

Texas A&M University - Central Texas

COUN 5301.110 - Research Methods - Fall 2017

Instructor: Sam Fiala, Ph.D., L.P.

Class Meetings: M 6-9pm

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Office hours: Mon-Thu 9am-12pm; Mon/Wed 1-3pm (and by appt.)

Course Web Page: <https://tamuct.instructure.com>

Course Overview

COUN 5301 involves the study of the scientific method, types of research, and research design as related to psychology and counseling. Students are required to review, analyze, and interpret research findings in their major field and develop a research project with the assistance of their instructor.

Course Objectives

- a) Become a competent consumer of empirical literature.
- b) Learn how to design an empirical study in the field of psychology/counseling.
- c) Be able to communicate ideas in writing using professional language.

Relation to CACREP Standards (Section II.F.8)

This course is designed to fulfill CACREP standards regarding research and program evaluation.

Student Learning Outcomes: Students will be able to..

CACREP Standards Common Core—II.F.8: Students will have knowledge of...	Activity	Assessment	SLOs:
a. The importance of research in advancing the counseling profession including how to critique research to inform counseling practice	<ul style="list-style-type: none"> ○ Lecture ○ Video lecture 	<ul style="list-style-type: none"> ● Article Critique; ● Research Proposal; ● Final Exam 	1, 2, 4, 6
b. Identification of evidence-based counseling practices;	<ul style="list-style-type: none"> ○ Video lecture 	<ul style="list-style-type: none"> ● Article Critique; ● Research Proposal 	1, 2, 4
c. Needs assessments;	<ul style="list-style-type: none"> ○ Video lecture ○ Needs Assessment/ Program Evaluation Classroom Activity 	<ul style="list-style-type: none"> ● Needs Assessment/ Program Evaluation Classroom Activity 	5
d. Development of outcome measures for counseling programs;	<ul style="list-style-type: none"> ○ Video lecture ○ Needs Assessment/ Program Evaluation Classroom Activity 	<ul style="list-style-type: none"> ● Needs Assessment/ Program Evaluation Classroom Activity 	5
e. Evaluation of counseling interventions and programs; and	<ul style="list-style-type: none"> ○ Video lecture ○ Needs Assessment/ Program Evaluation Classroom Activity 	<ul style="list-style-type: none"> ● Needs Assessment/ Program Evaluation Classroom Activity 	1, 5, 6
f. Qualitative, quantitative, and mixed research methods	<ul style="list-style-type: none"> ○ Video lectures ○ LOP Simulation 	<ul style="list-style-type: none"> ● Research Proposal ● Final Exam 	4, 6
g. Designs used in research and program evaluation	<ul style="list-style-type: none"> ○ Video lecture ○ Build Qualtrics survey 	<ul style="list-style-type: none"> ● Research Proposal ● Final Exam 	4, 6
h. Statistical methods used in conducting research and program evaluation	<ul style="list-style-type: none"> ○ Video lecture 	<ul style="list-style-type: none"> ● Research Proposal 	4, 6
i. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	<ul style="list-style-type: none"> ○ NIH Training Module ○ Plagiarism Quiz 	<ul style="list-style-type: none"> ● CITI Certificate 	3, 4

Student Learning Outcomes: Students will be able to...	Foundational Knowledge Required (CACREP Standards II.F.8)	Assessment
1. Read, interpret, and evaluate empirical writing.	a, b	Article Critique; Research Proposal
2. Conduct a focused review of empirical literature.	a, b	Research Proposal
3. Design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	j	Research Proposal; NIH Ethics Training
4. Write a research proposal using professional language consistent with the guidelines presented in the <i>Publication Manual of the American Psychological Association</i> .	a, b, f, g, h, j	Research Proposal; Plagiarism Quiz
5. Design tools for conducting needs assessments and program evaluations.	c, d, e	Needs Assessment/ Program Evaluation Classroom Activity
6. Identify how choices in research design impact the conclusions that can be drawn from the findings in a study.	a, e, f, g, h	Research Proposal; Final exam

Mode of Instruction & Course Access

This is a *hybrid* course; a little over half of course instruction and student interaction will occur face-to-face, and the other instruction/interaction will occur online. We will meet face-to face on Monday evenings (approximately every other week; see calendar below). During our non-face-to-face class time you will engage in online learning activities (e.g., watching lecture videos, completing quizzes). These online interactions for the course will rely on TAMUCT's learning management system (Canvas <<https://tamuct.instructure.com>>). See the *Technological Requirements* section of the syllabus for more information on accessing/using Canvas. In addition to the online video lectures that address how to design a research project, there are also a series of lectures that focus on guiding your writing of a research proposal and helping you learn how to use APA style in your writing.

