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**Introduction to Research and Program Evaluation in Counseling (COU 794)**

**INSTRUCTOR INFORMATION:**

Instructor Name:

Email:

STUDENT SUCCESS AND **INCLUSIVITY:**   
At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

* [Disability Resource Center](https://www.missouristate.edu/disability/)
* [Counseling Center](https://counselingcenter.missouristate.edu/)
* [Multicultural Center](https://multicultural.missouristate.edu/)
* [Academic Advising & Transfer Center](https://www.missouristate.edu/advising/)

**COUNSELING PROGRAM OBJECTIVES:**

***Knowledge***. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).  
***Clinical Skills.*** Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.  
***Research and Appraisal.*** Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

***Professional Dispositions***. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

***Specialty Areas***. Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

**DEFINITION OF COUNSELING**

Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

**REFLECTIVE COUNSELING PRACTICE**

The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

COURSE DESCRIPTION:

Introduction to research methods in counseling, including quantitative and qualitative methods, action research, needs assessments, and program evaluation approaches, particularly in service-delivery and educational settings. An emphasis is placed on developing an understanding of foundational research methods that will allow students to be effective critical consumers of research in counseling, identify evidence-based practices, and prepare them to design and implement sound program evaluations.

**METHODS OF INSTRUCTION:**

This course is structured using a “flipped design” wherein content delivery is moved outside of the classroom, allowing for class time to be utilized actively. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and supervision of research design.

**COURSE MATERIALS:**

***Required Texts***

American Psychological Association (2001). *Publication manual of the American Psychological*

*Association* (5th ed.). Washington, D.C.: American Psychological Association.

Galvan, J.L. (2007). *Writing literature reviews: A guide for students of the social and behavioral*

*sciences* (3rd. ed.). Glendale, CA: Pyrczak Pub.

Rubin. A. (2012). *Practitioner’s guide to using research for evidence-based practice* (2nd edition).

Hoboken, M]: Wiley.

***Current Research Articles in Course:***

Armstrong, S. & Henson, R. (2005). Statistical practices of IJPT researchers: A review from 1993-

2003. *International Journal of Play Therapy*, 14(1), 7-26.   
Armstrong, S. & Henson, R. (2004). Statistical and practical significant in the IJPT: A research

review from 1993-2003. *International Journal of Play Therapy*, 13(2), 9-30.

Astramovich, R.L., & Coker, J.K. (2007). Program Evaluation: The Accountability Bridge Model

for Counselors. Journal of Counseling and Development, 85, 162-172.

Martin, I., & Carey, J. (2015). Development of a logic model to guide evaluations of the ASCA national. *The Professional Counselor*, 4(5), 455-466.

Ray, D. C., Minton, C. A. B., Schottelkorb, A. A., & Brown, A. G. (2010). Single-case design in

child counseling research: Implications for counselor education. *Counselor Education and Supervision*, 49(3), 193-208.

Sullivan, C., & Cottone, R. R. (2010). Emergent characteristics of effective cross-cultural

research: A review of the literature. *Journal of Counseling and Development*, 88(3), 357-362.

Thompson, B. (2002). Statistical, practical and clinical: How many kinds of significance do

counselors need to consider*. Journal of Counseling & Development*, 80, 64-71.

**MSU COUNSELING SYLLABUS MATRIX**

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards.

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| --- | --- | --- |
| **Assessment and Testing** | **CACREP Standard** | **Curriculum/Evaluation Outcomes** |
| statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations | 2.F.7.g | Exams |
| **Research and Program Evaluation** | **CACREP Standard** | **Curriculum/Evaluation Outcomes** |
| the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice | 2.F.8.a | Article Critique |
| identification of evidence-based counseling practices | 2.F.8.b | Article Critique, Research Proposal |
| needs assessments | 2.F.8.c | Exams |
| development of outcome measures for counseling programs | 2.F.8.d | Research Proposal, Exams |
| evaluation of counseling interventions and programs | 2.F.8.e | Article Critique, Research Proposal |
| qualitative, quantitative, and mixed research methods | 2.F.8.f | Exams |
| designs used in research and program evaluation | 2.F.8.g | Research Proposal, Exams |
| statistical methods used in conducting research and program evaluation | 2.F.8.h | Article Critique |
| analysis and use of data in counseling | 2.F.8.i | Exams, Research Proposal |
| ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation | 2.F.8.j | Article Critique  Exams, Research Proposal |

