

Texas A&M University - Central Texas
COUN/PSYC 5301-120 Research Methods

Instructor: Walter Murphy **Office:** FH 418b **Phone:** 254-519-5761
Email: murphyw@tamuct.edu (use this email address only; **do NOT email me through Canvas**)
Office hours: By appointment (see me in class or email me to set up an appointment)

Mode of instruction and course access:

This is a Web-Enhanced course which includes online components. Course materials and information are available at <https://tamuct.instructure.com>. Students will use their university email username and password to logon to this system.

Student-instructor interaction:

The class will meet face-to-face on many weeks, but with some course materials on Canvas, so class will not meet face-to-face every week. During our non-face-to-face class time you will engage in online learning activities (e.g., watching lecture videos, completing quizzes). Students are expected to get all coursework completed by the deadlines indicated. **Late work will NOT be accepted, so plan carefully to get all work in on time**, especially online work. All out-of-class work **MUST** be submitted through the relevant links on Canvas; **WORK SUBMITTED BY EMAIL WILL NOT BE ACCEPTED UNLESS I HAVE SPECIFICALLY AUTHORIZED THAT BEFOREHAND**, so email me to get permission **PRIOR** to emailing me your work. **Any work emailed without permission will be deleted.**

Class meetings will include lectures, videos, class discussions, individual and group work, quizzes, and a student group presentation. Absences and lack of participation (both in class and online), as well as frequent late arrivals/ early departures, will have a negative effect on your overall course grade. If you need to miss class for any reason, email me (or ask someone else to) as soon as possible; for the absence to be excused, I'll need you to bring me documentation of the reason for your absence. Note that **ONLY WORK THAT IS SUBMITTED NO LATER** than the class **START TIME** on the last day of class (**May 6 at 6:00 pm**) will be counted toward your course final grade. Please **DO NOT** USE Canvas' internal email to contact me; doing that just delays my reply to you. Instead, email my tamuct.edu email **ONLY** from your A&M-Central Texas student email address. Following university policies, I will not reply to email sent from students' personal email addresses. To contact classmates, use the A&M-Central Texas student email addresses given in the Introduction discussion (Discussion 1) or you can ask general questions to the class using the Classmate Questions discussion forum (Discussion 0).

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 911Cellular through

their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (A&M-Central Texas) campus, the A&M-Central Texas Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [<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.

COURSE INFORMATION

Course description:

Study scientific methods of research, types of research and research design. Review, analyze and interpret research findings in major field and develop a research project with the assistance of the instructor. Prerequisite(s): COUN/PSYC 5300 or equivalent graduate statistics course.

Course reading materials:

Required Reading:

Stangor, C. (2015). *Research methods for the behavioral sciences* (5th ed.). Stamford, CT: Cengage. (ISBN: 978-1-285-07702-4)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN: 9781433805615)

Course learning outcomes:

LO 1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding research methods.*

LO 2. *Integrate course material to improve thinking, problem-solving, and decisions*

LO 3. *Analyze and critically evaluate ideas, arguments, and points of view.*

LO 4. *Demonstrate skills in expressing oneself in oral presentations or in writing*

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

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

CACREP Standards Common Core— IIF8: 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	o Lectures o Video lectures	<input type="checkbox"/> Article Critique; <input type="checkbox"/> Research Proposal; <input type="checkbox"/> Group Research Poster	1, 2, 4, 6
b. Identification of evidence-based counseling practices;	o Video lectures	<input type="checkbox"/> Article Critique; <input type="checkbox"/> Research Proposal	1, 2, 4
c. Needs assessments;	o Video lectures o Needs Assessment/ Program Evaluation classroom activity	<input type="checkbox"/> Needs Assessment/ Program Evaluation Classroom Activity	5
d. Development of outcome measures for counseling programs;	o Video lectures o Needs Assessment/ Program Evaluation classroom activity	<input type="checkbox"/> Needs Assessment/ Program Evaluation Classroom Activity	5
e. Evaluation of counseling interventions and programs; and	o Video lectures o Needs Assessment/ Program Evaluation classroom activity	<input type="checkbox"/> Needs Assessment/ Program Evaluation Classroom Activity	1, 5, 6
f. Qualitative, quantitative, and mixed research methods	o Video lectures o SPSS and qualitative research work	<input type="checkbox"/> Research Proposal; <input type="checkbox"/> Group Research Poster	4, 6
g. Designs used in research and program evaluation	o Video lectures o Build Qualtrics survey	<input type="checkbox"/> Research Proposal; <input type="checkbox"/> Group Research Poster	4, 6
h. Statistical methods used in conducting research and program evaluation	o Video lectures o SPSS and qualitative research work	<input type="checkbox"/> Research Proposal <input type="checkbox"/> SPSS for group poster	4, 6

i. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	o CITI Training Module o Organization ethics review o Plagiarism Quiz	<input type="checkbox"/> CITI Certificate; <input type="checkbox"/> Ethics group work; <input type="checkbox"/> Plagiarism Quiz	3, 4
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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; CITI training; Organization ethics reviews
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

APA format: In July 2009, the American Psychological Association released the 6th edition of their publication manual. Although some students may not be familiar with APA format, it is critical to know for writing in the fields of psychology and counseling, so I want to help you become familiar with it. This course requires ALL WORK to meet the standards of the 6th edition; all relevant grading rubrics include an APA format component.