Student-instructor Interactions

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. During our face-to-face interactions, I hope you will feel comfortable asking questions and offering your own course-relevant insights. Some students are so excited about the material that they share too often and dominate class discussions; when this happens, it can detract from the learning experiences of other students. For this reason, I suggest that if you find yourself making disproportionately more comments during a single class meeting than your colleagues, consider whether your comments are enhancing or diminishing the learning environment.

The best way to ask me a question or make a comment outside of the classroom is via my university email <sam.fiala@ct.tamus.edu>. I will check this email account daily M-F and once on Sa-Su. I will strive to respond to you within 48 hours. I will also create a space in the discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions.

If you need to meet with me outside of my regularly scheduled office hours, you are welcome to drop by and see if I'm available. To make the most efficient use of your time, I suggest you email me ahead of time and schedule an appointment. I can also meet via phone or via collaborate (this is a software feature in Canvas that can sometimes be really helpful because in addition to chat/voice functions, we can also be looking at a document simultaneously via the "application sharing" feature).

Participation/Attendance

One of my primary reasons for using the hybrid design for this course is my understanding that many of you have a limited amount of time that you are able to be away from home/work because of your many responsibilities. Because we won't be meeting face-to-face for the same amount of time spent in a traditional course, we must be very efficient in our use of class time. A related consequence of the hybrid design is that missing even a single class can significantly hinder your learning process. Life does happen, and if you miss a class, it is your responsibility to find out what you missed by communicating with your classmates. It is left to the discretion of the professor (i.e., me) whether or not a student is eligible to make up an in-class quiz missed due to absence. If you know in advance that you will not be able to attend a particular class session, you can schedule with me a time to take a quiz before the scheduled class.

Required Reading

- Mitchell, M. L. & Jolley, J. M. (Eds.) *Research Design Explained* (7th or 8th ed.). Belmont, CA: Wadsworth, 2009/2012.

- American Psychological Association. *Publication Manual of the American Psychological Association (6th ed.)*, APA, 2009.
- Articles that you select can be found using PsychInfo
(accessed via library website <http://tamuct.libguides.com/c.php?g=117099>)
- Other readings to be assigned (TBA) will be provided at no cost to you

****A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.****

The schedule for reading assignments is on the last page of this syllabus. To be successful in this class, I highly recommend you do the required readings prior to viewing the related videos where this material is discussed.

Technological Requirements And Support

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

Academic Honesty Policy

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on exams and assignments (unless I explicitly say otherwise). Violation of this trust will result in an F in this course in addition to whatever consequences the administration deems appropriate. You are encouraged to seek feedback from peers and tutors with regard to your writing; however, you must be cautious not to allow an editor to do your writing for you.

Plagiarism (primarily of the unintentional variety) has been a problem for many students. I will post a video lecture talking about how to avoid plagiarism, and you will take a *Plagiarism Quiz* to document your understanding of what constitutes plagiarism (see Assessments section below). Engaging in plagiarism will result in loss of points in the class and (depending on the severity) may result in failure of the course. **THIS IS VERY IMPORTANT**

Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html]. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on a campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

University Writing Center

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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What you will be graded on:

I. Online ethics training (5 pts): To familiarize you with the ethical standards in our field related to ethical research practices when working with human subjects, you will complete an online training course provided by CITI. After completing the course you will submit a copy of the certificate indicating your completion of the training by **11:59pm on 12/3**. To complete CITI Training for Human Subjects Research, follow the course link or go to <https://www.citiprogram.org/>. Then, complete the following steps to get started.

