



CEPY 5210 & 6210: RESEARCH METHODS & PROGRAM EVALUATION

New Mexico State University
College of Health, Education, and Social Transformation
Department of Counseling and Educational Psychology

**Syllabus is tentative and subject to change.*

* 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.

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Office Hours: By appointment.

- Appointments are available everyday (including weekends). Please email the instructor to make an appointment.

Face-To-Face Class Meetings: Thursdays from 4:45 pm to 7:15 pm in O'Donnell Hall, Room 111

Required Readings & Materials

Textbook

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

Peer-Reviewed Journal Articles (Available on Canvas)

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. <https://doi.org/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. <https://doi.org/10.15241/gb.4.5.426>

Flinn, R.E. & Kalkbrenner, M.T. (2021). Matching variables with the appropriate statistical tests in counseling research. *Teaching and Supervision in Counseling*. 3(3). Article 4. <https://doi.org/10.7290/tsc030304>

- Hays, D. G., & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling and Development*, 89, 288-295. <https://doi.org/10.1002/j.1556-6678.2011.tb00091.x>
- Kalkbrenner, M.T. (2022). Best practices and guidelines for writing a rigorous quantitative methodology section in counseling and related fields. *The Professional Counselor*. 12(3), 217 – 231. <https://doi.org/10.15241/mtk.12.3.217>
- Kalkbrenner, M.T. & Goodman-Scott, E. (2021). Validation of high school students' scores on the Mental Distress Response Scale: Implications for universal screening. *Professional School Counseling*. 25(1), 1-9. <https://doi.org/10.1177/2156759X211006631>
- Limberg, D., Gnillka, P. B., & Broda, M. (2021). Advancing the counseling profession by examining relationships between variables. *Journal of Counseling and Development*, 99(2), 145–155. <https://doi.org/10.1002/jcad.12362>
- Minton, C.A., Gibbons, M. M., & Hightower, J. M. (2021). Community-engaged research and evaluation in counseling: Building partnerships and applying program evaluation. *Journal of Counseling and Development*, 99(2), 210–220. <https://doi.org/10.1002/jcad.12368>
- Mullen, P.R., Fox, J., Goshorn, J. R., & Warraich, L. K. (2021). Crowdsourcing for online samples in counseling research. *Journal of Counseling and Development*, 99(2), 221–226. <https://doi.org/10.1002/jcad.12369>
- 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. <https://doi.org/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(2), 1-18. <https://doi.org/10.1177/2150137810373613>
- Wester, K.L., Morris, C. A. W., Trustey, C. E., Cory, J. S., & Grossman, L. M. (2021). Promoting rigorous research using innovative qualitative approaches. *Journal of Counseling and Development*, 99(2), 189–199. <https://doi.org/10.1002/jcad.12366>
- Whiston, S. C., & Li, P. (2011). Meta-Analysis: A systematic method for synthesizing counseling research. *Journal of Counseling and Development*, 89(3), 273-281. <https://doi.org/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.). Author.

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

Giordano, Schmit, M. K., & Schmit, E. L. (2021). Best practice guidelines for publishing rigorous research in counseling. *Journal of Counseling and Development*, 99(2), 123–133.
<https://doi.org/10.1002/jcad.12360>

Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. 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.

CEPY 5210 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: COUNSELING CURRICULUM F8. 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.

CEPY 6210 Course Objectives: This course provides students an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

The specific objectives for this course consist of the following:

- 1) Students will advance their foundational knowledge of research methodology and research design.
- 2) Students will develop skills and knowledge to conduct comprehensive literature reviews.
- 3) Students will critique scientific research studies by applying attained knowledge in research methodology and design.

- 4) Students will produce a research proposal in their area(s) of interest within the field of school psychology.
- 5) Students will present a research proposal that will conduct within the field of school psychology.
- 6) Students will demonstrate skills and knowledge for program evaluation by developing a program evaluation plan.
- 7) Students will demonstrate knowledge and skills necessary to conduct single subject design studies.

Methods of Instruction: This class will be meeting in synchronous face-to-face instruction format (i.e., **students must come to campus to attend class**). The course also includes a variety of readings, activities, and assignments that will be completed outside of class time.

