITY- SECTION 2:	
8. RESEARCH AND PROGRAM EVALUATION	
CACREP Standard	Corresponding Course Assignment

2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	<ul style="list-style-type: none"> • Journal Article Critique • Final Exam
2.F.8.b. identification of evidence-based counseling practices	<ul style="list-style-type: none"> • Research Proposal • Final Exam
2.F.8.c. needs assessments	<ul style="list-style-type: none"> • Final Exam
2.F.8.d. development of outcome measures for counseling programs	<ul style="list-style-type: none"> • Final Exam • Research Proposal
2.F.8.e. evaluation of counseling interventions and programs	<ul style="list-style-type: none"> • Journal Article Critique • Final Exam • Research Proposal
2.F.8.f. qualitative, quantitative, and mixed research methods	<ul style="list-style-type: none"> • Final Exam • Research Proposal
2.F.8.g. designs used in research and program evaluation	<ul style="list-style-type: none"> • Research Proposal • Final Exam
2.F.8.h. statistical methods used in conducting research and program evaluation	<ul style="list-style-type: none"> • SPSS Assignment
2.F.8.i. analysis and use of data in counseling	<ul style="list-style-type: none"> • SPSS Assignment
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"> • Poster Presentation of Research Proposal • SPSS Assignment

Key Performance Indicator (KPI)

CACREP Core Area	KPI	Assessment
<i>Research and Program Evaluation</i>	2. Students will demonstrate their ability to critique the empirical rigor and determine the cross-cultural appropriateness of evidence-based research with diverse clients as well as propose future research to inform their practice of counseling.	<i>Research Proposal:</i> Students will complete an APA style written research proposal on a counseling-related topic of their choice (pending instructor approval). The proposal will consist of three major elements, including (1) A review of the extant literature pertaining to the selected topic that includes a synthesized overview of the existing findings as well as highlighting a gap in the knowledge base. (2) Purpose statement and research question(s), in which students will articulate how their proposed study has potential to enhance the

		practice of counseling as well as posing at least one research question that is quantitative, qualitative, or mixed-methods in nature. (3) Methodology, in which students will specify their major research methodology, design, procedures, participants, measures, data analytic techniques, and potential limitations of their proposed study.
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Course Requirements:

1. Professionalism, Adherence to Ethical Standards, & Receptivity to

Feedback: Students are expected to maintain the highest ethical standards as outlined in the ACA and NBCC codes of ethics as well as the guidelines in the student handbook, CEP department, and NMSU. Furthermore, a student's ability to accept feedback (positive, constructive, and negative) is paramount to their development as a graduate student. Critical or constructive feedback can offer a positive experience that facilitates insight and growth. Students are required to be open to feedback as one's development as a practitioner and a scholar is a life-long process. As just one example, it's not acceptable for a student to say that they do not require feedback because they have received positive feedback in the past about their use of a particular skill or competency. Students have a responsibility to utilize feedback to improve their performance and to enhance their development. A student's unwillingness or lack of receptivity to feedback might result in point deductions or not passing the course (regardless of performance on assignments).

Attendance & Participation: Attendance and participation fall under the purview of professionalism as regular and consistent attendance is expected. Late arrivals/early departures (without a documented need) will be noted by your instructor, and is not desirable in terms of your final grade. In order to receive credit for attendance, students must sign the attendance sheet(s) for each class. A student who does not sign their name on the attendance sheet might not receive credit for that day. Under no circumstances may a student sign in for another student as this constitutes academic dishonesty. Students are expected to be in class at the start of class and remain until the end of class. Students who come in late or leave early may (or may not) receive partial attendance credit at the instructor's discretion. Students are entitled to one absence without penalty, however, they might not receive credit for any missed in-class assignments on the day of the absence. If a student is absent from class, they are responsible for finding out what was covered in class on the day of the absence. Beyond this, each missed class will be a 3-point deduction from the student's final grade. Missing more than two classes might result in not passing the course (regardless of performance on assignments). This is based on accreditation standards and the notion that students need to be present to learn and practice the skills introduced in the course. Points are also impacted by participation. A student who does not participate in discussions and/or activities may lose participation points at the instructor's discretion. A student's final participation and attendance grade will be determined by the student's attendance, participation in classroom activities, and the instructor's subjective evaluation of the student's active involvement in the course. Students are responsible for checking in with

the instructor throughout the semester about their participation grades. Students should notify the instructor of an absence prior to the absence if at all possible or as soon thereafter as possible, however, please note that informing the course instructor of an absence does not automatically make it an excused absence (even with a doctor's note or other documentation). In the event that a student's extenuating circumstances prevent the student from attending class, this student's absence(s) might be excused with documentation, however, the decision about whether or not to excuse a student's absence or allow the student to make up other assignments is entirely at the instructor's discretion. The instructor reserves the right to give a student a make-up assignment to earn back the points that were lost for each excused absence. Documentation regarding excused absences, tests, and all other course assignments must be submitted before the end of the day (11:59pm) on the last day of class to be considered by the instructor.

Being prepared for (i.e. up-to-date on readings, formulating pertinent questions, etc.) and engaging respectfully in class discussions, experiential exercises, and small group work is also required. Respectful dialogue is expected. While disagreements or debates can be useful for expanding knowledge and understanding, insults, stereotyping, or derogatory comments are not. The instructor reserves the right to terminate discussions in such cases (though he does not expect to have to do so). The quality of participation will be subjectively evaluated by the instructor; keep in mind that sheer quantity is not the same as quality. The instructor also reserves the right to request that a student leaves more space for their classmates to participate. Please advise the instructor if there is a significant reason why you must leave your phone active. Also, please do not take notes on your cell phone. Successful completion of this course is based on a student's grades and dispositions both in and out of the classroom as well as online. Thus, it is possible for a student not to pass the course based solely on their dispositions (regardless of their grades or performance on assignments).

2. **Journal Article Critique:** Students will submit a critique of a research article that will be provided by the instructor. The article that students should critique is available on Canvas. This assignment will increase each student's ability at evaluating research relevant to the student's research proposal and clinical practice. The grading rubric is available on the last pages of this syllabus and on Canvas. (CACREP, II.G.8.b; II.G.8.c; II.G.8.d; II.G.8.e; II.G.8.f; III.I.1; III.I.2; III.I.3)
3. **SPSS Assignment:** Students will use IBM SPSS to compute statistical analyses on quantitative data in the computer lab. An SPSS workshop will be conducted in class and the statistics will be computed and interpreted during the workshop with support from the instructor. Students will then submit a write up of this assignment. The data set for this assignment will be provided by the instructor. The grading rubric is available on the last pages of this syllabus and on Canvas. (CACREP, II.G.8.b; II.G.8.c; II.G.8.d; II.G.8.e; II.G.8.f)
4. **Research Proposal Outline:** Students will develop an outline for a quantitative, qualitative, or mixed-methods research proposal on a counseling-related topic of their choice (pending instructor approval). A summary of key elements to include in the outline are

available on Canvas and on the last pages of this syllabus. The purpose of this assignment is for students to receive formative feedback from the instructor on their research proposal. As such, students will have one opportunity to revise & resubmit their outline based on the instructor's formative feedback (see the due date on the course schedule) and potentially, earn back some or all of the points that were lost. Please be aware that choosing to revise and resubmit does not automatically guarantee that a student will earn back some or any of the points for this assignment. In addition to a revised outline, students must complete and submit a cover letter specifying how the outline has been revised based on the instructor's feedback using the **cover letter template** (see the dropbox on canvas). Cover letters submitted in other formats will not be graded and the student will forfeit the opportunity to revise and resubmit their outline. (CACREP, II.G.8.a)

