

COURSE SYLLABUS

COUN 598 – Research and Program Evaluation
3 Semester Credits
[term, year]
[day, time]
Summerour [room#]



Professor:
Email:
Office Phone:
Physical Office:
Office Hours: Available on the following days and times:

| | |
|-------|---------|
| [day] | [times] |
| [day] | [times] |

Calendly Link: Students should use the following Calendly link to schedule appointments:
<https://calendly.com/.....>

VIRTUAL CLASSROOM LOCATION:

Meeting ID:
Passcode:
<https://southern.zoom.us/j/.....>

I. COURSE DESCRIPTION:

Fundamentals of research and program evaluation relevant to the practice of clinical mental health counseling and school counseling are studied. This course enables students to conduct research projects and to critically evaluate findings in order to improve treatment and program effectiveness in counseling. Principles, models, and applications of needs assessment and program evaluation are studied. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research are also examined. Special emphasis is given to current ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation in schools and community agencies.

II. REQUIRED READING:

Houser, R. A. (2019). *Counseling and Educational Research: Evaluation and Application*, 4th Edition. Sage Publication, Inc.

III. SUPPLEMENTAL MATERIALS:

Selected Supplemental Reading:

Salkind, N. J., & Frey, B. B. (2020). *Statistics for People Who (Think They) Hate Statistics*, 7th Ed., Sage Publications, Thousand Oaks, CA.

American Psychological Association (2019). *Publication manual of the American Psychological Association*, 7th Ed. Washing, DC: APA

Selected Relevant Websites:

American Association of Christian Counselors: <http://www.aacc.net/>

American Counseling Association: <http://www.counseling.org/>

American School Counselor Association: <http://www.schoolcounselor.org/>

National board of Certified Counselors: <http://www.nbcc.org/>

Purdue Online Writing Lab: <http://owl.purdue.edu/>

APA Style Resources: <http://apastyle.apa.org/>

Southern Adventist University, McKee Library: <https://www.southern.edu/mckee-library/>

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously in-person and via Zoom. Therefore, students will need to attend in class or have internet service at their location. Students who attend online will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: Call to make an appointment at **McKee Library**: 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library at sfordham@southern.edu.

VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Proverbs: 14: 15 – 19

¹⁵“The simple believes every word, but the Prudent considers his steps. ¹⁶ A wise man fears and departs from evil, But a fool rages and is self-confident. ¹⁷ A quick-tempered man acts foolishly, and a man of wicked intentions is hated. The simple inherit folly, but the prudent are crowned with knowledge. ¹⁹ The wicked will bow before the good, and the wicked at the gates of righteousness.”

During this semester, students in this course will begin to learn the basics of scientific research and writing in the field of counseling. The central biblical concept for this course provides a biblical foundation focused on the key concept of prudence. As represented in the text above, God calls His followers to be thoughtful, disciplined, and righteous in beliefs and actions; this is what separates the foolish from the wise. As students learn research methods and review current research, they will discern and identify ethical and quality research, engage in ethical research methods, and develop proposal topics that contribute to the counseling field and the well-being of communities and individuals.

VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students should:

1. Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. [CACREP 2.F.8.a]
2. Be able to identify evidence-based counseling practices. [CACREP 2.F.8.b]
3. Be familiar with needs assessments. [CACREP 2.F.8.c]
4. Be familiar with the development of outcome measures for counseling programs. [CACREP 2.F.8.d]
5. Be able to evaluate counseling interventions and programs. [CACREP 2.F.8.e]
6. Understand qualitative, quantitative, and mixed research methods. [CACREP 2.F.8.f]
7. Understand designs used in research and program evaluation. [CACREP 2.F.8.g]
8. Understand statistical methods used in conducting research and program evaluation. [CACREP 2.F.8.h]
9. Analysis and use of data in counseling. [CACREP 2.F.8.i]
10. Know the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. [CACREP 2.F.8.j]

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

1. In keeping with the University’s policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
 - ii. Professors may assume “no collaboration” is the rule unless they state otherwise.
2. Student Responsibilities:
 - i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others’ material as their own.
 - ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
 - iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
 - iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.
3. TurnItIn:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students' work to Turnitin or require that they do so.