1. Go to "Create an Account" in the middle right part of the webpage and click that link.
2. On the Create an Account site, go to the "Select Your Organization Affiliation" and type in the following: Texas A&M University-Central Texas.
3. Follow the remaining steps to register. When answering the questions for modules to select, you may choose any module, but start be sure to select "Social & Behavioral Research Investigators" when answering Question 1.
4. The course you must complete to receive credit for this assignment is "Social & Behavioral Responsible Conduct of Research".
5. Once you complete the modules for this course, you will receive a certification. Submit a copy to me for this assignment, but be sure to keep a copy for yourself in case you ever need to submit a proposal to the IRB.

NOTE: You can/should begin this training early in the semester.

II. Needs Assessment/Program Evaluation Activity (5 pts): This group assignment will be completed in class on November 20th. You will collaborate with some of your colleagues to design two surveys. One will be aimed at evaluating the needs of a program, and the second will be one aimed at evaluating the effectiveness of a program. In addition to being evaluated on the product the group generates, each of you will be evaluated regarding your own contribution to the group. More details will be provided in class.

III. Article Critique (5 pts): You will be provided with an article that you will critique using the Article Critique Form posted online (Note: the things you will be asked to look for in this article are the same types of things that should be included in your proposal). You will be graded based on the completeness and accuracy of your critique. This should be submitted online by **11:59pm on 11/19**.

IV. Proposal Assignments (36 pts total):

Over the course of this semester each of you will generate a novel research question; design an **original** (i.e., no one has yet conducted the study you are proposing), **quantitative** (i.e., they data that would hypothetically be collected if someone completed your proposed study would be in **numeric** format), **theoretically-grounded** study to answer that question; and write a research proposal detailing how the study would be conducted. Your proposal will include a detailed literature review, description of the proposed research methods, plan for data analyses, and discussion of the potential limitations and implications of your study. For this project, **you will not collect or analyze any data**. However, if you wish to do so, I will be glad to assist you in completing your research (**Note:** IRB approval is required before collecting any data). I will post multiple videos with further instructions on how to write this proposal. If you are doing a thesis, this proposal could be used for your thesis proposal (with prior approval from your thesis advisor). To assist you in completing the proposal, I have devised multiple assignments that build on each other to guide you in writing each major piece of the proposal. Note, however, that these preliminary assignments are evaluated differently than the final proposal. High marks on these assignments do not guarantee a high grade on the final proposal.

#1: Research Topic (1 pt): The first step in conducting a research study is coming up with a good idea. I will provide you with a group of "seed articles" to help get you started. There will be a pair of articles for each "seed": one article that outlines a significant theory/concept and a second article that tested the theory/concept. For this first assignment you should identify which "seed" you will use to "grow" a research question. If none of the pairs are enticing to you, you may submit your own "seed" ...this will need to be a similar pair of articles (one describing/summarizing theory/concept/model and a second one that tested that idea). All you are required to do at

this point is identify what your seed is; if you have the beginnings of a research question/idea, it is a good idea to note that as well.

This should be submitted by **11:59pm on 9/10**.

#2: Research Question (2 pts): For this assignment you will need to have a more focused idea of what your study will examine. You should generate a question that tests/applies the theory/concept from the seed article you chose. Your question should follow one of the following general formats:

What is the effect of _____ on _____?

Is the amount of _____ related to the amount of _____?

Do people who _____ differ from participants who don't _____? (e.g., from "why some couples survive infidelity" to "Are couples who completed premarital counseling more likely to stay together after an infidelity during marriage than couples who did not participate in premarital counseling?")

Stay away from questions that begin with "Why...?" You can't answer most of these questions with a quantitative design. If you have a "why" question, think about a possible answer to that question...and then your question can be whether/not your hypothesized answer is correct. For example:

No good: Why do some couples argue more than others?

Good: (maybe it's because they argue about parenting): Do couples who have children argue more than similar couples who do not have children?

This should be submitted by **11:59pm on 9/24**.

#3: Outline (6 pts): For this assignment you will need to answer a series of questions that will help you generate the content needed for your proposal paper. There will be questions about:

For the introduction section, you will be asked to:

- identify your research question (which may have changed)
- identify why your question is important/relevant
- summarize current empirical evidence related to the question
- identify what you expect the answer to be (i.e., your hypothesis), and
- provide a rationale for your hypothesis.