Instructor Availability: The instructor is **very available** for support both in and out of class. Students are encouraged to meet with the instructor throughout the semester to discuss any questions about the course. Email (mkalk001@nmsu.edu) is the best way to get ahold of the instructor. **Students should email the instructor using their NMSU email address.** Barring any unforeseen circumstances (e.g., illness, injury, travel...) the instructor will reply to emails within 24-hours. Also, barring any unforeseen circumstances, the instructor will return graded assignments within approximately one week of the due date.

Course Requirements

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

Feedback: Students are expected to maintain the highest ethical standards as outlined in this syllabus, the university, college, department and national professional organizations as well as the guidelines in the student handbook. **A student's ability to accept feedback (positive, constructive, and negative) is paramount to their professional development.** 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 graduate student and professional is a life-long process. As just one example, it is 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 incorporate all of the instructor's feedback to improve their performance and to enhance their development.** If a student has questions or reservations about the instructor's feedback, the instructor is very open to setting up a meeting to discuss. However, students should not ignore any of the instructor's formative or summative feedback. 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). Concerns about professionalism might also be brought to the program committee.

Attendance & Participation: Attendance and participation fall under the purview of professionalism, as regular and consistent attendance and participation are expected. Late arrivals/early departures (without approval from the instructor) will be noted by your instructor, and is not desirable in terms of your final grade. 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; however, they might not receive credit for any missed in-class assignments on the day of the absence. In most cases a late arrival/early departure will count as half an absence, however, the instructor reserves the right to deduce more points than half an absence at his discretion based on the nature of the late arrival/early departure. If any portion of the class is meeting online, students are required to keep their video on for the entire class. If a student's video is off during class, they might not receive full (or any) participation credit at the discretion of the instructor. Students should also be fully present during both face-to-face and online classes (i.e., not driving, making dinner, doing chores, or any other activity). A student who is not fully present might receive partial (or no) attendance/participation credit for that class at the instructor's discretion. The point allocation for attendance and participation towards the final course average is listed in the Point Spread for Grade Determination table; however, excessive absences or lack of participation might result in more than the allocated amount of points being deducted from a student's final course grade. Suppose, for example, attendance and participation is worth 10% of the final course average. It is possible that a student might lose more than 10% of their final course grade for unexcused absences (at the instructor's discretion). If a student is absent from class, they are responsible for finding out what was covered in class on the day of the absence.

Students are entitled to miss one class without point deductions. 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 class 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 (ahead of time) to the absence, 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 to 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. The instructor also reserves the right to require documentation regarding excused absences, tests, and all other course assignments, which 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 ...) 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 leave 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. **Peer-Reviewed Journal Article Critique:** Students will submit a critique of a peer-reviewed journal article that will be provided by the instructor. The article that students should critique is available on Canvas (attached to the dropbox for the assignment). This assignment will increase each student's ability at evaluating empirical research and implications for clinical practice. The grading rubric is available on the last pages of this syllabus.
3. **Written 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 title page, 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. **The research proposal will be submitted in the three following sections (due at different points in the semester):** (a) Literature Review, (b) Purpose Statement & Research Question(s), and (c) Methodology. Students should **refer to and follow all the three detailed grading rubrics** for each respective section of this assignment. Previous sections should be resubmitted and students are responsible for incorporating the instructor's formative feedback into all subsequent submissions. The **revisions tracking form** (see the last pages of this syllabus) **must accompany students' submission of the methodology** section of their research proposal. Submissions without this form will be considered incomplete and might result in point deductions or a grade of a zero at the instructor's discretion.

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 10 primary peer-reviewed journal 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, all articles should be recent (5-10 years old).

Students are required to meet with the instructor at least once to discuss and receive approval of their proposal topic. 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 multiple times throughout the semester.**

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). Students are strongly encouraged to consult with the instructor before using any direct quotes in their writing. 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).

PLEASE NOTE: This is a research proposal only. As such, **no data will be collected from human subjects** and students should **not attempt to carry out or act on any part 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.

4. **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 and program evaluation portion of the National Counselor Examination (NCE), Praxis Exam, 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. Taking pictures (or making copies of the exam questions in any way) before, during, or after taking the exam is strictly forbidden and might result in a grade of a zero, failing the course, and other academic dishonesty penalties sanctioned by the department or university at the discretion of the instructor, department head, or other university official. A final exam study guide is available on the last two pages of this syllabus. The instructor reserves the right to switch the exam format to a take-home essay in the event that the university switches to online instruction.