4. Profile Picture Policy

1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture that it must meet the following guidelines:
 - i. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
 - ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
 - iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. Student Authentication (distance education students only)

1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
2. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to

discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. Add/Drop Policy

1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

7. Transcripts

1. It is the students' responsibility to request a transcript to be sent to their parent institution and/or their Seventh-day Adventist union registrar if needed. Students may access more information about this at <http://www.southern.edu/administration/records/transcripts.html>

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The instructor will use a variety of methods of instruction, including class discussions, review of current research articles, audiovisual media, analyses of critical topics in the field of counseling, in-class activities, readings, weekly quizzes, and a research proposal project.

2. Diversity Considerations

In this course, students will closely examine diversity issues within the history and practice of scientific research. Students will also learn how to use research practices to advocate for diverse clientele and provide counseling to diverse populations that are evidence-based and informed by research.

3. Incorporation of Research

1. Students:

Students will be required to base their research topic on current counseling literature and identify and collect relevant articles from peer-reviewed sources. In addition, students will engage in class activities that look critically at research methods, outcomes, and practices.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate. Some examples of these resources are listed below:

Adams, C. M., Puig, A., Baggs, A., & Wolf, C. P. (2015). Integrating religion and spirituality into counselor education: Barriers and strategies. *Counselor Education and Supervision, 54*, 44- 56. <https://doi.org/10.1002/j.1556-6978.2015.00069.x>

Chan, C. D., Cor, D. N., & Band, M. P.(2018). Privilege and oppression in Counselor education: An intersectionality framework. *Journal of Multicultural Counseling and Development, 46*, 58 – 73. <https://doi.org/10.1002/jmcd.12092>

Fulton, C., Shannonhouse, L. (2014). Developing servant leadership through counselor community engagement: A case example. *Journal of Counselor Leadership and Advocacy, 1*(1), 98-111. <http://dx.doi.org/10.1080/2326716X.2014.886978>

Killian, T., & Floren, M. (2020). Exploring the relationship between pedagogy and counselor trainees’ multicultural and social justice competence. *Journal of Counseling and Development, 98*, 295 – 307. <https://doi.org/10.1002/jcad.12324>

Owens, E. W., & Neale-McFall C. W. (2014). Counselor identity development: Toward a model for the formation of professional identity, *Journal of Counselor Leadership and Advocacy, 1*:1, 16-27, <https://doi.org/10.1080/2326716X.2014.886975>

Parrow, K., Sommers - Flanagan, J., Cova, J. S. Lungu, H. (2019). Evidence-based relationship factors: A new focus for mental health counseling research, practice, and training. *Journal of Mental Health Counseling, 4*(4), 327-342. <https://doi.org/10.17744/jmehc.41.4.04>

Person, M., Garner, C., Gholston, M., & Petersen, C. (2020). Counselor Professional Identity Development in CACREP and Non-CACREP Accredited Programs. The

Journal of Counselor Preparation and Supervision, 13(1).

<http://dx.doi.org/10.7729/131.1335>

Peters, H. C., & Vereen, L. G. (2020). Counseling leadership and professional counselor identity: A phenomenological study. *Journal of Counselor Leadership and Advocacy*, 7(2), 99-117. <https://doi.org/10.1080/2326716X.2020.1770143>

4. eClass

1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.
2. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

5. Class Attendance/Presence

1. *Attendance policy:*
 - i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.
 - ii. Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.

- iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iv. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.
- v. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. Communication

1. eClass Announcements

- i. To facilitate communication between the professor and learners, all class members are expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

2. Southern Email

- i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line. For instance, if a student has a problem while taking the Week 1 Quiz, the email subject could say something like "COUN 556, Week 1 Quiz."

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. Class Attendance Credit

Attendance is vital to your success in class, in part, because it facilitates your engagement and provides the best opportunity for direct interaction with your professor and other students. You are expected to be present and punctual for each class meeting and actively participate in any in-class discussions, work, and/or activities. Please note that appropriate participation in online small group meetings, discussions, or online forums is also considered part of your attendance.

