George Mason University
College of Education and Human Development
Counseling Program

EDCD 601.DL1 – Introduction to Research in Counseling
3 Credits, Fall 2022
Tuesdays, 1:30 – 4:10 PM
Synchronous Online

Faculty
Name: Laura Dallman
Office Hours: By Appointment
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Prerequisites/Corequisites
None

University Catalog Course Description
Enhances knowledge of and involvement in counseling research by introducing techniques and principles to design, implement, and evaluate research projects and program development in community and school settings.

Course Overview
This course will provide an introduction to research methods, questions, and trends in the field of counseling. Readings and discussions will be used to explore the research process and highlight its role in the field of counseling. Students will be required to write a research proposal. Students will be encouraged to plan a proposal that could serve as the basis for an independent study, dissertation, or development of a school- or community-based counseling program. Consistent with the mission of the Counseling and Development Program, the course strives to develop in students a perspective that incorporates a focus on multiculturalism, advocacy, leadership, social justice and/or internationalism.

Course Delivery Method
This course will be delivered online (100% or more) using an alternating zoom and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **August 22, 2022.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  During our asynchronous weeks, our course week will continue from **Tuesday** and finish on **Monday**.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Course Objectives
This course is designed to enable students to do the following:
1. Articulate relevant social justice, multicultural, and ethical issues related to research in counseling (CACREP 2.F.8.j)
2. Demonstrate an understanding of current research in counseling, the importance of research in counseling, and how to use research in counseling practice (CACREP 2.F.8.a)
3. Demonstrate an understanding of methodological and theoretical issues in counseling research, including quantitative, qualitative, and mixed methods designs (CACREP 2.F.8.f)
4. Summarize and critically evaluate counseling and related research (CACREP 2.F.8.a)
5. Synthesize literature that informs a counseling-related topic
6. Describe appropriate methods for answering a research question (CACREP 2.F.8.g; 2.F.8.i)
7. Understand and critique evidenced-based counseling practice (CACREP 2.F.8.b)
8. Understand statistical methods used in research and program evaluation (CACREP 2.F.8.h)
9. Write using the APA style.

Professional Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities

the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP 2.F.8.a)	This Standard is part of Course Objective #2, which is addressed in Classes 1 and 3 on "Introduction to Research in Counseling" and "Summarizing & Critiquing Research"; as well as Course Objective #4, addressed in Class 3.	Assigned readings that discuss this Standard include: Chapters 3 & 12 in *Educational research*
identification of evidence-based counseling practices (CACREP 2.F.8.b)	This Standard is part of Course Objective #7, which is addressed in Class 8 on "Evidence-Based Counseling Practice"	Assigned readings that discuss this Standard include: Gone (2009), Kazdin (2008), & Shedler (2018).
qualitative, quantitative, and mixed research methods (CACREP 2.F.8.f)	This Standard is part of Course Objective #3, which is addressed in Classes 2, 6, and 10 on "Research Approaches", "Quantitative Research Designs & Mixed Methods", and "Qualitative Research Design & Analysis"	Assigned readings that discuss this Standard include: Chapters 1, 7, and 8 in *Educational research;* article on mixed methods by Leech & Onwuegbuzie
designs used in research and program evaluation (CACREP 2.F.8.g)	This Standard is part of Course Objective #6, which is addressed in Class 9 on "Descriptive and Inferential Statistics; Methods"	Course content includes lecture/discussion on writing a methods paper; Assigned readings that discuss this Standard include: Chapter 9 in *Educational research*

Additionally, this Standard is measured as part of the Methods Paper Key Assignment, which assesses KPI A.8.a.1 |
| statistical methods used in conducting research and program evaluation (CACREP 2.F.8.h) | This Standard is part of Course Objective #8, which is addressed in Class 9 on "Descriptive and Inferential Statistics; Methods" | Course content includes lecture/discussion on statistics; Assigned readings that discuss this Standard include: Chapter 9 in *Educational research* |
| analysis and use of data in counseling (CACREP 2.F.8.i) | This Standard is part of Course Objective #6, which is addressed in Class 9 on "Descriptive and Inferential Statistics; Methods" | Assigned readings that discuss this Standard include: Chapter 9 in *Educational research*

Additionally, this Standard is measured as part of the Methods Paper Key Assignment, which assesses KPI A.8.a.1 |
| ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j) | This Standard is part of Course Objective #1, which is addressed in Classes 10, 11 & 12 on "Tuskegee Syphilis Experiment" and "Institutional Review Board (IRB)" | Course content that addresses this Standard includes: Tuskegee Syphilis Experiment video, reflection, and discussion; CITI training for IRB and IRB documents/process review/discussion |

Additional professional standards addressed in this course:

- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.2
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.1.a, 1.b
- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Research"
- This course addresses the CAEP Proficiency A1. 3 Employment of data analysis and evidence to develop supportive school environments (see Methods paper assignment).