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. Students are strongly encouraged to acquire a copy of the APA-7 Publication Manual (see recommended readings) or use The Purdue OWL

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/gener

[al format.html](#)), which is basically an online version of the most recent edition of the APA manual. 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**. In addition, the formatting guidelines for a **Professional Title Page** (See APA-7 Manual p. 30-31), **not the Student Title Page**, should be **used in all class assignments**. In all written assignments, **avoid using the words “prove” or “cause”** unless one is reporting the results of a true-experimental design. Students are required to follow APA guidelines in all written assignments regardless of whether APA style is directly mentioned in the instructions or on the grading rubric.

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 and requirements 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. With the exception of extenuating circumstances (e.g., illness, injury...), 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**.

Assignment Submissions and Evaluation Criteria: Unless otherwise specified, all assignments are due before 11:59 pm on the due date indicated on the course schedule and are to be **submitted via Canvas as Microsoft Word documents**. Assignments submitted in other formats might be considered late and may not be graded. Unless otherwise specified, all written assignments should be written in complete paragraphs (i.e., **do not use bulleted or numbered lists**). 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. In addition, students can access Microsoft Office (and a number of other programs) via NMSU’s virtual lab. See the Point Spread for Grade Determination table below for the evaluation criteria for this course. Unless

otherwise specified, there will be no resubmissions of any assignment for any credit after the assignment is due. Students must turn in a clean copy (i.e., delete old comments and accept all track changes) of all assignments. Any final submissions that are not submitted in clean copy form might be subject to point deductions.

Group Work. Students should pay particular attention to the directions and submission instructions on any group assignments. In some cases, all group members might be required to turn in their own copy of the group assignment. In other instances, only one submission per group might be required. In this case, both group members can turn in their own copy of the assignment if they would like to, however, both group members should make sure to turn in the same copy, as the instructor will grade the first submission that he comes across. Generally, all group members will receive the same grade; however, the instructor reserves the right to assign different grades to each group member at his discretion. Please distribute the workload evenly. If there is an issue in the group, students are encouraged to discuss and try to work out the issue together. If the issue is still not resolved or if a student does not feel comfortable discussing a concern with their group member, they should let the instructor know early on (do not wait until the issue escalates into resentment). In all likelihood, students will work in groups in some capacity in their future careers. Thus, it is important for students to develop and practice interpersonal skills that are necessary for successful group work.

Formative Feedback. The instructor is available to give formative feedback on most 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. Students should submit requests for formative feedback to the instructor via their NMSU email address. 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 feedback (formative or summative) might result in point deductions. If a student has questions or reservations about the instructor's feedback, the instructor is very open to setting up a meeting to discuss. However, students should not ignore any of the instructor's formative or summative feedback. When receiving formative feedback from the instructor (or anyone else) students should turn in a clean copy (i.e., delete old comments and accept all track changes) of their final submission. Any final submissions that are not submitted in clean copy form might be subject to point deductions. The criteria on the following Point Spread for Grade Determination table will be used to assign grades:

Point Spread for Grade Determination			
<i>Assignment</i>	<i>Points</i>	<i>Grading Scale</i>	
Professionalism, Attendance, & Participation	10	94 – 100	A
Peer-Reviewed Journal Article Critique	20	91 – 93.99	A-
Research Proposal: Literature Review, Purpose Statement, and RQs	30	88 – 90.99	B+
Research Proposal: Methodology	20	84 – 87.99	B
Final Exam	20	81 – 83.99	B-
		78 – 80.99	C+
		74 – 77.99	C
		71 – 73.99	C-
		61 – 70.99	D
		Below 61	F
		*The final decimal place for all scores above are recurring (i.e., repeat infinitely). Grades will not be “rounded” up.	
	Total 100		

- ❖ In addition to the criteria specified in the table 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.

Incomplete Grades: An incomplete grade for the course may be given at the instructor’s discretion 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 might affect 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 should 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 (including content in this class taken in previous semesters). For students who are retaking the course, they should make noticeable changes (75% + different) to the content of the assignments.

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.