Class sessions will heavily focus on information needed to complete and critically analyze research that is important to the ethical and competent practice of counselors in the field. Therefore, attendance and participation are crucial. Unexcused absences will lower students’ final grade. Two late arrivals will constitute one absence.

Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstances (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to find out from a colleague what happened in class, to master the concepts and skills covered, and to obtain a copy of any material distributed.

In addition, a credit will not be given for attendance on any class session when a student is observed:

- Using their computer during class for things other than attending the class, typing notes, or looking for resources pertaining to class activity. The use of cell phones or iPads to complete requirements for other courses, to chat with friends, to answer emails, or to simply find entertainment on the internet while the instructor or any classmate is speaking.

- Attends online and does not practice appropriate netiquette, participate, or has their camera turned off for the duration of the class period. If a student is ill or has another valid reason for not having their camera on during class, please alert the professor.
- Sustaining private conversations, interrupting others, making negative comments about others, and/or displaying any type of behavior that is considered to be disruptive, disrespectful, or unprofessional in a class setting. The Zoom chat may be used during class for contributing to class discussion, asking questions of the professor, or providing feedback to peers. The chat should not be used in the place of verbal discussions, or for sustaining conversations outside class discussion.

3. Submission Times and Late Work Caution

1. Course assignments are to be submitted electronically to the course site, unless a different submission is specifically indicated on the *Course Calendar*.
2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students' responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.
3. All assignments are due on **Tuesdays**. Quizzes are due before class, with a deadline of 3:59 pm. All other assignments are due Tuesday nights by 11:59 pm. On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.
4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended above might not always be possible. For that reason, a period of grace will be given to complete assignments between the given Tuesday and the following Sunday night (11:59 PM).
5. If an assignment has not been submitted by the time indicated on the course schedule, a grade of zero will be entered in the grade book, unless you have alerted the professor and an extended deadline is agreed on. **Note:** Although the zero grade may not appear in the grade book exactly on the due date, the eClass system will automatically register the date and time when an assignment was submitted, whether it was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student

will need to email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.

6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be graded. ***This step will be important*** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.

4. **Providing Feedback to the Professor**

1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better. An informal survey with feedback questions will also be collected at mid-point in the semester.
2. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

5. **Receiving Feedback from the Professor**

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

a) **Professional Dispositions and Conduct**

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always

demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them.

As part of the GSPC program evaluation of professional behavior, a percentage of this course's final grade will reflect how the student demonstrated professional attitudes and behaviors in this course during the semester. The rubric, *Evaluation of Student Professional Dispositions in Semester Courses* will be used to calculate that portion of the final grade. This rubric is posted and available to students on eClass. Students will be able to see and discuss with the professor at the end of the semester the scores they obtained on this evaluation if they wish to do so.

b) Academic Assignments

1. **Chapter Quizzes:** The student will complete 12 quizzes over the semester. Quiz one will be the completion of the Refworks Tutorial through the Mckee Library. The RefWorks Tutorial will teach the student how to use RefWorks to collect and organize their research for the research proposal. The remaining 11 quizzes are based on the assigned chapters in the textbook. All quizzes are online and include a variety of multiple choice, short answer, and short essay formats. The quizzes do not have a time limit, so students are encouraged to use their text and answer questions carefully. Each student has two attempts, and the higher score of the two will be applied to the student's grade. Please note that short answer and short essay questions require the professor to review the answers; therefore, quiz scores may be delayed. The professor will review quizzes on Thursdays and Tuesdays; the student is encouraged to get their first attempt in by Thursday, so they have enough time to restudy and retake the quiz before the following Tuesday.
2. **Article reviews:** Students will write two article reviews over the semester. The articles should be on the topic chosen for the research proposal due at the end of the semester. Please see the article review example on eClass (under course resources) and the article review rubric on eClass (under course resources).
3. **APA Style Annotated Bibliography:** Students will complete an annotated bibliography of at least ten peer-reviewed professional references. The references reviewed for the assignment should provide the conceptual foundation for the student's research proposal due at the end of the semester. Detailed instructions and examples of an annotated bibliography are provided on eClass and will be reviewed in class closer to the time of submission.