- 5. Research Proposal:** Students will complete an APA style written research proposal on a counseling-related topic of their choice (pending instructor approval). Papers must be written in APA format (APA citations, references, and style). Students should write a literature review, which lead to a purpose statement and a specific research question(s) as well as an outline of the proposed methodology. Soliciting and incorporating formative feedback is an essential aspect of scholarly writing. As such, students are encouraged to seek formative feedback on their research proposal from the instructor throughout the semester. **Students are required to meet with the instructor at least once to review their proposal.** An APA-style title page, abstract (of 200 words or less), APA style in-text citations, and references pages are required. A detailed grading rubric and recommended timeline for this assignment are available on the last pages of this syllabus and on Canvas. All material from the articles you review must be cited in the text and in the references section according to the formats in the APA Publication Manual, 7th Edition. Failure to cite sources constitutes academic dishonesty. Students should integrate a minimum of 8 primary research articles (i.e., original empirical studies that are published in peer-reviewed journals) in the literature review that are not included in the course readings. Unless there is justifiable historical value, articles should be recent (5-10 years old).

Direct quotes should be used sparingly, **if at all**, and in an intentional way as the literature review needs to integrate what the literature reports on the topic in an objective fashion (this means that you, the author, are responsible for integrating any sources that you use in a logical manner that fits with your outline and your thought process). Proposals should be approximately 8-12 pages long (not including the title page, abstract, references, or tables/figures). Margins should be 1 inch and font size in 12 pt. Times New Roman. Students should consult the grading rubric on Canvas for this assignment (and all other assignments). (CACREP, II.G.8.b; II.G.8.c; II.G.8.d; II.G.8.e; II.G.8.f; III.I.1; III.I.2; III.I.3)

PLEASE NOTE: This is a research proposal only. As such, no data will be collected and students should not attempt to carry out or act on their research proposal for this assignment. Approval from the institutional review board (IRB) is required before engaging in research with human subjects. Students who are interested in learning more about the IRB and the process of conducting research should contact the instructor.

Peer Feedback: Students will exchange a draft of their research proposal outline with a peer and provide each other with peer feedback. The instructor will randomly assign peer review teams. The **quality of feedback that a student provides a peer is considered in that**

student's grade on the research proposal (see the grading rubric). Peer reviewers should demonstrate that they have thoroughly read and reflected on their peer's proposal. Examples of quality feedback include, following the guidelines for peer review that are provided below, proposing insightful questions or suggestions about multiple sections of the proposal, referring to specific guidelines for the research proposal from course materials (e.g., grading rubric, syllabus, textbook, or course PowerPoint slides), and offering feedback on every section of their peer's proposal. Offering positive feedback is appropriate (and encouraged), however, all feedback (positive or constructive) should be clear, specific, and well-articulated. For example, rather than writing "this is a great section," provide specific examples and tell your peer precisely what made a particular section "great" and what you mean by "great." Another example, rather than writing "this section is unclear," tell your peer specifically, what is unclear by giving a detailed example(s) from the narrative and provide a suggestion(s) for improving clarity.

Guidelines for Peer Review

1. Describe the strengths and suggestions for improving each major section.
 - a. Introduction/ Literature Review
 - i. Clarity of problem statement in the introduction sentences
 - ii. Articulation of the problem
 - iii. Report the synthesized findings from multiple studies (rather than presenting a list of studies)
 - iv. Narrowing focus
 - v. To what extent does the literature review lead to the purpose statement and research question(s)
 - b. Purpose Statement
 - i. Addresses the "so what" question (i.e., tells the reader why/how a proposed study has potential to advance the field).
 - c. Research Question(s)
 - i. Clear and specific research question(s) that set the framework for the methodology.
 - d. Methodology
 - i. Ensure consistency between research design, methodology, variables, and analyses.
 - ii. Specify the major research methodology (e.g., quantitative, qualitative, or mixed-methods) and
 - Specify the quantitative research design (e.g., quasi-experimental, correlational/predictive, meta-analysis...) or qualitative research tradition (e.g., grounded theory, phenomenology, narratology...).
2. The written narrative should be from 1 to 2 double-spaced pages in length. You may use track changes and insert comments into the document, but the comments should be of equivalent length (1-2 pages).

3. If you make editorial marks on the proposal itself, submit this to your peer with the written review.

Sample Syllabus

Peer Feedback Timeline

1. Send a draft of your research proposal to your peer **AND** to Dr. K via email on 4/6/2020.
2. Return your feedback to your peer via email **AND** submit your feedback to the corresponding dropbox on Canvas on 4/13/2020.

**Note:* Students will receive a grade of complete or incomplete via the dropbox on Canvas, however, points will be awarded based on the quality of feedback that a student offers their peer on the final research proposal (see the grading rubric).

6. **Poster Presentation of Research Proposal:** Students will deliver a poster presentation of their written research proposal. Materials can be presented on poster board or PowerPoint slides. Students should prepare a brief overview (3 to 4 minutes) of the poster and allow sufficient time for discussion. Include appropriate citations and references based upon current APA style. Presentations should include the major sections of the research proposal. **Presentation materials should be submitted to the drop box on Canvas before the start of class on the presentation date.** The grading rubric is available on the last pages of this syllabus and on Canvas.
7. **Final Exam:** Students will be administered a final exam based on the text, additional readings as assigned, and lecture material. The exam will be in class, closed book, and cover material from readings, lectures, and other class activities. The purpose of the exam is to test students' mastery of the course material and help to prepare them for the research methods portion of the National Counselor Exam (NCE) as well as other comprehensive and credentialing exams. Students are encouraged to form a study group. The format for the test will be primarily multiple choice and some true/false items. There might also be matching items and/or short answer questions. Students are responsible for all material in the text whether the material is covered in class or not. A great amount of additional resources, activities, and videos are integrated into this course. Some chapters or portions of chapters might not be covered during class time. However, students are still held responsible for the text material, as this material might be covered on the test. Failure to take the exam will result in a grade of zero. A make-up test will only be given in extreme circumstances to be determined at instructor's discretion. There will be no make-up tests without the prior approval of the instructor. Prior approval means the instructor's approval must be given before the scheduled test date (i.e., if you miss a test and contact the instructor following the scheduled test date and time, a make-up test will not be approved). Arriving late is a major distraction to other students who are taking the exam and might result in point deductions or a grade of a zero to be determined at the instructor's discretion. The instructor is required to collect the hardcopies of the tests. As such, students **MUST** return their test in order to receive credit for taking the test. Students who do not return copies of their exams will receive a grade of a zero. Students are encouraged to make an appointment with the instructor if they would like to review their test results.