Copyright Statement: Unless otherwise specified, all course materials (including but not limited to instructional videos, PowerPoints, handouts, worksheets...etc.) are the instructor's copyrighted intellectual property and are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use only and should not be shared, reproduced, distributed, or sold in print or digitally outside the course without written permission from the instructor. As a student, your ability to post or link to copyrighted material is also governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work. Instructors or other staff of the institution reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law.

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. As just one example, 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. 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 graduate student's

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 graduate student'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.

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 deal with all of your information technology (IT) and telecommunications needs at NMSU. Please feel free to contact them at (575) 646-1840 or via email 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 [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.

Discrimination and Disability Accommodation

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) 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:

Main Campus

Disability Access Services
Corbett Center Student Union Room 204
Aaron Salas, Director
575-646-6840
das@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. **You may submit a report online at equity.nmsu.edu. If you have an urgent concern, please contact the Office of Institutional Equity at 575-646-3635.**

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

Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
[Office of Institutional Equity Website](http://www.oie.nmsu.edu)

Other NMSU Resources:

NMSU Main Campus emergency contact information

NMSU Police Department	575-646-3311	www.nmsupolice.com
Aggie Health & Wellness (Medical and Counseling Services)	575-646-1512	www.wellness.nmsu.edu
NMSU Dean of Students	575-646-1722	
For Emergencies	911	

COVID-19 Expectations and the Crimson Commitment

You are expected to comply with all university requirements and expectations regarding mask-wearing, vaccination, and reporting of a positive test, or you should not enroll in in-person course sections.

Please do not come to class if you are feeling sick; communicate with your instructor about making up any missed classes.

Masks welcome and encouraged for all students

All students, regardless of vaccination status, are welcome to wear a mask while indoors on any NMSU system campus. Any changes or updates to this guidance will be posted online at now.nmsu.edu.

Vaccination requirements

Unless you are enrolled in exclusively online courses and will not be on campus for any reason, you must provide proof of COVID-19 vaccination or request an exemption through [Med+Proctor](#). More information about how to submit your proof of vaccination or proof of testing is available at https://studenthandbook.nmsu.edu/immunizations/immunization_policies1.html.

The Crimson Commitment

All students should follow the Crimson Commitment. Your commitment states:

I commit to myself and other Aggies. I will:

- ✓ **Get vaccinated** for COVID-19 if I am enrolled in any in-person or hybrid courses, or if I will be on campus for any reason
- ✓ **Monitor myself** for symptoms of COVID-19
- ✓ **Report to the Aggie Health & Wellness Center** or another medical professional if I have symptoms of COVID-19 or other communicable illness
- ✓ **Wash my hands** often with soap and water and/or use hand sanitizer
- ✓ **Wear a mask** if I choose to, or as directed by the latest university guidance
- ✓ **Stay home if I feel ill** or have been around someone ill
- ✓ **Report a positive case** online at now.nmsu.edu and participate in contact tracing if called
- ✓ **Keep up to date with the latest guidance** from experts at NMSU, the NM Department of Health, and the CDC.

I will abide by these practices throughout the year:

- ✓ I will not use mask-wearing to discriminate against my classmates, instructors, or NMSU staff members in any way.
- ✓ I will follow instructions regarding seating in campus classrooms.
- ✓ If I am unable to attend an in-person class session due to symptoms of COVID-19 or another illness, I will communicate with my instructor ahead of time.

If I am unwilling to comply with COVID-safe practices:

- ✓ I will talk to my academic advisor about enrolling in online course sections, if available, or disenrolling from fall coursework. (Disenrolling will impact financial aid,

housing, etc.)

Stay informed about COVID-19 at NMSU

You can find more information about the NMSU system's COVID-19 response at now.nmsu.edu. In addition, updates are available to students and families through many communication channels. Links to visit or subscribe are available at now.nmsu.edu/plan/communication-and-information-sharing.html.