Required Texts

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

Schreiber, J., & Asner-Self, K. (2011). *Educational research*. Wiley.

Additional Readings

Gone, J. P. (2009). A community-based treatment for Native American historical trauma: Prospects for evidence-based practice. *Journal of Consulting and Clinical Psychology, 77*(4), 751-62. https://doi.org/10.1037/a0015390

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist, 63*(3), 146–159. https://doi.org/10.1037/0003-066X.63.3.146

Leech, N. L. & Onwuegbuzie, A. J. (2010). Guidelines for conducting and reporting mixed research in the field of counseling and beyond. *Journal of Counseling and Development, 88*(1), 61-69. https://doi.org/10.1002/j.1556-6678.2010.tb00151.x

Shedler, J. (2018). Where is the evidence for "evidence-based" therapy? *Psychiatric Clinics of North America, 41*(2), 319-329. https://doi.org/10.1016/j.psc.2018.02.001

*Additional readings provided in class

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**

Research Proposal
Students will select a research topic of interest and complete the three components of a research proposal: introduction, literature review, and methods sections. An annotated bibliography will be used to begin the development of the proposal and introduce students to literature on their

topic of interest. Research topics are expected to reflect student interests <u>and</u> an aspect of the Counseling program mission, which emphasizes social justice, multiculturalism, advocacy, leadership, and internationalism in counseling.

Annotated Bibliography
The annotated bibliography is a one of the first steps in the research process. The purpose is to become familiar with literature related to your topic of interest. In this assignment, you will develop skills in locating appropriate articles, as well as summarizing and evaluating the content. Using your database search skills (and assistance as necessary) you will locate five research articles from peer-review (scholarly) journals. Review each article and write an annotation for each (between 150 and 170 words each, not including the citation). Following the article citation, each annotation should include a <u>summary</u> of the content *and* an <u>evaluation</u> of the article's usefulness and rigor. Include the <u>total word count</u> for the annotation at the end of each annotation. You must adhere to current edition of APA guidelines. (100 points)

Introduction and Review of the Literature
The *introduction* component of a research paper introduces the reader to your research issue. The purpose of the introduction is to provide a clear and concise overview of your research study including: the research issue/problem in counseling, a rationale for examining this research issue, and the purpose of your study. The introduction should be one page. The *review of the literature* will allow you to integrate the knowledge developed from your annotated bibliography to more fully understand your research topic. The literature review should conclude with a restatement of your purpose and your research question(s). The literature review should be four pages. In addition to the one-page introduction and four-page review of the literature, you will include a title page and reference page(s). You must adhere to current edition of APA guidelines. (100 points)

Methods Paper **(Key Assignment: KPI A.8.a.1; CACREP 2.F.8.g & 2.F.8.i; CAEP Proficiency A1. 3)**
In this section, you will describe the research methods that you will use to address your research question. You will apply course material and additional readings as necessary. This section should allow other researchers to replicate your study. The methods section should be between two and three pages (not including title and reference pages). You must adhere to current edition of APA guidelines. (100 points)

<u>*APA Style Quiz*</u>
To ensure understanding and retention of APA style, students will be given an APA style quiz. The quiz can be taken twice. (54 points)

<u>*Reading and Content Quizzes*</u>
To ensure understanding of readings on research and content presented, students will be given open-book quizzes that can be taken twice. The quizzes are as follows:
1. Reading Quiz ER Ch. 1 & 2 and Qual./Quant. Designs (19 points)
2. Reading Quiz ER Ch. 3 (3 points)
3. Reading Quiz ER Ch. 4 & 6 and Qual./Quant. Sampling (30 points)
4. Reading Quiz ER Ch. 5 and Believability (7 points)
5. Reading Quiz ER Ch. 7, Quant. Designs, & Mixed Methods (32 points)

6. Reading Quiz ER Ch. 9 (4 points)
7. Reading Quiz ER Ch. 8 & 10 (8 points)
8. Reading Quiz ER Ch. 11 (4 points)
Total points: 107

Writer Development
To facilitate the development of scholarly writing skills, students will participate in two writing/editing activities during the semester:

1. **Peer Review**: All students will complete a review of a peer's literature review paper. Partners/groups will work to determine the specific timeline for the review, but it should be completed in enough time so that the author can incorporate feedback. It must be completed by the due date of the Introduction and Literature Review and uploaded to Bb. (15 points)

2. **Writing Center**: All students will visit the GMU Writing Center. Students may choose when and for what purpose based on what would be most helpful (e.g., meeting one-on-one to edit a specific paper, attending a workshop on APA format, etc.). Students are encouraged *make plans early in the semester* (when it may be more helpful for course assignments), but have until the last day of class to turn in the confirmation of their Writing Center visit via Bb. Visits may be virtual. (15 points)

CITI Training
Students will complete the CITI training on Human Subjects Ethics. See information here: https://oria.gmu.edu/topics/human-subjects/training/. The training can be completed at any time during the course; the certificate of completion is due by the last day of class. (20 points)

Participation & Reflection Activities
Students in Counseling courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; demonstrate preparedness for each class meeting; and demonstrate completion of tasks. This component includes activities in and out of class, such as written reflections and memos. Points can be earned as follows:

Research article & analysis	3
Memo #1	3
Memo #2	3
SJ Reflection	5
TSE Reflection	5
Action Research & Program Evaluation Reflection	10
Attending class (3 points per session)	24
Participating meaningfully in class (3 points per session)	24
Total Points	**77**

- **Other Requirements**
Course Expectations

APA Format: Students in Counseling courses are expected to adhere to the current edition of APA guidelines for written papers. In this course, "student paper" format is expected (instead of "professional paper" format).

Electronic Devices: **You must turn on your camera during our on-line synchronous meetings.**

Attendance: In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements: Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments and tasks as assigned, (3) arrive on time and stay for the entire class period, (4) participate in discussions and work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments: Course assignments should be **submitted electronically** via Blackboard unless otherwise noted on the syllabus. **Late assignments will not be accepted**. You should contact the instructor if an emergency situation arises and you need to request accommodation. Additional assignments and/or assessments may be added at the instructor's discretion.

When submitting assignments to Blackboard, you should review the SafeAssign report which will indicate if there are any concerns of plagiarism. You should also review the document after it's uploaded to Blackboard to ensure that the information and formatting uploading correctly. It is recommended that you upload in a PDF file so that the formatting is retained. If you find errors after submission but before the due date, you are permitted to upload a new due document, as assignments are set to allow multiple attempts. **Only the last attempt submitted before the due date will be graded.**

- **Grading**

Course Assignment/Requirement	Points	% of Grade
Annotated Bibliography	100	18%
Introduction and Literature Review	100	18%
Methods Section	100	18%
APA Quiz	54	9%
Reading Quizzes	107	19%
Writer Development	30	5%
CITI Training	20	4%
Participation & Reflection Activities	77	10%
Total	**588**	100%

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

How to calculate your grade:		
Grade	Lower Limit %	Lower Limit points
A	94%	553
A-	90%	529
B+	87%	512
B	84%	494
B-	80%	470
C	70%	412
F	anything lower	

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Students must adhere to program professional dispositions:
https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Professional Dispositions Assessment

- Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.
- A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in "basic or pre-practicum level" courses may demonstrate the disposition sometimes or inconsistently. Students in "intermediate or practicum level" courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

Course Level	*Courses*
Basic (Pre-Practicum)	*Core*: 602, 601, 525, 603, 609, 606, 604, 656 *CMHC*: 654, 652, 658 *SC*: 613, 611, 626
Intermediate (Practicum)	*Core*: 608, 660, 628, 619, 610, 797

Class Schedule
- Quizzes and assignments are due by the end of the day (EOD; 11:59pm) for ONLINE ASYNCHRONOUS classes.
- Quizzes and assignments are due before the start of class for synchronous classes.
- Online classes are asynchronous (you can complete your work at any time as long as it is before the deadline above) *except* for the Library Orientation (see below).