4. **Research Proposal:** Students will choose a research topic related to the counseling field. Students will use the [CACREP 2016 standards](#) to guide their topic of research. Please incorporate research articles from Counseling Journals and research related to other mental health fields. Detailed instructions and outlines are available on eClass. The professor will review, provide examples, and assist students with developing and writing their proposals. The Research Proposal is divided into five Parts: chapter one (Problem and Purpose Statement), Chapter 2 (Literature Review), a rough draft (Chapters 1 & 2), a final Draft (Chapters 1 & 2), and a final presentation.
5. **Chapter 1 (Introduction, Problem and Purpose statement):** A quick outline of chapter one includes: an introduction, a brief overview of the problem, the purpose of the study, contribution to the field of counseling, a brief overview of research design, the definition of variables, and summary of chapter one.
6. **Chapter 2 (Literature Review):** A quick outline of chapter two includes a brief introduction, in-depth description and background of the problem, subtopics & specific variables, theoretical orientation, the significance of the study, gaps in the literature, a summary of the chapter, and what to expect in chapter three.
7. **Rough Draft:** The Rough draft is the second draft of chapters 1 and 2 together after the professor’s initial feedback from first submission. The rough draft should include a title page, chapters one and two, and a bibliography page.
8. **Final Draft:** After being reviewed by the professor and a peer, the student will make final edits and submit a final draft, including a title page, abstract, chapters one and two, and a bibliography page.
9. **Presentation:** On the final day of class, students will present their research topic in a small group (3-4 students per group). The presentation should include a brief overview of chapters one and two and a short description of what their research study would look like if they were to conduct it. The presentation should be between 10 to 15 minutes.

A list of counseling journals are below (please use some of these in your proposal):

- *Journal of Counseling and Development*
- *Adultspan Journal*
- *The Career Development Quarterly*
- *Counseling and Values; Spirituality, Ethics, and Religion in Counseling*
- *Cultural Education and Supervision*
- *Journal of College Counseling*
- *Journal of Addiction and Offender Counseling*

- *Journal of Humanistic Counseling*
- *Journal of Multicultural Counseling and Development*
- *Professional School Counseling Journal*

1. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

| COURSE REQUIREMENT | NUMBER OF POINTS | APPROX. PERCENTAGE | EXPECTED OUTCOME |
|---|------------------|--------------------|---|
| Attendance (15X2) | 30 | 8 | |
| Quizzes (12 quizzes X 10 Points) | 120 | 30 | 1-10 2.F.8.a-j |
| Article Review (2X20) | 40 | 10 | 1, 6-10 2.F.8.a, 2.F.8.f-j |
| Annotated bibliography | 40 | 10 | 1, 6-10 2.F.8.a, 2.F.8.f-j |
| Disposition Evaluation | 10 | 2 | 4-5 2.F.8.d, 2.F.8.e |
| Research Proposal (5 parts) | | | |
| Chap 1: Purpose Statement and Problem Statement | 20 | 5 | 1- 3, 5,7,8,10 2.F.8.a-c, 2.F.8.e, 2.F.8.g, 2.F.8.h, 2.F.8.j |
| Chap 2: Literature review | 30 | 8 | 1-3, 6-10 2.F.8.a-c, 2.F.8.f-j |
| Chaps 1 & 2: Rough draft Research Proposal | 40 | 10 | 1-3, 6-10 2.F.8.a-c, 2.F.8.f-j |
| Chaps 1 & 2: Final Draft Research Proposal | 50 | 12 | 1-3, 6-10 2.F.8.a-c, 2.F.8.f-j |
| Research Proposal Presentation | 20 | 5 | 1-10 2.F.8.a-j |
| TOTAL | 400 | 100 | |

i. Distribution of Scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

| Letter Grade | Point Range | Percentage Range |
|---------------------|--------------------|-------------------------|
| A | 808 – 860 | 94 – 100% |
| A- | 774 – 807 | 90 – 93% |
| B+ | 748 – 773 | 87 – 89% |
| B | 722 – 747 | 84 – 86% |
| B- | 688 – 721 | 80 – 83% |
| C+ | 662 – 687 | 77 – 79% |
| C | 636 – 661 | 74 – 76% |
| C- | 602 – 635 | 70 – 73% |
| D+ | 576 – 601 | 67 – 69% |
| D | 550 – 575 | 64 – 66% |
| D- | 516 – 549 | 60 – 63% |
| F | 0 – 515 | |