Updated 08.08.22

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	1-19	<ul style="list-style-type: none"> Welcome! Review of Syllabus & Course Assignments Major Research Methods Philosophical Issues Underlying Research Publishing & The Peer-Review Process 	Read the course syllabus Creswell and Creswell <ul style="list-style-type: none"> Chapter 1 Complete the contact information card and upload to the dropbox on Canvas before 11:59pm on 1/19/2023
2	1-26	<ul style="list-style-type: none"> Writing in APA Style Forming Meaningful Research Aims: <ul style="list-style-type: none"> Literature Review Purpose Statement Research Questions Hypotheses 	Creswell and Creswell: <ul style="list-style-type: none"> Chapter 2 Chapter 6 Chapter 7 Kalkbrenner and Goodman-Scott (2021) - Discussion article: bring a copy (paper or electronic) to class .
3	2-2	<ul style="list-style-type: none"> Searching the Databases for Literature Review 	Creswell and Creswell: <ul style="list-style-type: none"> Chapter 2
4	2-9	<ul style="list-style-type: none"> Type I and II Errors p-values & Statistical Significance Effect Size (Practical Significance) 	Bakker et al. (2019) Sink and Mvududu (2010)
5	2-16	<ul style="list-style-type: none"> Determining variables (IVs, DVs, predictors, criterion, confounding) Statistical Power Threats to Internal & External Validity 	Creswell and Creswell <ul style="list-style-type: none"> Chapter 3
6	2-23	<ul style="list-style-type: none"> Scales of Measurement Statistical Analyses Matching Research Questions, Variables, and Statistical Analyses 	Flinn and Kalkbrenner (2021) Bring a copy (paper or electronic) of Figure 1 to class Journal Article Critique Due
* Students are required to meet with the instructor at least once to discuss and receive approval of their research proposal topic.			
7	3-2	<ul style="list-style-type: none"> Sampling Techniques 	Creswell and Creswell <ul style="list-style-type: none"> Chapter 8

			Mullen et al. (2021)
8	3-9	<ul style="list-style-type: none"> Quantitative Research Designs: Part 1 <ul style="list-style-type: none"> Experimental Designs Quasi-Experimental Designs Ex Post Facto Designs 	Creswell and Creswell <ul style="list-style-type: none"> Chapter 8 Whiston and Li (2011) Literature Review, Purpose Statement, & Research Question(s) Due
	3-16	Spring Break (no class)	
9	3-23	<ul style="list-style-type: none"> Quantitative Research Designs: Part 2 <ul style="list-style-type: none"> Correlational/Predictive Designs Meta-Analysis Single-Subject Designs 	Creswell and Creswell <ul style="list-style-type: none"> Chapter 8 Limberg et al. (2021) Reese et al. (2010)- Discussion article: bring a copy (paper or electronic) to class
10	3-30	<ul style="list-style-type: none"> Qualitative Research: Part 1 <ul style="list-style-type: none"> Qualitative Inquiry & Research Traditions 	Hays and Wood (2011)
* Students are <u>strongly encouraged</u> to make another appointment(s) with Dr. K to discuss/review their research proposals.			
11	4-6	<ul style="list-style-type: none"> Qualitative Research: Part 2 <ul style="list-style-type: none"> Qualitative Data Collection & Analysis 	Creswell and Creswell: <ul style="list-style-type: none"> Chapter 9 Wester et al. (2021) <ul style="list-style-type: none"> Photovoice
12	4-13	<ul style="list-style-type: none"> Mixed-Methods Research Designs Writing a Methods Section 	Creswell and Creswell: <ul style="list-style-type: none"> Chapter 10 Kalkbrenner (2022) Bardhoshi et al. (2014)- Discussion article: bring a copy (paper or electronic) to class Discussion article)
13	4-20	<ul style="list-style-type: none"> Program Evaluation 	Creswell and Creswell: <ul style="list-style-type: none"> Chapter 4 Minton et al. (2021)
14	4-27	<ul style="list-style-type: none"> Ethical Issues In Research 	Methodology Section Due
15	5-4	<ul style="list-style-type: none"> Catch Up Final Exam Review: Research Jeopardy! 	
16	5-11	Final Exam	

Professional Information Background Statement for Instructor

Michael T. Kalkbrenner, Ph.D., NCC
Associate 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 a tenured Associate Professor of Counseling and Educational Psychology at New Mexico State University. He has taught numerous courses in research methodology, assessment, counseling skills, psychometrics, advanced statistics, 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. Since 2016, he has published approximately 50 articles in high-impact peer-reviewed journals, using quantitative, qualitative, and mixed-methods 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 psychological screening tools, including the development and validation of scores on seven instruments since 2017. 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.