For the method section, you will be asked to identify:

- what type of research design you would use,
- key characteristics of your sample and how you would get participants,
- how you would operationally define your variables under study, and
- key aspects of your procedure.

For the data analysis section, you will be asked to:

- identify what statistical tests you will use and
- state your expected pattern of results in terms of the measures you would use

For the discussion section, you will be asked to:

- restate your expected pattern of results in terms of the constructs being studied,
- identify the limitations of your study, and
- describe the potential implications of your expected pattern of results

To do this you will use the form posted online with the assignment. Please answer the questions as concisely as possible and **use bulleted lists rather than prose for your answers**. Grade will be based on completeness of answers and depth of thought exhibited. This should be submitted by **11:59pm on 10/29**

#4: Draft (6 pts): By **11:59pm on 11/26** you will post a draft of your entire paper (as much of it as you have completed) to the appropriate thread in the Discussion Board. Failure to post a draft by this deadline will result in a loss of points. I will assign two of your peers to give you feedback using a rubric that will be posted online. I will also review this draft and provide you with feedback. Grade will be based upon completeness of the draft. Feedback will not be provided (by myself or your peers) for any drafts submitted after **11:59pm on 11/29**.

#5: Peer reviews (3 pts each X2 = 6 pts): You will be assigned to give feedback to two of your peers on a draft they submit to the Blackboard discussion board. Your grade on this assignment will be based on the thoroughness of your evaluative feedback. You should post your feedback to the appropriate thread in the Discussion Board by **11:59pm 12/3**. This feedback should include the scored rubric and a copy of their paper with your comments.

#6: Final paper (15 pts): This is the end product of your work in this course where you communicate in writing your idea for a major research project. It should include all components of a research proposal. A detailed rubric will be posted online. PLEASE read the rubric **before** starting the paper. The final version of your paper should be submitted by **11:59pm on 12/10**.

NOTE: You can change anything about your proposal at any point in the semester. However, the later in the semester that you make changes, the more difficult it will be to pull things together at the end.

V. Quizzes

#1: Comprehension Quizzes (7 x 3 = 21 pts total): To encourage you to keep up with the reading assignments related to the design of research studies, you will be given quizzes online in Blackboard that address both assigned reading and information presented in the video lectures. You will be allowed to use your readings and notes while completing the quizzes, but they will be time limited. Quizzes will not be available after their due date.

#2: Plagiarism quiz (3 pts): To ensure that you have an accurate understanding of what constitutes plagiarism (including appropriate citation), you will be provided a video lecture on this topic. To give you an opportunity to demonstrate that you understand what constitutes plagiarism, you will complete a plagiarism quiz by **11:59pm on 10/8**. If you miss any questions on this quiz and do not understand the reason, please contact me for clarification. It is **vital** that you have a complete understanding of how to appropriately cite material when writing professionally (and to pass this course). More than one student has failed this class due to inappropriate citation.

#3: APA Megaquiz (10 pts): To help you master the sometimes complicated rules of APA writing style, you will be presented with a series of video lectures about APA style. Each video will be accompanied by a practice (i.e., not for credit) quiz to assess your comprehension. When you feel you are ready, you will complete the APA Megaquiz (for credit). It will assess information covered in the videos and practice quizzes. You can/should use your APA manual when completing this quiz, but you should not enlist the help of other individuals. It must be completed by **11:59pm on 11/12**.

VI. Final Exam (15 pts)

The comprehensive exam **should be completed Wednesday 12/13**. It will be available at 12:01am on Wednesday 12/13 (after Tuesday night). You will have 3 hours to complete it once you begin. You must complete the exam by 11:59pm on Wednesday 5/10. The exam will be open-book and open-note, but you must work on it individually, and you are not allowed to use any internet resources. The exam will consist of a series of multiple choice questions that require you to apply the information presented in this course as well as two essays where you will need to demonstrate your understanding of how methodological choices impact power, construct validity, internal validity, and external validity,

VII. Extra credit (max 3 pts): There will be various extra credit opportunities during the semester that will require your participation in ongoing research projects. This may include volunteering as a research participant, but it may also include working on a project of your own (or of a colleague) that is intended to be submitted for publication. If you are working on a research project or desire to do so, please let me know. I will determine how many points an activity will earn. As opportunities for participation in research studies become available, I will notify you via Canvas. Additionally, you can earn up to 2 points of extra credit for meeting with me (f2f or online) to discuss your research proposal. You will earn 1 point for each time we meet to discuss your project if you are well prepared for the meeting and are able to actively collaborate in improving your proposal.