APA Style: Unless otherwise specified, all course assignments must be written in accordance with the guidelines provided in the American Psychological Association (APA) Publication Manual, 7th Edition. General guidelines for writing in APA style will be reviewed in class, however, the APA-7 manual will not be reviewed in its entirety in class. Students are strongly encouraged to acquire a copy of the APA-7 Publication Manual (see recommended readings on page 2 of this syllabus). In the past, the Purdue OWL (https://owl.purdue.edu/owl/purdue_owl.html) has been a helpful resource for writing in APA style, however, their website currently includes resources for writing in APA-6. According to their website, resources for writing in APA-7 will be published in “early Spring 2020,” however, there are no guarantees that the OWL will be up-to-date before the first course writing assignment is due. APA-7 permits the use of the following font styles: 12-point Times New Roman, 11-point Calibri, 11-point Arial, 10-point Lucida Sans, or 11-point Georgia, however for continuity, **12-point Times New Roman font should be used in all written assignments in this class.**

Grading Policy: According to the NMSU Graduate Catalog, a grade of A indicates that the student has satisfied all requirements at a level of excellence, while a grade of B indicates a satisfactory level of proficiency. However, a student’s successful completion of the course also depends on professional dispositions. Thus it is possible for a student not to pass the course based solely on their professional disposition (regardless of performance on assignments).

Withdrawals: Course progress will be monitored continuously, and student standing in the course will be available on request prior to the last day to withdraw from the course with a W. The instructor reserves the right to withdraw a student from the course, however, it is the student’s responsibility to drop or withdraw from the course pursuant to NMSU deadlines and procedures if you do not wish to receive a grade for the course. **The instructor will NOT administratively drop you by the last ‘W’ date if you have not attended class, have failed to submit assignments resulting in inability to successfully complete the class, cannot pass the class, or for another reason.**

Changes to the Syllabus: The instructor reserves the right to make changes to any part of this syllabus (including the due dates for assignments) and the course schedule at any time. Students may make reasonable suggestions for changes; however, the final decision about whether to implement any recommended changes remains solely with the instructor. Students will be given at least 24 hours’ notice if any changes are made. **It is the students’ responsibility to check Canvas and their NMSU email accounts at least every 24 hours.**

Evaluation Criteria: Unless otherwise specified, all assignments are due before the start of class on the date indicated on the course schedule and are to be submitted via Canvas as Microsoft Word documents (unless otherwise specified). Assignments submitted in other formats might be considered late and may not be graded. Microsoft Office is available to students via Google Docs at no cost, see www.my.nmsu.edu. The full version of Microsoft Office is available to students in a

variety of computer labs across campus. See the table below for the evaluation criteria for this course. The instructor is available to give formative feedback on assignments before they are due. The instructor will provide formative feedback on one draft of an assignment. If a student wants written formative feedback on an assignment before the due date, that student must submit their draft to the instructor at least 7 days before the due date. Dr. K is also available to meet with students to discuss and offer formative feedback on assignments. Openness to feedback is an essential competency in scholarly writing. Thus, students are expected to incorporate any instructor feedback into their final submission. Failure to incorporate formative feedback might result in point deductions. There will be no resubmissions of any assignment for any credit after the assignment is due. The following is the evaluation criteria for this course:

<i>Assignment</i>	<i>Points</i>	<i>Grading Scale</i>	
Attendance & Participation	10	98 - 100	A+
SPSS Assignment	10	94 - 97.99	A
Journal Article Critique	15	91 - 93.99	A-
Research Proposal Outline	5	88 - 90.99	B+
Research Proposal	30	84 - 87.99	B
Poster Presentation of Research Proposal	10	81 - 83.99	B-
Final Exam	20	78 - 80.99	C+
		74 - 77.99	C
		71 - 73.99	C-
		61 - 70.99	D
		Below 61	F
	Total 100	*The final decimal place for all scores above are recurring (i.e., repeat infinitely).	

- ❖ In addition to the criteria specified above, students are required to adhere to the professional dispositions, communication etiquette, professionalism, diversity, ethical, group discussion, and class conduct requirements specified in the following sections both in and out of the classroom as well as online. Failure to adhere to any of these standards might result in not passing the course regardless of performance on academic assignments.

Grades at Midterm: Students will be given an indicator of their standing in the course through the return of graded materials or other means prior to the last date to drop an individual course. This will enable students to make decisions regarding drops. In this class an early performance grade will reflect your performance on about 20% of the total graded work in this course. If you are doing well, congratulations on your success, but be mindful that there is still a significant portion of the graded work yet to be completed. If you are doing poorly, or not as well as you would like, please meet with the instructor to discuss how you can improve. If you have concerns about your progress in multiple courses and need to consider a schedule change, meet with your academic advisor.

Incomplete Grades: An incomplete grade for the course may be given if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the courses.

Late Assignments: All assignments must be completed on time and are due by 11:59pm (unless otherwise specified) on the day indicated on the course schedule. Late assignments will usually result in a grade of a zero. Thus, late assignments and/or extensions on the due dates for assignments will only be accepted in extreme circumstances, to be determined at the instructors' discretion, with prior approval from the instructor, and may result in point deductions. Extended due dates for assignments and/or the number points deducted, if any, for a late submission is entirely at the instructor's discretion. Examinations must be taken on the assigned dates unless prior arrangements have been made with the instructor. A student's ability to take responsibility and their professionalism will be considered by the instructor when deciding whether to accept a late submission. Turning in assignments late might also result in delayed feedback and could impact grades on subsequent assignments.

Use of Direct Quotes: In all assignments, direct quotes should be used sparingly, **if at all**, and in an intentional way. Students are responsible for using their own words to demonstrate their understanding of the material. Students are responsible for using appropriate APA-style citations for direct quotes (and in all other elements of their writing). The unnecessary, excessive, or inappropriate use of direct quotes (to be determined by the instructor) in any assignment may result in point deductions (regardless of whether direct quotes are specifically mentioned on a grading rubric). **Students are strongly encouraged to check with the instructor before using a direct quote in any assignment.**

Multiple Submissions: Multiple submissions of previous work is strictly prohibited and will result in a grade of a zero. All submissions should contain a student's original work that has not been submitted in a previous course.

Academic Misconduct: Cheating or academic misconduct will not be tolerated. Refer to the most current NMSU Student Handbook for the University policy on academic misconduct. Plagiarism, for example, is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other students' work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand and comply with this policy." <https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicmisconductandgrievancetext>

Questioning Grades: At times students question grades given for assignments. This is fine. However, the instructor will not accept that you think you deserve a higher grade and proceed to review your work to look for reasons to give you one. If you think your work was not graded fairly, you must submit a typed statement within one week of receiving the grade stating why you think your work deserves additional consideration. You must state the specific points you think argue for your getting additional credit and must show that your assignment was not graded as explained in the syllabus, rubric and/or in class. You must be very specific about the reasons why you think the quality of your work should receive a higher grade. It is not sufficient to say that you worked really hard on the assignment as effort may not equate to the quality of the product. It is not acceptable to tell the instructor that another student got a better grade than you and you know that they did the paper the night before the assignment was due, etc.

To seek a review of your work, you must attach your original graded assignment to your typed request and submit it to the instructor no later than one week after the assignment was returned to you. **The burden is on you to present your case for reconsideration on the specific merits of your work.**

Professional Dispositions (online & in-person): A safe and supportive learning environment is essential for fostering each student's growth and development. A helping profession's professional demeanor is crucial in their success. The following guidelines for communication etiquette, ethics, professionalism & diversity, class conduct, and group discussions are intended to promote a positive learning environment for all students in the course and help students to develop appropriate professional demeanor for their future positions in the field. In addition to the stated academic requirements listed in the academic evaluation criteria section (see above), the instructor and other faculty members regularly discuss each students' development, including but not limited to a review of professional demeanor, ethics, skills, integration of coursework, and proficiency across all areas of competency in the program. Students are also evaluated on their ability to receive feedback (positive and constructive) throughout their time in the course and program. A helping professional's openness and receptivity to feedback is essential for ensuring high quality research and clinical work. Thus, students are required to demonstrate receptiveness to and use of constructive feedback, especially from faculty and supervisors. Unresolved issues related to a student's professional demeanor, ethics, skills, receptivity to feedback, integration of coursework, and proficiency across any area of competency might result in the student not passing the course (regardless of performance on course assignments).