Grading Rubric: Peer-Reviewed Journal Article Critique

Student's Name:

Criteria	Points	Unmet	Met	Exceeds
*Use the headings/subheadings below to structure the paper.				
<u>Article Summary</u> <ul style="list-style-type: none">• Article Summary (one paragraph, 200 words or less)<ul style="list-style-type: none">• In your own words, briefly describe research question (1 sentence)• Provide concise description of the methods used (2-6 sentences)• Discuss results/findings (2 sentences)• Participants and Procedures<ul style="list-style-type: none">• Include the number of participants/sample size/number of groups used• Provide pertinent demographic characteristics of participants (e.g., gender identity, ethnic identity, diagnoses, age groups, and any other pertinent information)• Briefly describe participant selection and sampling procedures• Variables<ul style="list-style-type: none">• Define independent variable(s)• Define dependent variable(s)• Discuss if a statistically significant relationship exists between the independent and dependent variables• Discuss possible confounding variables within the study• Research Design<ul style="list-style-type: none">• Describe the major research design (quantitative, qualitative, or mixed-methods). Discussing the specific research design or	10	0-8.3 Article summary is incomplete/ missing major sections and/or there are a number of errors in the summary.	8.4-9.3 The article is sufficiently summarized with minimal missing and/or inaccurate information.	9.4-10 The article summary is exemplary with no developmentally appropriate errors.

tradition (e.g., true-experiment, quasi-experimental, grounded theory, phenomenology, ex post facto, correlational/predictive...) is optional.				
<p>Critical Analysis: Article Strengths and 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 (level 2) under a "Critical Analysis: Article Strengths & Weaknesses" level 1 heading to denote their critique of each major section: <p>Introduction & Literature Review</p> <ul style="list-style-type: none"> Did the researchers identify a socially significant problem as the focus of the study? Discuss why or why not with specific examples from the article. Did the researchers develop potential solutions to the problem after conducting a thorough literature review of past research? Discuss why or why not with specific examples from the article. Did the proposed study include a thorough, current, and relevant literature review (studies published within 10 years of the article's publication date)? Discuss why or why not with specific examples from the article. Did the literature review culminate with a clear purpose statement and coherent research question(s) that clearly address a gap in the literature? Discuss why or why not with specific examples from the article. <p>Methods</p> <ul style="list-style-type: none"> Was the research design or tradition 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 	10	<p>0-8.3</p> <p>Critical analysis is cursory and/or includes missing/incomplete sections and/or there are a number of errors in the critical analysis.</p>	<p>8.4-.9.3</p> <p>Critical analysis is complete at a developmentally appropriate level with minimal missing and/or inaccurate information.</p>	<p>9.4-10</p> <p>Critical analysis is exemplary with thorough critiques of each major section at a developmentally appropriate or beyond level.</p>

<p>described?</p> <ul style="list-style-type: none"> • 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>Results</p> <ul style="list-style-type: none"> • How, if at all, 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>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 researchers relate the results back to the introduction and literature review? • Did the researchers discuss any implications or limitations of the study and/or research design? • Did the findings of the study provide socially significant results (use specific examples)? 				
<p>APA-Style and Grammar: This assignment 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. Incorporate all previous feedback (formative and summative) from the instructor. Include an APA-style professional title page and an APA-style citation of the reviewed article in a reference page. Failure to adhere to any of these requirements might result in point deductions.</p>				
Final Disposition:	___ /20	Unmet 0 -16.7	Met 16.8-18.7	Exceeds 18.8-20



Grading Rubric: Literature Review, Purpose Statement, & Research Questions

Student's Name:

Criteria	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. • APA-style title page. Use the <u>professional</u> (not the student version) style title page format. • Begin the literature review with a clear problem statement including, (a) the problem, issue, or area where providers are failing to meet their clients' needs and (b) why this is a problem (i.e., consequences or other negative outcomes if the problem remains unaddressed). • Throughout the paper, provide an <u>in-text citation(s) for every claim</u>. 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 <u>10 primary sources</u> (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 10 recent (<u>5-10 years old</u>, unless there is justifiable historical value) primary sources in the literature review. Ensure that the articles reviewed include diversity and multicultural elements. 	15	0 -12.4 Insufficient introduction and/or literature review section(s) and/or a number of elements are missing or incomplete.	12.5-13.5 Sufficient introduction and literature review sections with minimal missing and/or inaccurate information.	13.6-15 Exemplary introduction and literature review sections with no errors or missing elements.