**COURSE EXPECTATIONS**

**Attendance and Engagement Policy:** I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

* verbal contributions in larger classroom discussion
* verbal contributions in small group discussions
* clear demonstration of course content knowledge in assignments
* introspection of course content
* voicing dissenting thoughts in a respectful way to course content
* asking questions/adding comments which indicate thoughtful reflection on material
* gaining and compiling resources outside of what is required for the course
* engaging in advocacy outside of course

**Technology:** The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer’s capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](https://missouristate.teamdynamix.com/TDClient/1931/Portal/KB/ArticleDet?ID=107376) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted.  The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access.  If you have a laptop computer, then familiarity with local “hotspots” might also serve you well.  It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing [HelpDesk@MissouriState.edu](mailto:helpdesk@missouristate.edu). You can also visit the [Help Desk website](http://helpdesk.missouristate.edu/) for a live chat option.

**Blackboard.** We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be uploaded in PDF format only. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](https://missouristate.teamdynamix.com/TDClient/1931/Portal/KB/?CategoryID=15642) on the Computer Services Knowledge Base. Blackboard Ally: To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](https://www.missouristate.edu/accessibility/) to learn more.

**Classroom Expectations for Students using Digital Learning Platforms:** Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.  

**Digital Delivery Netiquette**

1. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
2. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
3. All participants should dress appropriately, as you would for class.
4. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
5. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

**Participation in Asynchronous and Synchronous Learning:** Participation in experiential learning, case studies, and class discussions is required.  Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student’s areas of confusion or the depth of the student’s understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some “ground rules” participation:

1. Breathe and settle your body when conversations are tough.  A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society.  Try to move outside your comfort zone.
3. Be fully present and be an active participant.  Use “I” language and speak from your own experience.
4. Respect each person’s right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don’t mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person’s feelings, and do not mistake your feelings for “fact”; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

**Student Engagement:** Participation and questions are expected in class discussions.  It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

**Expectations for Written Work:** Students are expected to have read required materials prior to class.  These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes.  My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical.  We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings.  If you don’t understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations.  Journals are less formal stylistically but should use proper grammar and respectful language.  Assignments in this class do not require APA style for formatting sections.  Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced).  All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom’s revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process.  If you need assistance, please don’t hesitate to consult the Missouri State University writing lab and the “Bear Claw” in the library.   For help with APA style: <https://owl.purdue.edu/owl/purdue_owl.html>

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](https://www.missouristate.edu/EVPProvost/bbsyllabus.htm)):

**Key Performance Indicator Policy:**  A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

**STUDENT OUTCOME TOOLS**

1. **Complete APA format Quiz**. There is one quiz on APA format and style, which can be completed successfully by using the APA resources provided. It is important that you have a basic working knowledge of APA format before turning in any written work, so please make extensive use of the APA resources, such as the Purdue OWL and APA website. You may take the APA quiz as many times as you wish (it is untimed, though the recommended time limit is 30 minutes)—only the highest grade will be recorded.
2. **Midterm & Final Exam:** Both exams are open book and open notes. However, the exams are timed, so you must know the materials well enough (i.e., not rely on being able to look up everything in your notes or book) to complete the exam within the allotted time.
3. **Research Proposal (Key Performance Indicator)** Design a research proposal or program evaluation for a mental health or school program. This should include a review of literature relevant to your program, methodology, including a description of intervention/treatment components and a logic model with measurable outcomes for the proposal (see paper format). The paper should be 13-15 double-spaced pages (not including references) and should be prepared using APA style.