Communication Etiquette

- A. Etiquette involves being respectful in all forms of face-to-face and electronic forms of communication. For example, not using 'ALL CAPS' to indicate anger or annoyance, and using I-statements as much as possible in order to facilitate responsible communication.
- B. I-statements take the form of "I am having a lot of different reactions to your question..." or "It seems to me that ..."
- C. Students should expect that I am aware (or will become aware) of any inappropriate or unprofessional behavior related to the ways and means that students communicate with other students, staff, or faculty.

Professionalism and Diversity: Acting within the bounds of professionalism, the New Mexico State University code of conduct, and the student handbook is required both in and out of class as well as online. Encountering new ideas, new ways of knowing, and interacting with people different from ourselves are pillars of the college and professional training experience. Remember that "professionalism" and "appropriateness" are culturally-defined concepts. What is considered polite or appropriate communication in one culture (educational environments are a culture as well

and, as such, are also included in this statement) may be seen as impolite or inappropriate in another. Sometimes you may inadvertently seem impolite or feel that someone else was being impolite. With the support of the instructor, students are expected to talk it out instead of assuming the person meant to be rude. Intimidating (e.g., racist, sexist, anti-Semitic, homophobic, etc.) language will be challenged in this course. Students will be encouraged and expected to be mindful of this and other diversity related issues.

Class Conduct: Students do not have the right to engage in behavior which is disruptive or annoying in the classroom. Faculty do have the right to immediately confront any student causing disruptive or annoying behavior, and request cessation of the disturbing behavior. Should any student choose not to respond to a request to cease disruptive or annoying behavior, the faculty member can require that the student leave the classroom to prevent further disruption to the class. Disruptive students are reported to the vice president for student services and to the university hearing officer for disciplinary action under the Code of Student Conduct. Disruptive students might receive point deductions from their final grades at the instructor's discretion. In extreme cases, the instructor reserves the right to permanently dismiss a student from the course for class conduct/professionalism issues at any time in the semester without any course credit regardless of performance on assignments.

Students are expected to maintain appropriate conduct during class. Examples of classroom disruption include but are not limited to:

- Conversing during a lecture
 - Passing notes
 - Answering a cell phone, pager, or any other device
 - Using computers, tablets, or any other tech device without approval from the instructor
 - Completing assignments for other classes (or this one) during class time.
 - Interrupting lectures and talking without being called upon
 - Leaving and/or entering the classroom without permission
 - Arriving late or departing early
 - Making threats or verbally insulting the professor or other students
 - Any violation(s) of the group discussion guidelines (please see below)
 - Any other action or behavior that the instructor warns the student is disruptive to the class.
- Students will be given one warning to stop this behavior. If the disruptive behavior continues, the student will be required to leave class.

Cell phones, pagers, and other tech devices must be turned off, put away, and out of sight during the entire class period. Students not adhering to this policy will face class conduct penalties as sanctioned by NMSU.

Students who are alleged to be disruptive may be charged with a violation under the Student Disciplinary Policies and Procedures. Sanctions may include a grade penalty or:

1. An Administrative Warning - (May be in writing or given verbally)

2. Disciplinary Probation that may include community service, a grade sanction, or withdrawal from the class
3. Disciplinary Suspension
4. Disciplinary Dismissal
5. Summary Disciplinary Dismissal

All students and instructors are obliged to follow the procedure for documenting the offense as described in the Student Handbook.

Group Discussion Guidelines

To help us have effective and meaningful conversations and learn from each other in a spirit of mutual respect

1. Own what you are saying as your feeling, thought, opinion or belief, and invite others to have different views. **Speak for yourself while remaining curious and open to others.** "I feel angry when I see someone else's feeling hurt by another student, but also I wonder what is going on between those involved that I don't understand."
2. No bullying means no disparaging others, pushing your ideas onto others, trying to get them to give you your way, closing off to other ways of looking at things, or raising your voice with difficulty calming yourself down. In response to such behavior, it is acceptable to discontinue the discussion and/or ask that person to take time out and come back to discuss the topic when they can calmly express curiosity about other perspectives.
3. To value diversity means there is room for many cultural and individual differences, so no one way is considered the "right" way. Cultural differences should be discussed in inclusive ways to offer multiple options for managing conflicting preferences.
4. Listen more carefully to those we might not agree with or who might not be part of our group. Try to understand what they mean before jumping to conclusions, because overreacting can make misunderstandings worse. Recognize that you may be misinterpreting what is happening and **check out your perceptions directly:** "Can I check out my perceptions about what just happened between us? I want to hear your perceptions, too, and understand what I might be missing."
5. When there is a group dynamic building negativity toward a person or another group, some balance in response is called for. Empathy for others' feelings and allowing room for venting may be insufficient, and offering other perspectives can help stabilize the situation. **Direct the speaker to speak to those being discussed in person rather than behind their backs.** Remember that every one of us has both strengths and weaknesses:

Examples of balanced statements:

"You know, so-and-so isn't very good at __A__, but I'm not very good at __B__."

"I don't like the way so-and-so does __C__, but I do like the way so-and-so does __D__."

Examples of responding to negativity to introduce more balance:

"Does so-and-so do anything that you appreciate?"

"Is there anything you can own, that you contribute to make this situation difficult?"

6. Healthy systems **make room for everyone to be themselves** and make different choices while also maintaining connections, communication, and ethical and professional behavior.

*** By enrolling in this course, students are indicating their consent and agreement to follow all of the professionalism & diversity, class conduct, and group discussion guidelines that are outlined above.** If a student is unwilling to follow these guidelines, they should withdraw from the course immediately. A student who fails to follow any of the communication, etiquette, professionalism & diversity, ethics, class conduct, group discussion guidelines, or any part of the syllabus might be given a warning, required to leave class, not pass the course (regardless of performance/points on assignments), or be suspended/expelled from the course at the instructor's discretion and/or at the discretion of the NMSU administration.

Student Complaints: If students have a complaint about the course, they should first discuss their concern directly with the instructor. If that does not resolve the problem, students should either access NMSU's online complaint system or seek out one or both of the interim CEP department heads, Dr. Eve Adams (eadams@nmsu.edu) and/or Dr. Elsa Arroyos (elsaaj@ad.nmsu.edu) for help resolving the problem. Both of these processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.

Writing Center: This is a great, FREE resource for students. I encourage you to check out their website for more information. I may refer students to the Writing Center for help in improving their academic writing. <https://towc.nmsu.edu/>

Web Browsers

Use the following browsers in Canvas. Please remember to update the web browser you are using to access Canvas. Internet Explorer is not recommended for use with Canvas at this time.

- [Firefox](#)
- [Chrome](#)
- [Safari](#)

Technical Support

The ICT Customer Service Center is equipped to assist with all of your information technology (IT) and telecommunications needs at NMSU. The ICT Customer Service Center hours of operation are from 8:00 am until 5:00 pm Monday through Friday Mountain Time. Please feel free to contact them at 646-1840 or via e-mail at helpdesk@nmsu.edu.