<ul style="list-style-type: none"> • Provide an integrated narrative that critically analyzes and synthesizes (rather than presents a list of studies) the findings from the extant literature related to the topic. • Identify evidence-based practice(s). • Avoid using the words “prove” or “cause” unless one is reporting the results of a true-experimental design. 				
<p align="center">Purpose Statement & Research Question(s)</p> <p>*Resubmit your literature review and remember to incorporate all of the instructor’s previous formative feedback. The purpose statement and research questions should immediately follow the literature review (i.e., no page break)</p> <ul style="list-style-type: none"> • Include a clear and concise (<u>2 to 4 sentences</u>) purpose statement that is <u>linked to the literature review</u>. Provide a clear description of how the proposed study has potential to fill a gap in the literature (i.e., <u>how results have potential to advance future research and practice</u>). • Include at least one refined research question (and hypothesis if appropriate) in the narrative (i.e., don’t use bulleted/numbered lists). The research question(s) should be phrased as a question and appear in the narrative (i.e., don’t use a bulleted list) at the very end of this section. <p>Collectively, the purpose statement and research question should be approximately ½ of a page in length.</p>	10	0-8.2 Purpose statement and research questions are missing, unclear, lacking a connection to the extant literature, and/or include fundamental missing elements or errors.	8.3-9 Purpose statement and research questions are reasonably clear, connected to the extant literature with minimal missing elements or errors.	9.1 - 10 Purpose statement and research questions are exceptionally clear, concise, and situated within the extant literature.
<p align="center">APA Style & Grammar</p> <ul style="list-style-type: none"> • Followed 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. • Used minimal, if any, direct quotes (see the syllabus for the policy on using direct quotes). • Included an APA style professional title page and a references page(s). 	5	0-3.9 Multiple errors in APA style and/or grammar and/or readability issues that make the paper difficult to follow.	4-4.6 Developmentally appropriate adherence to APA-style guidelines with minimal errors in APA style and/or grammar.	4.7-5 Exemplary adherence to APA-style guidelines with very minimal errors in grammar and very smooth readability.

<ul style="list-style-type: none"> • Incorporate any previous feedback from the instructor. <p>❖ <i>Note:</i> An abstract is not required for this submission. Students are encouraged to insert a place holder for the abstract on page 2 of their submission with the heading “Abstract” (bolded and centered). An abstract is required for the third and final submission (literature review, purpose statement, research questions, and methodology).</p>				
Final Disposition:	___ /30	Unmet 0 -25.4	Met 25.5-27.4	Exceeds 27.5-30

Revisions Tracking Form

***This completed form must accompany your submission of the purpose statement and research questions as well as the methodology sections of your research proposal.**

Submissions without this form will be considered incomplete and might result in point deductions or a grade of a zero at the instructor's discretion.

Instructions. Please use the following revisions tracking form to describe the revisions that have been made to your document. Copy and paste all of Dr. K's comments (word-for-word) into the first column below: "Feedback." In the second column, please describe how you've incorporated Dr K's feedback into your revised proposal.

Feedback (copy and paste Dr. K's comments)	Description of Corresponding Revisions to the Document
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* Add extra rows as necessary

**Note:* A MS word version of this form is available on Canvas (attached to the dropboxes for the research proposal).



Grading Rubric: Methodology Section of Research Proposal

Student's Name:

Criteria	Points	Unmet	Met	Exceeds
*Use the headings/subheadings below to structure the paper.				
<p>Methods</p> <p>*Begin the methods section by re-submitting the literature review, purpose statement, and research question(s). Remember to incorporate all of the instructor's previous formative feedback. The methodology section (level 1 APA-style heading) should immediately follow the research questions (i.e., no page break).</p> <p>Include a clear and concise APA-style abstract of 175 words or less. The abstract should appear on page 2 of the paper (right after the title page).</p> <p>Research Methodology: Begin by specifying the proposed major research methodology (e.g., quantitative, qualitative, or mixed-methods). Then, discuss the research design <u>or</u> research tradition: For <u>quantitative studies</u>, specify your <u>research design</u> (e.g., causal comparative, quasi-experimental, correlational/predictive, meta-analysis...). For <u>qualitative studies</u>, 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, variables, and data the data analytic technique(s).</p> <p>Participants and Procedures: Who you are going to sample? Age group? Ethnicities? Gender? Other demographic considerations? Participant selection should be grounded in the extant literature (i.e.,</p>	20	<p>0 -16.5</p> <p>Insufficient description of methodology and/or a number of elements are missing or inaccurate.</p>	<p>16.6-18.5</p> <p>Sufficient description of methodology with minimal missing and/or inaccurate information.</p>	<p>18.6-20</p> <p>Complete description of the methodology with little-to-no errors.</p>