**Procedures:** The body of your final project should be 13-15 pages in length. The body does NOT include the title page, the abstract, or the reference page which should be included. The review of literature must contain a minimum of 10 (2005 to present) peer-reviewed journal articles and must be written according to the APA publication manual.

**Components of Proposal**:

1. Title Page and Abstract Sections
2. Introduction (1-2 pages). Introduction (6-8 pages).Your literature review will be about 6-8 pages long and should be a compilation of the literature relevant to your topic and research question. Basically, the literature review covers “what the field already knows” about the topic in an effort to build an inductive argument for your research question or hypothesis. This section will conclude with your hypothesis or research question. An introduction will include the following information:
   1. A problem statement and rationale for study
   2. Prevalence of the problem
   3. Severity of the problem
   4. Needs that should be addressed
   5. Consequences of the problem
   6. Importance of studying this problem
   7. The impact the problem has on population
   8. Who is affected by the problem
   9. Historical considerations
   10. Conclude the introduction with the rational for conducting the proposed research or evaluation (including how you are expanding current knowledge)
3. Proposed Methods (2-3 pages**)***:* Your proposed methods section, written in future tense, will outline how you would plan to carry out this study. This will include: participants, instrument used (including validity), sampling method, and design. Include the following elements in proposed methods:
   1. Methodology
   2. Specific, detailed research question(s)
   3. Data Collection Plan
      1. Participants (age, gender, etc).
      2. Procedure (informed consent, sampling, data collection methods.
      3. Measures/Instrumentation (description of all variables relevant to your research question/hypothesis(es), the operationalization of your variable(s) including a description of measures including reliability and validity information)
   4. Intervention(s)- Description
   5. Logic Model
4. Data Analysis (1-2 pages). The Data Analysis sectionwill include the following information (written in future tense):
   1. Descriptive
   2. Inferential
   3. Expected Results
5. Discussion (2 pages)
   1. Summary of purpose of project and expected results.
   2. Limitations including sampling, internal and external validity problems etc.,
   3. Potential counseling implications – how this research may inform counseling practice. *School Counseling Students*: this may include discussion of school improvement plan/report card as part of informing decision making and increasing accountability.
6. **Journal Article Critique Paper.** Select a journal article that includes statistics (select an article that is related to your Research Proposal). Submit a copy of the article with a 2-3 page summary and critique of the article.

**Procedures:** Read one empirical article (attach article to paper when turn in assignment) in your area of interest and write a 2–3-page paper evaluating the article. Include the following:

* 1. Evaluation of the Introduction: definition of the problem, literature review, rationale for conducting the study, the hypothesis, and how well hypothesis generation follows logically from the description of the problem.
  2. Evaluation of Methods: adequate sample size, adequate information on procedure (could you replicate?), adequate measures (reliable and valid?)
  3. Evaluation of Research Design used: is the design appropriate to research question? if variables were manipulated what were they? What is the IV? The DV? Threats to internal validity? Measurement issues? Threats to external validity?
  4. Evaluation of Statistics/Results: are the statistics appropriate to the data and research question?
  5. Evaluation of the Discussion: are the results reviewed and incorporated into the current body of literature? discussion of limitations, directions for future research, clinical/practical implications of research.
  6. Are there any ethical issues present in this article? If so, were they addressed?

**COURSE GRADING**

APA Format Quiz 20

Midterm Exam 20

Final Comprehensive Exam 30

Research Proposal (Key Performance Indicator) 40

Article Critique 20

Total Possible Points 130

**GRADING SCALE**

Final grades will be determined using the total points you earned during the semester:

93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99%=

B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99%

= C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

**UNIVERSITY POLICIES**

The purpose of the [University Syllabus Policy Statements](https://www.missouristate.edu/provost/bbsyllabus.htm) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](https://www.missouristate.edu/provost/bbsyllabus.htm). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

**COPYRIGHT AND RECORDING**

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

**SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED PROCEDURES:**

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link: <https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm>

**COPYRIGHT & FAIR USE STATEMENT**

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor’s original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.