[See Course Calendar on Next Page]

IX. COURSE CALENDAR

| DATE | TOPIC FOR CLASS DISCUSSION | CACREP STANDARD TAUGHT | ASSIGNMENTS FOR THE WEEK | ASSIGNMENT DUE DATE/TIME |
|--------------------------------------|---|---|--|---|
| Week 1 Tuesday [month/ day] | <ul style="list-style-type: none"> • CLASS SESSION <ul style="list-style-type: none"> ○ Course Syllabus & Expectations ○ Introduction to Course ○ Online Research Tutorial | <p>[CACREP 2.F.8.a] Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</p> <p>[CACREP 2.F.8.b] Be able to identify evidence-based counseling practices.</p> | <ul style="list-style-type: none"> ✓ Read Chapter 1 ✓ Take RefWorks Quiz | <p>RefWorks Quiz: __/__/__ - 3:59 PM</p> |
| Week 2 Tuesday __/__ | <ul style="list-style-type: none"> • CLASS SESSION <ul style="list-style-type: none"> ○ Chapters 1 & 2 Discussion ○ Considering the source (Small Group Activity) ○ Basics of Scientific Writing | <p>[CACREP 2.F.8.a] Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</p> <p>[CACREP 2.F.8.i] Analysis and use of data in counseling.</p> | <ul style="list-style-type: none"> ✓ Read Chapter 2 ✓ Take quiz #2 | <p>Quiz #2: __/__/__ - 3:59 PM</p> |
| Week 3 Tuesday __/__ | <ul style="list-style-type: none"> • CLASS SESSION <ul style="list-style-type: none"> ○ Chapters 3 & 4 discussion ○ Comparing qualitative and quantitative research ○ Identifying a research topic | <p>[CACREP 2.F.8.f] Understand qualitative, quantitative, and mixed research methods.</p> <p>[CACREP 2.F.8.g] Understand designs used in research and program evaluation.</p> <p>[CACREP 2.F.8.h] Understand statistical methods used in conducting research and program evaluation.</p> | <ul style="list-style-type: none"> ✓ Read Chapters 3 & 4 ✓ Read APA Style article review guidelines ✓ Read article for class activity ✓ Take quiz #3 | <p>Quiz #3: __/__/__ - 3:59 PM</p> |

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| <p>Week 4 Tuesday _/_</p> | <ul style="list-style-type: none"> • CLASS SESSION ○ Chapter 5 & 6 Discussion ○ Review chosen articles ○ Review chosen articles for review (small group activity) | <p>[CACREP 2.F.8.f] Understand qualitative, quantitative, and mixed research methods.</p> <p>[CACREP 2.F.8.g] Understand designs used in research and program evaluation.</p> <p>[CACREP 2.F.8.h] Understand statistical methods used in conducting research and program evaluation.</p> | <ul style="list-style-type: none"> ✓ Read Chapters 5 & 6 ✓ Identify article for Article review #1: Read highlight, and outline ✓ Review outline for research Proposal ✓ Review APA Style references ✓ Take quiz #4 ✓ Submit Article review #1 | <p>Quiz #4: _/_ - 3:59 PM</p> |
| <p>Week 5 Tuesday _/_</p> | <ul style="list-style-type: none"> • CLASS SESSION ○ Chapter 7 & 8 Discussion ○ Elements of Scientific writing ○ Clear and Concise writing (small group activity) ○ Review research Designs & Data Analysis | <p>[CACREP 2.F.8.h] Understand statistical methods used in conducting research and program evaluation.</p> <p>[CACREP 2.F.8.d] Be familiar with the development of outcome measures for counseling programs.</p> | <ul style="list-style-type: none"> ✓ Read Chapters 7 & 8 ✓ Read Purpose Statement and Problem Statement guidelines ✓ Read APA annotated bibliography guidelines ✓ Watch videos on statistical methods ✓ Take Quiz #5 | <p>Quiz #5: _/_ -3:59 PM</p> <p>Article Review #1: _/_ – 11:59 PM</p> |