For technical assistance with Canvas, please contact the support team at 646-5125. You can also go to the [Student Technology Help](#) web page and [Student Resources](#) located at the [Canvas](#) web page for additional information on Canvas.

Accessibility of eLearning Tools (VPAT Statements)

- **Microsoft Products:** <https://enterprise.microsoft.com/en-us/articles/industries/government/federal/section-508-vpats-for-microsoft-products/>
- **Adobe Reader:** <https://www.adobe.com/accessibility/compliance.html>
- **Canvas:** <https://www.canvaslms.com/accessibility>
- **SPSS:** <http://www-01.ibm.com/support/docview.wss?uid=swg21623489>
- **Google:** <https://www.google.com/sites/accessibility.html>
- **Firefox:** https://website-archive.mozilla.org/www.mozilla.org/firefox_vpat/firefox-vpat-3.html
- **Safari:** <https://support.apple.com/accessibility/vpat>

Assistance for Members of the Military and Veterans

The Office of Military and Veterans Programs provides services to current and former service members. The office can be reached at:

575-646-4524 or 646-1113 (fax)

mvp@nmsu.edu

Location: **Garcia Annex, Room 144**

Hours: Monday-Friday, 8am-5pm

Undocumented Student Support

Immigration is a complex phenomenon with broad impact, those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested. The Chicano Programs offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. Contact: 575-646-4206 or lgutzspc@nmsu.edu.

Students Living with Disabilities

Discrimination and Disability Accommodation:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Dr. Jesse Haas, Director
Student Accessibility Services (SAS)
Corbett Center Student Union, Rm. 208
Phone: (575) 646-6840

E-mail: sas@nmsu.edu

Website: <http://sas.nmsu.edu/>

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Inquiries may be directed to:

Laura Castille, Executive Director
Title IX and Section 504 Coordinator
Office of Institutional Equity
P.O. Box 30001, E. 1130 University Avenue
Las Cruces, NM 88003
575.646.3635; 575-646-7802 (TTY)
equity@nmsu.edu.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Laura Castille, Executive Director and Title IX Coordinator
Office of Institutional Equity (OIE)
O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635 E-mail: equity@nmsu.edu
Website: <http://equity.nmsu.edu/>

New Mexico State University Resource List

The following are a list of resources that are available to you as a student both on and off of campus.

Campus Resources

Aggie Cupboard	575-646-7636 Website: https://aggiecupboard.nmsu.edu/
Aggie Health and Wellness Center: <ul style="list-style-type: none"> • Health Care • Counseling Services 	(575) 646-1512 Website: https://wellness.nmsu.edu/
C.A.R.E. Team	575-646-1722 Website: https://deanofstudents.nmsu.edu/care-team/
Crisis Services	(575) 646-1512 Website: https://wellness.nmsu.edu/crisis-services/
LGBT+ Programs	(575) 646-7031 Website: https://lgbt.nmsu.edu/
NMSU Police Department	(575) 646-3311 Website: www.nmsupolice.com
NMSU Police Victim Services	(575) 646-3424 Website: https://www.nmsupolice.com/victim-services/
Office of Institutional Equity	(575) 646-3635 Website: https://equity.nmsu.edu/
Stonewall QSA (Queer Straight Alliance)	Website: https://www.facebook.com/nmsustonewallqsa?fref=ts
Student Accessibility Services	575-646-5222 Website: https://sas.nmsu.edu/contact-us/
Student Health Insurance	Website: https://wellness.nmsu.edu/student-health-insurance/
Undocumented Student Support	(575) 646-4206 Website: https://chicano.nmsu.edu/undocumented-

	daca-students/
The NMSU Community Mental Health & Wellness Clinic	(575) 646-5365 Website: https://education.nmsu.edu/students-of-nmsu-can-receive-8-sessions-of-therapy-for-free/
Wellness, Alcohol and Violence Education (WAVE) Program	(575) 646-2813 Website: https://wave.nmsu.edu/
National and Community Resources	
Domestic Violence: La Casa	1 (800) 376-2272
Las Cruces crisis line for children & adolescents 18 years and under	1 (888) 589-3636 (575) 636-3636
Lifeline Crisis Chat	Website: http://www.crisischat.org/chat/
National Suicide Prevention 24 Hour Hotline	1 (800)273-8255
National Sexual Assault Hotline	1 (800) 656-HOPE Website: https://ohl.rainn.org/online/
National Alliance on Mental Illness	1 (800)-950-6264 Website: http://www.nami.org/
National Institute of Mental Health	1 (866) 615-6464 Website: http://www.nimh.nih.gov/index.shtml
New Mexico Crisis & Access Line	(855) 662-7474
Rape and Sexual Assault: La Pinon Rape Crisis Center	(575) 526-3437 1 (888) 595-7273
Trevor Project Crisis Line-National crisis line for youth, LGBTQ community	1 (866) 488-7386
Veteran's Crisis Line	1 (800) 273-8255 (Press 1)

Reproduced with permission: Figure # 2: Customizable Resource List. Adapted from: Recognizing and Supporting Students with Mental Disorders: The REDFLAGS Model, by M. T. Kalkbrenner, *The Journal of Education and Training*, 3, p. 8. Copyright 2016 by Macrothink Institute.

Tentative Course Schedule

**Please note:* the following course schedule is a tentative outline only. The instructor reserves the right to make changes to the topics, activities, readings, or due dates for assignments at any time.

Class	Date	Topic / Activity	Readings & Assignments Due
1	1-27	<ul style="list-style-type: none"> Review of Syllabus & Assignments Major Research Methods in Counseling & Philosophical Issues Underlying Research Publishing & The Peer-Review Process 	*Read the course syllabus Creswell & Creswell <ul style="list-style-type: none"> Chapter 1 (pp. 1-11) Chapter 4 (pp.75-86)
2	2-3	<ul style="list-style-type: none"> Writing In APA Style Literature Review Purpose Statement & Research Question(s) 	Creswell & Creswell: <ul style="list-style-type: none"> Chapter 2 (pp. 23 – 25) Chapter 6 (pp. 117-131) Kalkbrenner & Neukrug (2018)- Discussion article
3	2-10	<ul style="list-style-type: none"> Hypotheses Type I and II Errors p-values & Effect Size 	Creswell & Creswell: <ul style="list-style-type: none"> Chapter 7 (pp. 133-143) Bakker et al. (2019) Sink & Stroh (2006)
4	2-17	<ul style="list-style-type: none"> Searching the Databases for Journal Articles Meet In Zuhl Library (Room 123)	Creswell & Creswell: <ul style="list-style-type: none"> Chapter 2 (pp. 32 – 40)
5	2-24	<ul style="list-style-type: none"> Determining variables (IVs, DVs, predictor, criterion, & confounding) Statistical Power & Power Analysis Threats to Internal & External Validity 	Creswell & Creswell <ul style="list-style-type: none"> Chapter 3 (pp. 50-52) Chapter 8 (pp. 151 & 169-172) Sink & Mvududu (2010)
6	3-2	<ul style="list-style-type: none"> Review Scales of Measurement Statistical Analyses Matching Research Questions, Variables, & Statistical Analyses 	Creswell & Creswell <ul style="list-style-type: none"> Chapter 8 (p. 159) Journal Article Critique Due
7	3-9	<ul style="list-style-type: none"> Working with SPSS: Part 1 Meet In Computer Lab (Room 033)	Recommended: Bring a flash drive Research Proposal Outline Due
8	3-16	<ul style="list-style-type: none"> Working with SPSS: Part 2 Meet In Computer Lab (Room 033)	Completed SPSS data file for part 1