Class	Date	Format	Topic(s)	Reading Due	Assignment Due	Course Obj. #
1	Aug 23, 2022	ZOOM	Introduction to Research in Counseling	"WEIRD" article		2
2	Aug 30, 2022	ONLINE ASYNCH.	Research Approaches Library Orientation (see below)	ER Chs. 1 & 2 Research article on topic	Reading Quiz ER Ch. 1 & 2 and Qual/Quant Designs	3
	TBD	**Anne Melville, Education Librarian, will hold an online training specifically for our class online.** The training will be about an hour and is highly recommended. Anne will cover information important to our course and the program in general, including finding articles, searching within specific journals, and accessing the mental measurements yearbook.				
3	Sep 6, 2022	ZOOM	Summarizing & Critiquing Research Conceptualizing research: Research problems & questions *(with partner)* APA style**:** *Bring your APA manual to class*	ER Chs. 3 & 12 APA Chs. 4, 6, & 7	Reading Quiz ER Ch. 3 Memo #1 (incl. research question draft) Bring to class: Research article & analysis	2, 4, 5
4	Sep 13, 2022	ONLINE ASYNCH.	Sampling and Data Sources	ER Ch. 4 & 6 APA Ch. 1, 2, & 3	Reading Quiz ER Ch. 4 & 6 and Qual/Quant Sampling	
5	Sep 20, 2022	ZOOM	Believability Organizing your literature *(w/ partner)* *Individual meeting sign up*	ER Ch. 5 Article on PCL-C by Ruggerio et al. (2003) on Bb	Reading Quiz ER Ch. 5 and Believability Memo #2 **Annotated Bibliography**	9
6	Sep 27, 2022	ONLINE ASYNCH.	Quantitative Research Designs Mixed Methods	ER Ch. 7 Mixed Methods article by Leech & Onwuegbuzie (Bb)	Reading Quiz ER Ch. 7, Quant. Designs, & Mixed Methods	3
7	Oct 4, 2022	ZOOM	Individual Student Conferences Peer Reviews – schedule with partner(s)	APA Chs. 6, 7, & 8 *Note: I recommend that you complete the APA style quiz PRIOR to writing your LR*	Bring to meeting: research outline Peer Review (before class 9)	

			HOLIDAY: Tuesday Classes do not meet			
8	Oct 18, 2022	ZOOM.	Social Justice in Research Evidenced-Based Counseling Practice	SJ: Video and reading EBCP: 3 articles (all on Bb)	SJ Reflection APA Style Quiz	7, 9
9	Oct 25, 2022	ONLINE ASYNCH.	Descriptive and Inferential Statistics Methods	ER Ch. 9	Reading Quiz ER Ch. 9 **Introduction & Literature Review Due**	6, 8
10	Nov 1, 2022	ONLINE ASYNCH.	Qualitative Research Design & Analysis Tuskegee Syphilis Experiment (TSE) Video	ER Chs. 8 & 10	Reading Quiz ER Ch. 8 & 10	1, 3
11	Nov 8, 2022	ZOOM	TSE Discussion Qualitative Research Applications		TSE Reflection Bring copies of the lyrics for 5 favorite songs	1
12	Nov 15, 2022	ONLINE ASYNCH.	Institutional Review Board (IRB) Action Research (AR)	Review IRB forms AR: Stringer Chs. 1 & 2; PPT & article	**Methods Due**	1
13	Nov 22, 2022	ZOOM	Review of IRB Action Research (AR) and Program Evaluation (PE) Applications	ER Ch. 11	Reading Quiz ER Ch. 11 CITI Certificate; AR & PE Reflection Bring to class: Action research article & reflection to use	
14	Nov. 29, 2022	ZOOM	Poster Presentations		**Poster Presentations**	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Assessment Rubric(s)
Written Assignment are required to include a title page and references page(s) in accordance with APA (current ed.) format. Your paper should be double-spaced in 12 pt. Times New Roman font with 1-inch margins. Assignments should be uploaded to Bb in Assignments. PDF format is recommended to ensure formatting is maintained during submission.

A.8.a.1 – CMHC & SC: Methods Paper in 601 – Key Assignment
Upload to Bb Assignments and to VIA (linked through Bb Assessments)

Area Assessed	%	Exceeds Standards 4 A [100-94]; A- [93-90]	Meets Standards 3 B+ [89-87]; B [86-84]	Approaching Standards 2 B- [83-80]; C [79 - 70]	Below Standards 1 F [69 and below]
1. Research question KPI A.8.a.1; CACREP 2.F.8.g	10	Presents a clear, concise, answerable research question(s) at the beginning of the paper.	Presents a research question(s) with a few limitations at the beginning of the paper.	Presents a research question(s) with many limitations at the beginning of the paper.	Does not present a research question.
2. Alignment KPI A.8.a.1; CACREP 2.F.8.g	15	All components described are appropriate for and aligned with the research question(s).	Most components described are appropriate for and aligned with the research question(s).	Some components described are appropriate for and aligned with the research question(s).	Components are not aligned with or appropriate for the research question(s).
3. Participants KPI A.8.a.1; CACREP 2.F.8.g	15	Provides a detailed description of the intended participants in the study, including sample size and inclusion/ exclusion criteria.	Provides a detailed description of the intended participants in the study. A few errors.	Provides a description of the intended participants in the study. Many errors.	Provides little or no description of the participants.
4. Data sources KPI A.8.a.1; CACREP 2.F.8.g	15	Thoroughly and completely describes what data sources will be used in the study with no errors.	Thoroughly and completely describes what data sources will be used in the study with a few errors/ limitations.	Describes what data sources will be used in the study with a many errors/ limitations.	Provides little or no description of the data sources.