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| <p>Week 6 Tuesday __/__/__</p> | <p>• CLASS SESSION</p> <ul style="list-style-type: none"> ○ Chapter 9 Discussion ○ Concept Mapping ○ Evaluation of Literature (Small group activity) | <p>[CACREP 2.F.8.a] Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</p> <p>[CACREP 2.F.8.b] Be able to identify evidence based counseling practices.</p> <p>[CACREP 2.F.8.e] Be able to evaluate counseling interventions and programs.</p> <p>[CACREP 2.F.8.j] Know the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.</p> | <ul style="list-style-type: none"> ✓ Read Chapter 9 ✓ Identify article for article Review #2 ✓ Developing research questions ✓ Take Quiz #6 | <p>Quiz #6: __/__/__ -3:59 PM</p> <p>Article Review #2: __/__/__ - 11:59 PM</p> |
| <p>Week 7 Tuesday __/__/__</p> | <p>• CLASS SESSION</p> <ul style="list-style-type: none"> ○ Chapter 10 Discussion ○ Evaluating Purpose and Problem Statements ○ Research in Counseling Programs | <p>[CACREP 2.F.8.a] Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</p> <p>[CACREP 2.F.8.b] Be able to identify evidence based counseling practices.</p> <p>[CACREP 2.F.8.e] Be able to evaluate counseling interventions and programs.</p> <p>[CACREP 2.F.8.d] Be familiar with the development of outcome measures for counseling programs</p> | <ul style="list-style-type: none"> ✓ Read Chapter 10 ✓ Read Annotated Bibliography Assignment description and examples ✓ Completed Annotated Bibliography ✓ Take Quiz #7 | <p>Quiz #7: __/__/__ -3:59 PM</p> <p>Annotated Bibliography: __/__/__ - 11:59 PM</p> |

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| <p>Week 8 Tuesday _/_</p> | <ul style="list-style-type: none"> ● CLASS SESSION ● Evaluating Methods and results sections ● Research Designs | <p>[CACREP 2.F.8.h] Understand statistical methods used in conducting research and program evaluation. [CACREP 2.F.8.g] Understand designs used in research and program evaluation.</p> | <ul style="list-style-type: none"> ✓ Read Chapter 11 & 12 ✓ Take quiz #8 | <p>Quiz #8: _/_ -3:59 PM</p> |
| <p>Week 9 Tuesday _/_</p> | <ul style="list-style-type: none"> ● CLASS SESSION ● Developing a literature Review outline ● Evaluating Methodology, results, and discussion sections (Small group activity) | <p>[CACREP 2.F.8.h] Understand statistical methods used in conducting research and program evaluation. [CACREP 2.F.8.g] Understand designs used in research and program evaluation.</p> | <ul style="list-style-type: none"> ✓ Read Chapter 13 & 14 ✓ Take quiz #9 | <p>Quiz #9: _/_ -3:59 PM</p> |
| <p>Week 10 Tuesday _/_</p> | <ul style="list-style-type: none"> ● CLASS SESSION ○ Chapter 15 & 16 Discussion ○ Evaluating Results, discussions and implications (small group activity) ○ Review evidence-based practices and needs assessments | <p>[CACREP 2.F.8.h] Understand statistical methods used in conducting research and program evaluation. [CACREP 2.F.8.g] Understand designs used in research and program evaluation. [CACREP 2.F.8.c] Be familiar with needs assessments. [CACREP 2.F.8.b] Be able to identify evidence-based counseling practices.</p> | <ul style="list-style-type: none"> ✓ Read Chapter 15 & 16 ✓ Read <i>How to Write a Fantastic literature review</i> ✓ Read article on scientific writing ✓ Take Quiz #10 ✓ Submit Introduction: research problem, purpose statement | <p>Quiz #10: _/_ 3:59 PM</p> <p>Introduction _/_ 11:59 PM</p> <p style="color: red;">Last day to drop with a W grade – _/_</p> |