	3-23	Spring Holiday (No Class)	
9	3-30	<ul style="list-style-type: none"> Quantitative Research Designs: Part 1 Group Comparisons: Experimental, Quasi-Experimental, and Ex Post Facto Designs 	Creswell & Creswell <ul style="list-style-type: none"> Chapter 8 (pp. 147-165) SPSS Assignment Due
10	4-6	<ul style="list-style-type: none"> Quantitative Research Designs: Part 2 <ul style="list-style-type: none"> Correlational/Predictive Designs Meta-Analysis Program Evaluation 	Whiston & Li (2011) Reese et al. (2010)- Discussion article Send a draft of your research proposal to you peer for review: Email the proposal to your peer AND include Dr. K on the message. Proposal Outline: Revise & Resubmit Due
11	4-13	<ul style="list-style-type: none"> Qualitative Research Designs: Part 1 <ul style="list-style-type: none"> Qualitative Inquiry & Research Traditions 	Hays & Wood (2011) Peer-Review Feedback Due: Send one copy to your peer AND submit another copy to the <u>dropbox</u> on Canvas.
* Reminder: Students are required to make at least one appointment with Dr. K to discuss/review their research proposals.			
12	4-20	<ul style="list-style-type: none"> Qualitative Research Designs: Part 2 <ul style="list-style-type: none"> Qualitative Data Collection and Analysis 	Creswell & Creswell: <ul style="list-style-type: none"> Chapter 9 (pp. 179-202)
13	4-27	<ul style="list-style-type: none"> Mixed-Methods Research Designs 	Creswell & Creswell: <ul style="list-style-type: none"> Chapter 10 (pp. 215-239) Bardhoshi et al. (2014)- Discussion article Research Proposal Due: Friday, 5/1/19
14	5-4	<ul style="list-style-type: none"> Ethical Issues In Research & Assessment <u>Poster Presentations</u> 	Creswell & Creswell <ul style="list-style-type: none"> Chapter 4 (pp. 88-96) ACA (2014) Code of Ethics: Section G Poster Presentation Materials Due to the Dropbox on Canvas <u>BEFORE</u> the start of class
15	5-11	<ul style="list-style-type: none"> <u>Final Exam</u> 	Final Exam



College of Education

Core Values

Excellence

Excellence in research, teaching, and service as discipline specific standards rise along with new academic expectations.

Integrity

Ethical behavior and accountability in our actions while at the same time demonstrating respect in the absence of agreement.

Diversity

Make inclusivity a distinct and foundational pillar of our college in word, deed and behavior.

Transparency

Embrace a shared process of communication, providing rationale and clarity as important decisions are made that affect our college.

Leadership

Embrace a leadership and management style in which we are humble in our disposition, but ambitious for our college.

Innovation

Engaging in the continuous process of discovery in our respective fields so that what we provide our students is cutting edge.

Valores Fundamentales

Excelencia

Excelencia en la investigación, la enseñanza y el servicio como las normas específicas de disciplina, las cuales aumentan junto con nuevas expectativas académicas.

Integridad

Comportamiento ético y responsabilidad en nuestra acciones, al mismo tiempo demostrando respeto en caso de que no todos estén de acuerdo.

Diversidad

Hacer de la inclusividad una columna distinta y fundacional de nuestra universidad en palabra, obra y comportamiento.

Transparencia

Embarcar en un proceso compartido de comunicación, proporcionado lógica y claridad cuando se toman decisiones importantes que afectan a nuestra universidad.

Liderazgo

Afirmar un liderazgo y estilo de manejo en el cual somos humildes en nuestra disposición, pero ambiciosos para nuestra universidad.

Innovación

Participar en un proceso continuo de descubrimiento en nuestros respectivos campos para que lo que le ofrecemos a nuestros estudiantes sea de la más alta esencia.

Professional Information Background Statement for Instructor

Michael T. Kalkbrenner, Ph.D., NCC

Assistant Professor of Counseling and Educational Psychology

New Mexico State University

Las Cruces, NM 88003

mkalk001@nmsu.edu

EDUCATION

- | | |
|-------|---|
| Ph.D. | Old Dominion University
Counselor Education and Supervision
CACREP Accredited |
| M.S. | The College at Brockport, State University of New York
Mental Health Counseling
CACREP Accredited |
| B.A. | State University of New York at Geneseo
Psychology |

BACKGROUND & EXPERIENCE

Dr. Kalkbrenner, Ph.D., NCC, is an Assistant Professor of Counseling and Educational Psychology at New Mexico State University. He has taught numerous courses in research methodology, assessment, counseling skills, psychometrics, human development, substance abuse, counseling theories, program evaluation, practicum, internship, interpersonal skills, and diagnosis & treatment planning to undergraduate, masters, and doctoral students in a variety of specialty areas including counseling, psychology, foundations of education, and curriculum and instruction. Dr. Kalkbrenner has a deep passion for teaching and conducting research. In the past three years, he has published 24 peer-reviewed journal articles, using both quantitative and qualitative research paradigms, and he co-authored a book. He has a particular expertise in psychometrics and multivariate statistics with a focus on the development and validation of measurement instruments, including the development and validation of six instruments in the past three years. Dr. Kalkbrenner's teaching pedagogy is based on John Dewey's theory of experiential learning and the flipped classroom in which the instructor is responsible for the learning environment and students are responsible for their own learning. Dr. Kalkbrenner has clinical experience providing counseling to a variety of populations in an array of different settings, including medical residents, veterans, college students, and children.



Journal Article Critique Rubric: Grading Rubric

Student's Name:		
Requirements	Points Possible	Points Earned
<p align="center">Article Summary</p> <ul style="list-style-type: none"> • An APA-style title page • A citation of the reviewed article in APA format • A one-paragraph summary of the article <ol style="list-style-type: none"> a. Fewer than 200 words b. In your own words, briefly describe research question (1 sentence) c. Provide concise description of the methods used (2-6 sentences) d. Discuss results/findings (2 sentences) • A description of the study's participants <ol style="list-style-type: none"> a. Include the number of participants/sample size/number of groups used b. Provide pertinent demographic characteristics of participants (e.g., gender identity, ethnic identity, diagnoses, age groups, and any other pertinent information) c. Briefly describe participant selection/sampling & assignment to condition(s), if applicable • Identification and description of the relationship between the independent and dependent variables within the study <ol style="list-style-type: none"> a. Define independent variable(s) b. Define dependent variable(s) c. Discuss if a statistically significant relationship exists between the independent and dependent variables d. Discuss possible confounding variables within the study • A description of the research design or research tradition <ol style="list-style-type: none"> a. Specify the major research methodology (qualitative, quantitative, or mixed-methods). 	7	
<p align="center">Article Strengths & Weaknesses</p> <ul style="list-style-type: none"> • Provide a thorough critique of the article's strengths and weaknesses across all four major sections. Students should use APA style subheadings to denote their critique of each major section (e.g., introduction/literature review, methods, results, and discussion). <p align="center">1. Introduction & Literature Review</p> <ul style="list-style-type: none"> • Did the researchers identify a socially significant problem as the focus of the study? 	8	