**DISABILITY ACCOMMODATION POLICY FOR STUDENTS**

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), [MissouriState.edu/Disability](https://www.missouristate.edu/Disability/default.htm).

On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, [WPAACCESS@MissouriState.edu](mailto:WPAACCESS@MissouriState.edu).

**Requesting Accommodations**

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](https://bear.accessiblelearning.com/MissouriState/ApplicationStudent.aspx) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

**COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS**

**Statement of Flexibility:** Please note that the course calendar, my office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur through the course announcements on Blackboard.

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| **Week** | **Date** | **Readings** | **Topics** | **2016 CACREP Standards Addressed Per Week** | **Assignments** |
| 1 |  | Rubin Ch. 1, 2; Galvan Ch. 3  APA Manual: Chap. 1 – Writing for the Behavioral and Social Sciences pp. 9 – 20  Carroll & Rounsaville chapter  ACA Ethics Code: Section G – Research and Publication  Gallardo et al. (2009).  Morales, E. & Norcross. J. (2010) | Introduction to Course, Syllabus review; What is research and why is it important? Overview of evidentiary hierarchy for EBP. | 8.a., 8.b., 8e, 8j |  |
| 2 |  | APA Manual: Chap. 2 - Manuscript Structure and Content pp. 21 – 35  APA Manual: Chap. 3, Chap. 4, pp 87-95 & 101-104.  Rubin Ch. 2 | EBP Process, Ethical and Multicultural Considerations, How to Select a Research Topic? | 8.a., 8.b., 8.e, 8.j. | APA Quiz |
| 3 |  | No Class | Library research for literature review |  |  |
| 4 |  | Rubin Ch. 3 | Overview of Research Hierarchy and Design | 8.g |  |
| 5 |  | Rubin Ch. 4 | Critical Appraisal | 8.e, 8.i |  |
| 6 |  | Rubin Ch. 8,  APA Manual: Chap. 6 & 7 | Systematic Reviews, & Meta-analyses | 8.f., 8.g |  |
| 7 |  | Rubin Ch. 5  Galvan, Ch. 5 | Experimental Research | 8.e., 8.f., 8.g. |  |
| 8 |  | Rubin Ch. 5 | Quasi-Experimental Design | 8.f., 8.g | Exam |
| 9 |  | Rubin Ch. 7 | Single Case Design, | 8.e., 8.f., 8.g. |  |
| 10 |  | Rubin Ch. 9 | Program Evaluation, Non-Experimental Research | 8.c., 8.d., 8.e., 8.f., 8.g. | Article Critique |
| 11 |  | Rubin Ch. 10,  Armstrong & Henson (2005). | Qualitative Research; Mixed-Methods Designs | 8.f., 8.g |  |
| 12 |  | Rubin Ch. 11 | Selecting Outcome Measures in  Counseling Research | 8.d. |  |
| 13 |  | Needs Assessment: Behavioral Health  <https://pubmed.ncbi.nlm.nih.gov/26936627/>  Community-Based Research  <https://pubmed.ncbi.nlm.nih.gov/29056622/>  Action Research  <https://sites.asee.org/se/wp-content/uploads/sites/56/2021/04/2016ASEESE13.pdf> | Action Research & Needs Assessments | 8.c., 8.g. | **Article Critique** |
| 14 |  | Thompson, B. (2002). Armstrong & Henson (2004). | Statistical Methods Overview, T-Tests, ANOVA, Split Plot ANOVA, ANCOVA; Statistical Methods: Correlation, regression, factor analysis, non-parametric, effect size, practical and clinical significance | 8.h., 8.i.; 7.g |  |
| 15 |  | No Reading | Presentations |  | Research Proposal |
| 15 |  | Exam | Exam |  | Final Exam |