Grading

Research ethics training	5
Needs assessment/program evaluation activity	5
Article critique	5
Proposal assignments	36
Comprehension Quizzes (7x3 pts)	21
APA Megaquiz	10
Plagiarism Quiz	3
Final exam	15
TOTAL	100

Course grades will be based on the percentage of total points earned by each student and will be assigned as follows:

A	90-100 %	B	80-89 %	C	70-79 %	D	60-69 %	F	(<60 %)
	Mastery of content		Above average understanding of content		Average understanding of content		Below average understanding of content		Failure to understand content

****Note: Do not trust Blackboard to calculate your grade for you. If you are unable to do the calculations yourself, I will be glad to teach you how to calculate your grade.****

Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it's late (with a maximum reduction of 30%). **However, no late work will be accepted for assignments turned in more than 7 days past its due date.** No late work will be accepted after May 12th at 12pm (noon). Additionally, comprehension quizzes will not be available for completion after their due date.

Some Thoughts About Coursework Online

Making this course *hybrid* allows for great flexibility in what we are able to do. I believe that this flexibility supports learning (especially for students with significant obligations outside of school). However, the increased reliance on imperfect technology comes at a price. Sometimes Blackboard won't work the way it should or when it should. This can be frustrating and discouraging. Rather than view these frustrations as negatives, I choose to view them as opportunities to increase one's skills in overcoming technology-related obstacles. This skill set will become increasingly valuable as our society's reliance on technology continues to grow. The best advice I can give you is to "play around" with the technology and figure out if you know how to use it before you *need* to use it. Good luck. If you get kicked out of a quiz, just email me, and I can reset it for you (note: this often happens if you try to open another browser window while taking a quiz or if you are not using Google Chrome or IE-10).

Also, many students underestimate the amount of time they will need to devote on a regular basis when completing a course. You can expect to spend on average 12 hours/week for this course. Some weeks may be below average, but some weeks may be above this average.

Some Thoughts About This Course

Many of our students put this course off until they are about to graduate from the program, and many of those who have done so tell me after finishing the class that they regret having put it off. They talk about how it would have been much easier to understand the articles they had to read for other classes and write quality papers if they had taken this class earlier. I hope you find this to be a valuable experience wherever you are in your education. I believe it has the potential to be a surprisingly formative class for many students. Challenging yourself to think like a researcher gets you to look at the world in a slightly different way (not necessarily the "right" way, but it is another perspective). For me, learning is less about amassing mounds of knowledge and more about expanding the way I am able to think about things. My hope is that you find your perspective broadened to some degree during this semester. Unfortunately, I cannot grade you on your "perspective." Rather, I evaluate a product that you generate. This product is the result of your own intelligence, your effort, my ability to teach, and luck. It is unfortunate that luck enters the equation, but it is unavoidable. There may be semesters when life tosses you around quite a bit and earning a "C" is more impressive for you than the "A" that the person next to you earned. In these instances, I encourage you to take pride in your effort and not worry too much about grade that cannot perfectly represent your achievements.