<ul style="list-style-type: none"> • Did the researchers develop potential solutions to the problem after conducting a thorough literature review of past research? • Did the proposed study include a thorough, current, and relevant literature review (studies published within 10 years of the article's publication date)? • Did the literature review culminate with a clear purpose statement and coherent research question(s) that clearly address a gap in the literature? <p>2. Methods</p> <ul style="list-style-type: none"> • Was methodology clearly articulated and consistent with the research question(s)? • Did the researchers detail procedures enough for replication? • Were the participants, setting, observational times, data collection methods, measurement of the independent and dependent variables, and experimental conditions described? • How did the researchers monitor possible side effects and adverse effects on participants throughout the study? • How did the researchers account for researcher bias and reactivity? • Were measures taken to reduce possible confounds within the study? <p>3. Results</p> <ul style="list-style-type: none"> • How did the researchers attempt to test for statistical significance? • Did the researchers report and interpret effect size? • Did the researchers provide tables or figures? If so, are the tables/figures easy to comprehend and are they consistent with the written description of the results? <p>4. Discussion</p> <ul style="list-style-type: none"> • Did the researchers summarize the results and provide reasonable interpretations of the results based on the data and the research design? • Did the experimenters relate the results back to the introduction and literature review? • Did the experimenters discuss any implications or limitations of the study and/or research design? • Did the study provide socially significant results? 		
<p>Please note: All sections will be evaluated for the quality of writing style, including but not limited to: follows standard rules of professional writing according to the most recent version of the APA manual, appropriate length, grammar, sentence structure, spelling, punctuation, and smooth readability). Include an APA-style title page and references page.</p>		

Total:	15	
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Recommended Timeline for Research Proposal

The following is a recommended timeline for completing the research proposal assignment. The due dates for the research proposal outline, peer-review feedback, and written research proposal are required submission dates. All of the other dates and tasks listed on the timeline are recommended guidelines only. Dr. K is available to meet with you for formative feedback at any time before the due date.

Date	Task
mm/dd/2021	Begin brainstorming potential topics.
mm/dd/2021	Consult with your classmates and meet with Dr. K to discuss your idea(s) for the paper. Consider the “so what” question.
mm/dd/2021	Class is meeting in Branson Library. Come prepared with at least two potential topics and begin searching the literature.
mm/dd/2021	Compile the results of your literature search and begin refining the scope of your topic. Consider meeting with Dr. K to discuss your ideas.
mm/dd/2021	Submit your research proposal outline to the drop box on Canvas (required submission date).
mm/dd/2021	Incorporate Dr. K’s feedback on your research proposal outline. Conduct another search of the literature on your refined topic. Compile at least 8 primary sources (original empirical studies that are published in peer-reviewed journals) and begin synthesizing findings. In other words, how do the findings of multiple studies fit together, are they consistent, inconsistent...?
mm/dd/2021	Organize your sources by creating an outline of tentative headings and subheadings for the literature review. Insert citations for studies that will be included in each heading and begin filling in the outline.
mm/dd/2021	Send a draft of your research proposal to your peer AND to Dr. K via email (required submission date). If you did not earn full credit on the proposal outline, submit a revised outline and cover letter (using the cover letter template on Canvas) to the

	"Outline of Research Proposal" dropbox on Canvas before midnight.
mm/dd/2021	Peer-review feedback due: send one copy to your peer AND submit another copy to the drop box on Canvas (required submission date).
mm/dd/2021	Complete the first draft of the literature review, purpose statement, research question(s), and hypotheses (if applicable). Complete the first draft of the methodology section and schedule a meeting with Dr. K for formative feedback.
mm/dd/2021	Proof reading and final revisions.
mm/dd/2021	Submit your completed research proposal to the drop box on Canvas (required submission date).
	Celebrate!!!

Outline for Research Proposal

Use the headings below to develop an outline of your research proposal. The outline of your research proposal may be in bullet point format, however, the use of complete sentences and proper grammar are required.

Introduction to the Topic

- In two-to-four sentences, outline your topic. Strive to be as specific and precise as possible.
 - For example, “mindfulness-based treatment approaches for Generalized Anxiety Disorder” is a much more refined topic compared to “treatments for anxiety.”

The Problem

- Discuss the problem or gap in the literature that you are interested in investigating. Answer the “so what” question (i.e., tell the reader why there is a need for research in your proposed area). Tell the reader how your proposed topic has potential to fill a gap in the extant literature.

Purpose Statement and Research Question

- Provide a working list of research question(s) and discuss how answering the proposed question(s) has potential to fill a gap in the literature and how results have potential to advance future research and practice.

Research Methodology

- Describe your proposed major research methodology (qualitative, quantitative, or mixed-methods).

Data Analytic Techniques

- Proposed data analytic techniques (e.g., statistical analysis or thematic analysis and explain why the analyses you chose are appropriate for answering your research questions).



SPSS Assignment: Grading Rubric

Student's Name:

Requirements	Points Possible	Points Earned
1. Introduction <ul style="list-style-type: none"> • Include an APA-style title page. • Define and describe all of the variables in the data set (refer to the “introduction to the data set” handout). • Specify the scale of measurement for each variable. • State the research questions and the most appropriate statistical procedures that will be computed to answer each question. 	3	
2. Methods & Results <p>Data Cleaning and Descriptive Statistics</p> <ul style="list-style-type: none"> • Describe the data cleaning procedures (e.g., labeling variables in SPSS, missing values analysis, the number of cases deleted, and the data imputation method, if applicable). • Provide descriptive statistics for of <u>all</u> variables. <ul style="list-style-type: none"> • <i>Categorical variables</i>: Report the number and percentage of participants in each category or level for <u>all</u> categorical level variables. • <i>Continuous variables</i>: Report the mean, standard deviation, skewness value, and kurtosis value for <u>all</u> continuous level variables. • Report and interpret tests of normality (skewness/kurtosis, Shapiro-Wilk, and Kolmogorov-Smirnov tests). • Describe the process of recoding. • Provide an overview of the reliability analysis and interpret the results. <p>Inferential Statistics</p> <ul style="list-style-type: none"> • Clearly label the variables (independent, dependent, predictor, or criterion) for <u>all</u> statistical analyses. • Report the results of <u>all</u> statistical analyses in APA style. 	4	

<ul style="list-style-type: none"> • Discuss any post hoc procedures • For all statistically significant findings, provide the p-value and estimate of effect size in the narrative in APA-style. 		
3. Discussion <ul style="list-style-type: none"> • Interpret the possible meaning of all statistical analyses that were computed. • Provide implications for practice and social significance (i.e., how, if at all, findings have implications for enhancing future policy and/or practice). 	3	
Please note: All sections will be evaluated for the quality of writing style, including but not limited to: follows standard rules of professional writing according to the most recent version of the APA manual, appropriate length, grammar, sentence structure, spelling, punctuation, and smooth readability). Include an APA-style title page and references page.		
Total:	10	



Poster Presentation: Grading Rubric

Student's Name:		
Requirements	Points Possible	Points Earned
Content: Quality of content covering: <ol style="list-style-type: none"> 1. Definition and explanation of the topic are clear, understandable, and thorough. 2. Provided a brief summary of the synthesized extant literature. 3. Presented a clear purpose statement (i.e., rationale for why the study should be connected and how findings have potential to advance the knowledge base), research question(s) and hypotheses if appropriate. 4. Clear presentation of the research design, methodology, variables, and data analytic techniques. 5. Consistency between: research design, methodology, variables, and data analytic techniques. 	5	
Interaction & Presentation Skills: <ol style="list-style-type: none"> 1. Preparation, including a brief overview (3 to 4 minutes) of the poster and allowed sufficient time for discussion. 2. Ability to involve/engage the audience (e.g., avoid reading word-for-word off of the poster, PowerPoint slides, or other presentation aids). 3. Quality of presentation materials (attractive appearance, professional, interesting). 4. Actively participated in classmates' presentations. 	5	
Total:	10	