cite empirical sources to justify participant selection. 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?

Sampling Method: Explain your sampling procedure (name/explain a specific type of probability or non-probability sampling) and explain how you would determine the minimum sample size. Include a brief discussion of the purpose 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).

Measures: Specify how will the outcome data be collected? State the specific instrumentation/measures to be used (quantitative and/or qualitative).

- *Quantitative measures:* review and cite both reliability and validity evidence of scores. If there are multiple measures, describe each instrument in a separate subsection. For each measure, begin with a description of the scale and its construct of measurement. Then discuss/cite validity evidence of scores by citing internal structure validity (factor analysis) and convergent/divergent validity evidence). Lastly, review/cite reliability evidence of scores (e.g., coefficient alpha, coefficient omega, test-retest ...).
- *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 at least three specific strategies (**including how you will use them**) to maximize trustworthiness.
- *Mixed-methods studies:* Include a discussion of both quantitative and qualitative measures (see the two bullet points above).

<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/ predictor). Specify the scale of measurement for each variable, include the levels of all categorical variables, and clearly describe why the statistical analysis is an appropriate match with your variables. <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...). For interview protocol, include one or two samples interview questions. <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 Proposed Study</p> <ul style="list-style-type: none"> For quantitative studies, discuss threats to <u>internal validity</u> and <u>external validity</u>. For qualitative studies, discuss at least 3 threats to <u>trustworthiness</u>. For mixed methods, studies discuss <u>both</u> threats to internal validity, external validity, and trustworthiness. 				
<p>Please note: This assignment 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. Incorporate all previous feedback (formative and summative) from the instructor. Failure to adhere to any of these criteria might result in point deductions.</p>				
<p>Final Disposition:</p>	<p>___ /20</p>	<p>Unmet 0 -16.5</p>	<p>Met 16.6-18.5</p>	<p>Exceeds 18.6-20</p>

Final Exam: Study Guide

** This review sheet is meant to be a guide only. It is important that you study all of the information we covered in class and the reading assignments. This guide is meant to supplement your studying by helping you focus on areas that may require more detail. For the final exam, you are responsible for information from the text, material given in notes, and material discussed in class. This document is subject to change throughout the semester as the content of the test might slightly evolve based on the progression of the course.*

**All of the information listed below can be found on the course PowerPoint slides and/or in the course readings (textbook and/or journal articles). Please don't hesitate to contact Dr. K if you have any questions about the material.*

- Worldviews & philosophical issues underlying research
- The peer-review process
- Literature review, purpose statement, & research questions
- Null & alternative hypotheses
- Type I and II errors
- Correlation
- Statistical significance and p -values (including thresholds & one-tail/two tailed tests)
- Effect size (including the two major types of effect size indices)
- Descriptive vs. inferential statistical analyses
- Interpreting p -values and effect size
- Identifying variables (IVs, DVs, predictors, criterion, confounding) and scales of measurement
- Sampling methods
- Basics behind univariate and multivariate statistical analyses
- Matching variables with statistical analyses
- Statistical power
- Threats to internal & external validity
- Group comparison designs
- Correlational/predictive designs

- Meta-analysis
- Program evaluation
- Qualitative inquiry
- Researcher reflexivity
- Major qualitative research traditions (grounded theory, phenomenology, consensual qualitative research, ethnography, narratology, & participatory action research)
- Strategies for maximizing trustworthiness
- Coding (including consensus coding)
- Qualitative themes
- Inter-rater reliability and application to qualitative research
- Major types of mixed-methods research designs (convergent parallel, explanatory sequential, exploratory sequential, concurrent embedded or nested, & transformative approaches)
- Ethical issues in research