COURSE CALENDAR

WEEK	TOPIC	READING	ACTIVITY		DUE (SUNDAY 11:59PM)
WEEK 1 AUG 28	Course overview; Conducting a lit review; Generating research ideas	Ch. 1-4	f2f: Class discussion	Online: Video: Intro to beh. science; Video: Overview of research designs	
WEEK 2 SEP 4	Labor Day		Online: Video: Finding research articles; Video: Writing a research proposal		Quiz #1; PA1: RESEARCH TOPIC
WEEK 3 SEP 11	Basics of beh. science; Overview of research designs		f2f: Class discussion		
WEEK 4 SEP 18	Measuring & manipulating variables	Ch. 5, 6, & 8	Online: Video: Measuring variables; Video: Manipulating variables; Video: Writing the Introduction		Quiz #2; PA2: RESEARCH QUESTION
WEEK 5 SEP 25	Measuring & manipulating variables		f2f: Build survey in Qualtrics		
WEEK 6 OCT 2	Conducting descriptive research	Ch. 7	Online: Video: Descriptive research; Video: What is plagiarism? Video: Writing the Method section		Quiz 3; Plagiarism Quiz
WEEK 7 OCT 9	Conducting descriptive research		f2f: Data entry/analysis demo		
WEEK 8 OCT 16	Conducting simple & multiple-group experimental studies	Ch. 10 & 11	Online: Video: Simple and multi-group experiments		Quiz 4
WEEK 9 OCT 23	Conducting simple & multiple-group experimental studies		f2f: LOP Simulation		PA3: OUTLINE
WEEK 10 OCT 30	Conducting factorial experimental studies	Ch. 12 & 13	Online: Video: Factorial designs; Video: Matched pairs, within-subjects, & mixed designs		Quiz 5
WEEK 11 NOV 6	Conducting factorial experimental studies		f2f: Class discussion		APA Megaquiz
WEEK 12 NOV 13	Evaluating research studies; Needs assessments & program evaluations	Ch. 2 (pp. 37-56), 9, & App. C; Article	Online: Video: Evaluating research studies; Video: Needs assessment and program evaluation; Video: Writing the data analysis plan & discussion		Quiz 6; ARTICLE CRITIQUE
WEEK 13 NOV 20	Evaluating research studies; Needs assessments & program evaluations		f2f: Needs Assessment/Program Evaluation Activity		PA4: DRAFT
WEEK 14 NOV 27	Conducting single-n experimental, quasi-experimental, & qualitative studies	Ch. 2 (pp. 56-65) & 14; Article	Online: Video: Single-n and quasi-experimental designs; Video: Qualitative research; Ethics Training Module		Quiz 7; Ethics Certificate; PA5: PEER FEEDBACK
WEEK 15 DEC 4	Conducting single-n experimental, quasi-experimental, & qualitative studies		f2f: Using data in counseling		PA6: FINAL PAPER
WEEK 16 DEC 11	FINAL EXAM				

###large portions of this syllabus were blatantly pirated from a wide variety of sources###

##Professor reserves the right to amend the syllabus at any time##

Other important dates:

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes

October 30, Last day to drop 2nd 8-week classes with no record

November 10, Veteran's Day

November 10, Last day to drop with a Q or withdraw with a W (16-week classes)

November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

November 23-24, Thanksgiving, CAMPUS CLOSED

December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 15, Last day to file for Degree Conferral (Registrar's Office)

December 15, Commencement (End of Fall Term)

December 25-January 1, WINTER BREAK

CACREP Performance Indicator (for CMHC students only)

Students will demonstrate an understanding of the of importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, how to conduct a focused review of empirical literature, and how to design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.

Research Proposal Assignment (SLO1-4,6)

Name _____

Grade ____/100%

1	Through the Research Proposal Assignment , students will demonstrate an understanding of the of importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, how to conduct a focused review of empirical literature, and how to design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	
1 BELOW 60	2 60-69	3 70-79	4 80-89	5 90-100	CACREP Standard, SLO
Candidate has no ability to demonstrate an understanding of the of importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, how to conduct a focused review of empirical literature, and how to design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	Candidate has limited ability to demonstrate an understanding of the of importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, how to conduct a focused review of empirical literature, and how to design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	Candidate has basic ability to demonstrate an understanding of the of importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, how to conduct a focused review of empirical literature, and how to design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	Candidate has above average ability to demonstrate an understanding of the of importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, how to conduct a focused review of empirical literature, and how to design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	Candidate has superior ability to demonstrate an understanding of the of importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, how to conduct a focused review of empirical literature, and how to design an ethically appropriate research project appropriate for the scientific evaluation of human behavior.	IIF8; SLO1-4,6