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| <p>Week 11 Tuesday _/_</p> | <ul style="list-style-type: none"> • CLASS SESSION ○ Chapter 9 Discussion & Practice ○ Cultural issues in Research ○ Evaluating Discussion sections and Research in Advocacy (Small group activity) | <p>[CACREP 2.F.8.h] Understand statistical methods used in conducting research and program evaluation.</p> <p>[CACREP 2.F.8.g] Understand designs used in research and program evaluation.</p> <p>[CACREP 2.F.8.j] Know the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.</p> | <ul style="list-style-type: none"> ✓ Read Chapter 17 ✓ Read Article for class activity ✓ Take Quiz #11 | <p>Quiz #11: _/_ -3:59 PM</p> |
| <p>Week 12 Tuesday _/_</p> | <ul style="list-style-type: none"> • CLASS SESSION ○ Chapter 18 Discussion ○ Writing a research proposal ○ Writing lab (peer review) | <p>[CACREP 2.F.8.j] Know the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.</p> <p>[CACREP 2.F.8.h] Understand statistical methods used in conducting research and program evaluation.</p> <p>[CACREP 2.F.8.g] Understand designs used in research and program evaluation.</p> <p>[CACREP 2.F.8.a] Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</p> | <ul style="list-style-type: none"> ✓ Read Chapter 18 ✓ Take quiz #12 ✓ Submit literature review | <p>Quiz #12: _/_ -3:59 PM</p> <p>Literature Review _/_ – 11:59 PM</p> |

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| <p>Week 13 Tuesday __/__/__</p> | <p>• CLASS SESSION</p> <ul style="list-style-type: none"> ○ Chapter 19 Discussion ○ Steps in program evaluation ○ Research in counseling practice and program outcomes | <p>[CACREP 2.F.8.e] Be able to evaluate counseling interventions and programs. [CACREP 2.F.8.d] Be familiar with the development of outcome measures for counseling programs. [CACREP 2.F.8.i] Analysis and use of data in counseling</p> | <p>✓ Read Chapter 19</p> | |
| <p>THANKSGIVING BREAK: NOVEMBER __, NO CLASS</p> | | | | |
| <p>Week 14 Tuesday __/__/__</p> | <p>• CLASS SESSION</p> <ul style="list-style-type: none"> ○ Chapter 20 Discussion ○ Program Evaluation Review ○ Future Research (Small group activity) ○ End of semester Disposition Reviews | <p>[CACREP 2.F.8.d] Be familiar with the development of outcome measures for counseling programs. [CACREP 2.F.8.i] Analysis and use of data in counseling CACREP 2.F.8.a] Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</p> | <p>✓ Read Chapter 20 ✓ Submit Rough Draft</p> | <p>Rough Draft: __/__/__ - 11:59 PM</p> |
| <p>Week 15 Tuesday __/__/__</p> | <p>• ZOOM CLASS SESSION</p> <ul style="list-style-type: none"> ○ Chapter 21 Discussion ○ Research Presentations (Small groups) | <p>CACREP 2.F.8.a] Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</p> | <p>✓ Read Chapter 21 ✓ Submit final Draft ✓ Submit Proposal Presentation PowerPoint</p> | <p>Final Draft __/__/__: 11:59 PM Proposal Presentation PowerPoint __/__/__: 11:59 PM</p> |
| <p>TEST WEEK – DECEMBER __, NO CLASS</p> | | | | |

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- c. *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- d. *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
 2. an informed facilitator,
 3. a reflective decision maker, and
 4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

e. *Core Curricular Experiences and Learning Outcomes:*

1. As a *Caring Person*, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective ***counseling, prevention, and intervention***;
 - (b) service to clients who represent ***diverse populations***; and
 - (c) ***advocacy*** to better the lives of individuals and communities.
2. As an *Informed Facilitator*, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful ***assessment*** that facilitates a plan of action,
 - (b) ***diagnosis*** leading to appropriate treatment, and
 - (c) promoting optimal ***academic development*** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.