KPI Rubric: Research Proposal

Student's Name:

Component & Corresponding CACREP Standard	Points	Unmet	Met	Exceeds
Introduction & Literature Review: <ul style="list-style-type: none">• Met with the instructor at least once to review the proposal and received the instructor's approval of the topic.• Include an APA-style title page.• Include a clear and concise APA-style abstract of 200 words or less.• Throughout the paper, provide an in-text citation(s) for every claim. All in-text citations should appear in the references section and all citations listed in the references section should be cited in the narrative.• Throughout the paper, include APA-style headings and subheadings that are logically organized.• Clearly introduce the topic in an introduction section (first one to three paragraphs of the paper).• Provide a minimum of 8 primary sources (original empirical studies published in peer-reviewed journals). Include a mixture of rigorous qualitative and quantitative studies related to your topic of inquiry. Cite at least 8 recent (5-10 years old, unless there is justifiable historical value) primary sources in the literature review. Ensure that the articles reviewed include diversity and multicultural elements.• Identify evidence-based counseling practices.• Provide an integrated narrative that critically analyzes and	8	0-6.3 Insufficient introduction and/or literature review section(s) and/or a number of elements are missing or incomplete.	6.4-7.4 Sufficient introduction and literature review sections with minimal missing and/or inaccurate information.	7.5-8 Complete introduction and literature review sections with no errors or missing elements.

<p>syntheses (rather than presents a list of studies) the findings from the extant literature related to the topic.</p> <ul style="list-style-type: none"> • Incorporate any formative feedback from the instructor into the introduction and literature review sections. <p>(CACREP, 2016, 2.F.8.b.)</p>				
<p>Purpose Statement & Research Question(s)</p> <ul style="list-style-type: none"> • Include a clear and concise (1 to 3 sentences) purpose statement that is linked to the literature review. Provide a clear description of how the proposed study has potential to fill a gap in the literature and how results have potential to advance future research and practice. • Include at least one refined research question (and hypothesis if appropriate). • Incorporate any formative feedback from the instructor into the purpose statement and research question(s). 	4	<p>0-2.9</p> <p>Purpose statement and research questions are missing, unclear, and/or include fundamental missing elements or errors.</p>	<p>3-3.5</p> <p>Purpose statement and research questions are reasonably clear, with minimal missing elements or errors.</p>	<p>3.6 - 4</p> <p>Purpose statement and research questions are exceptionally clear, concise, and complete.</p>
<p>Methods</p> <p>Research Methodology: Specify your major research methodology (e.g., quantitative, qualitative, or mixed-methods).</p> <p>Research Design or Tradition: For quantitative studies, specify your <u>research design</u> (e.g., causal comparative, quasi-experimental, correlational/predictive, meta-analysis...). For qualitative studies, specify your <u>research tradition</u> (e.g., grounded theory, phenomenology, consensual qualitative research...). For mixed-methods studies, specify the <u>mixed-methods research design</u> (e.g., convergent-parallel, exploratory sequential...). Clearly describe why the research design or tradition was chosen to answer your research question(s).</p> <p>* Ensure consistency between: research design, methodology,</p>	10	<p>0-8.4</p> <p>Insufficient description of methodology and/or a number of elements are missing or inaccurate.</p>	<p>8.5-9.3</p> <p>Sufficient description of methodology with minimal missing and/or inaccurate information.</p>	<p>9.4-10</p> <p>Complete and description of the methodology with little-to-no errors or missing elements.</p>

<p>variables, and analyses</p> <p>Participants: Who you are going to sample? Age group? Ethnicities? Gender? Other demographic considerations?</p> <p>Sampling Method: Explain your sampling procedure and explain how you would determine the minimum sample size. Include a brief discussion of statistical power analysis for quantitative studies (you do not necessarily have to compute a power analysis, however, explain what a power analysis is and what the results would indicate).</p> <p>Measures: (How will the outcome data be collected?) Instrumentation/Measures to be used (quantitative and/or qualitative). For quantitative measures, review and cite both reliability and validity evidence. For qualitative studies, discuss methods of data collection, for example, semi-structured interview (provide at least one example interview question), demographic questionnaires, review of artifacts or other important documents... Discuss how you will maximize trustworthiness.</p> <p>Procedures (Discuss these overlapping issues)</p> <ul style="list-style-type: none"> • How will you conduct the study? • What is the setting? (e.g., clinic, online sampling, school, park, university) • What logistical issues might be involved with implementation? • How will you ensure that informed consent is obtained? How will you maintain participants' confidentiality and possibly, anonymity? <p>Proposed Data Analytic Techniques</p> <ul style="list-style-type: none"> • <i>Quantitative studies:</i> Report the data cleaning/screening procedures, missing data, descriptive statistics, and the <u>specific inferential statistical analyses</u>. Clearly state your variables (e.g., dependent/ independent or criterion/ 				
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<p>predictor). Specify the scale of measurement for each variable and include the levels of all categorical variables.</p> <ul style="list-style-type: none"> • <i>Qualitative studies:</i> Clearly describe the qualitative <u>data analytic steps and techniques that you would employ</u> (e.g., triangulation, consensus coding, thematic analysis...). • <i>Mixed-methods studies:</i> Include both <u>quantitative and qualitative</u> data analytic considerations (see the two bullet points above). <p>Possible Limitations of the Study</p> <ul style="list-style-type: none"> • For quantitative studies, discuss threats to internal validity and external validity. • For qualitative studies, discuss threats to trustworthiness. • For mixed methods, studies discuss <u>both</u> threats to internal validity, external validity, and trustworthiness. • Incorporate any formative feedback from the instructor into the methodology section. <p>(CACREP, 2016, 2.F.8.d, e, f, g & h.)</p>				
<p>APA Style & Grammar</p> <ul style="list-style-type: none"> • Follows standard rules of professional writing according to APA. Appropriate length, grammar, sentence structure, spelling, punctuation, and smooth readability. • Used minimal, if any, direct quotes (see the syllabus for the policy on using direct quotes). • Included an APA style references page. 	5	0-3.9 Moderate-to-frequent errors in APA style, grammar, sentence structure, spelling, or punctuation and/or poor readability.	4-4.5 Minimal-to-moderate errors in APA style, grammar, sentence structure, spelling, or punctuation and smooth readability throughout the majority of the paper.	4.6-5 Minimal-to-no errors in APA style, grammar, sentence structure, spelling, or punctuation and smooth readability throughout the paper.
<p>Peer Feedback</p> <ul style="list-style-type: none"> • Provided timely and high quality feedback on peer's proposal (see the peer-review guidelines on the syllabus). 	3	0-2.4 Peer-feedback is missing or incomplete.	2.5-2.9 Provided timely and adequate peer-feedback.	3 Provided timely and exceptional peer-feedback.

Final Disposition:	___ /30	Unmet 0 -24.3	Met 24.4-27.6	Exceeds 27.7-30
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Sample Syllabus