5. Procedures KPI A.8.a.1; CACREP 2.F.8.g	15	Thoroughly and completely describes the procedures used for data collection from beginning to end of the study with no errors.	Thoroughly and completely describes the procedures used for data collection with a few errors/ limitations.	Describes the procedures used for data collection with many errors/ limitations.	Provides little or no description of the procedures.
6. Data analysis KPI A.8.a.1; CACREP 2.F.8.g; 2.F.8.i	15	Thoroughly and clearly describes how data will be analyzed following data collection to address the research question(s) with no errors.	Thoroughly and completely describes how data will be analyzed following data collection to address the research question(s) with a few errors/limitations	Describes how data will be analyzed following data collection to address the research question(s) with many errors (e.g., lacks clarity or does not address RQ).	Provides little or no description of how data will be analyzed.
7. APA format	15	Adheres to APA format (current ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (current ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (current ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.

** The methods section is typically between two and three pages (not including title and reference pages). Research proposals for intervention studies will likely be slightly longer.

CAEP Assessment Information: *The purpose of this assessment is to evaluate a student's ability to identify data collection and data analysis in creating a research*

proposal that addresses counseling topics related to the development of multicultural social justice counseling competencies/interventions. With this assessment, students will be introduced to the use of data collection and data analysis in counseling research which will provide the foundation for future program coursework. Specifically, based on the identification of a topic of interest, students will:
  - o *Identify a research question (rubric component #1).*
  - o *Develop the components of research methods proposal that would enable them to answer this research questions. This includes a description of the participants in the proposed study (rubric component #3), the data sources that would be collected from participants (rubric component #4), and the data analysis techniques that would be used to analyze the data and answer the research question (rubric component #5).*
  - o *Ensure that all components of the research methods are aligned with the research question and each other (rubric component #2).*

Additional assignment rubrics use the following scale:
4: A [100-94]; A- [93-90]; exceeds standards: The student meets the criteria described consistently and/or completely.
3: B+ [89-87]; B [86-84]; meets standards: The student meets the criteria; few errors.
2: B- [83-80]; C [79 - 70]; approaching standards: The student partially meets criteria; some errors.
1: F [69 and below]; below standards: The student does not meet the criteria; numerous errors.

Annotated Bibliography Rubric

Area Assessed	%
1. **Length**: 150-170 words per annotation; **word count** included at the end of each annotation	10%
2. **References parameters**: 5 empirical research articles from peer-reviewed journals published in the last 10 years	10%
3. Citations in **APA (current ed.) format**	20%
4. **Summary** addresses the research purpose/question(s), methods/approaches, and findings	30%
5. **Evaluation** includes the usefulness or rigor and thoughtfulness and reflection on content	20%
6. **Writing style and grammar**: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable.	10%

Introduction & Literature Review Rubric

Area Assessed	%
1. **Writing style**: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable. Past tense is used to discuss prior research; future tense may be used to discuss the proposed study.	10
2. **APA Format**: Accurately cites sources according to APA (current ed.) format both in-text and in the reference page.	10
3. **Articles**: A minimum of 10 articles from peer-reviewed journal is required, including at least 5 peer-reviewed research articles (published in the last 10 years) and at least 2 articles from American Counseling Association (ACA) journals per the approved list from Dr. Goodman (can be non-research).	10
4. Statements are supported with **citations** from the literature.	15

5.	The **introduction** provides an overview of the proposed study, the need for the study, and the relevance of the study; all components of the research question(s) are addressed.	15
6.	**Linearity**: The literature review addresses all components of the research question(s), thus showing the need for the study, and does not have irrelevant information.	15
7.	**Integration and organization**: the literature review is well organized, flows logically, integrates research on the relevant topics (not just a series of annotated bibliographies).	15
8.	A clear, answerable **research question** is provided at the end of the introduction **OR** at the end of the literature review.	10

*** The page limit is 5 pages, not including the title page and the references page(s). For every half page over the limit, 5% will be deducted from your grade.**