Academic integrity and classroom conduct policy:

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 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, contact the instructor. General information can be found at <https://www.tamuct.edu/student-affairs/student-conduct.html> and information on Student Conduct processes is at <https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>. If you know of potential honor violations by other students, you may submit a report at https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0.

Students must ask before using electronic devices in class; if you have to text or make a phone call, you need to leave the room and come back when you're done. Some assignments are specifically designed to allow collaboration with other students; this is indicated in the assignment description. **All other work should be completed individually without help from other students.** If unsure which assignments allow you to work with others, ask the course instructor. For discussion forum posts, be respectful of the ideas and opinions of all class members; inappropriate language and interactions will lead to being blocked for the rest of the semester from the discussions and related loss of points. To get the most out of this class and all classes, treat them like a job; come to class prepared each day, take responsibility for your own work, and respect other class members and your instructor.

COURSE REQUIREMENTS

Coursework grading: *(with related learning outcomes)*

Chapter Quizzes <i>LO1, LO2</i> (14 @ 2% ea)	28%	(20 pts/ ch.)
APA Quiz <i>LO1, LO2</i>	6%	(30 pts)
Ethics work <i>LO2, LO3</i> (3 @ 5% ea)	15%	(30 pts ea)
Article review/critique <i>LO1, LO3, LO4</i>	5%	(50 pts)
Needs Assessment/Program Evaluation <i>LO1, LO3</i>	6%	(24 pts)
Research Proposal <i>LO3, LO4</i> (1%, 2%, 6%, 7.5%, 4%, 9.5%) (10 pts, 20 pts, 30 pts, 150 pts, 40 pts, 190 pts)	30%	
Group Research Poster (2 parts) <i>LO1, LO4</i>	10%	(3 pts, 7 pts)

There will be a point loss applied for consistently missing class or for lack of participation.

Grading scale/Posting of grades: Grades in this course are earned, not given. Students earn grades by actively reading course material, by participating in group work, discussion forums, and in-class work, and by applying subject-matter content in discussion forums and on all assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade. The course grade totals shown in Canvas are generally not accurate and are therefore not made visible for this course. Grades will be posted in Canvas when grading for an assignment is completed; some work will take longer to grade. Feel free to ask me about any missing grades, but I cannot email specific grade information due to FERPA (federal education privacy regulations).

<u>Final Course Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90.00+ total points
B	Good	80.00-89.99 points
C	Fair	70.00-79.99 points
D	Poor	60.00-69.99 points
F	Failing	Below 60.00 points

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements: Students should be able to perform basic computer skills such as to access the internet, log on to websites that require usernames and passwords, navigate tabs and links on web pages, open and send emails, create and send attachments, download and view attachments including Microsoft Word documents and PowerPoint slideshows, open and view streaming video, and create folders on personal computers to organize and save completed work. For this course, you will need reliable and frequent access to a computer and to the Internet; it is recommended that you use a wired (*not wireless*) connection to access and submit quizzes and other coursework. Loss of wireless connection while uploading work or taking a quiz is not an acceptable reason for late or missing work. **If you use non-Microsoft Office programs, save your coursework in the comparable Microsoft format for submission to Canvas** (e.g., MS Word or PowerPoint).

Technology issues are not an excuse for missing a requirement or late submission of work; make sure your computer is configured correctly and address issues well in advance of deadlines. Also, always make sure your submitted coursework has uploaded to Canvas correctly.

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>] or access Canvas through the A&M-Central Texas Online link in myCT [<https://tamuct.onecampus.com>]. You will log in through our Microsoft portal using the information below.

Username: Your MyCT username

Initial password: Your MyCT password

Check the relevant Canvas guide for information about the browsers supported and computer compatibility in Canvas if you are having issues. If that doesn't help, the information below lets you know whom to contact for help.

a) For technology issues, students should contact Help Desk Central. HDC is available 24 hours a day, 7 days a week. *When calling for support make sure to let your support technician know you are an A&M-Central Texas student.*

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

b) For anything inside of Canvas (uploading files, setting up notifications, using the calendar, etc.), students should contact Canvas Support, which is available from inside of Canvas by clicking on the "Help" link on the lefthand menu. Your help options are to select "Chat with Canvas Support," to submit a support request to "Report a Problem", or to call the Canvas support line: 1-844-757-0953.

c) For issues related to specific course content and requirements, contact me by email or in class.

COURSE CALENDAR

WEEK	MODULE	READING (Stangor)	ACTIVITY		WORK DUE
WEEK 1 JAN 14	1: Introduction to Research	Ch. 1	f2f: Course overview; research designs; article bulleting; P: Proposal topic ideas	Online: Video: Introduction to behavioral science	Quiz #1
WEEK 2 JAN 21	1: Introduction to Research	Ch. 3; Roig (2015)	Online: Video: Ethics in research; Video: What is plagiarism? CITI Training APA videos (over 2 weeks)		Quiz #2; P1: RESEARCH SUMMARY; CITI Certificate; Plagiarism Quiz
WEEK 3 JAN 28	1: Introduction to Research	Ch. 2	Online: Video: Generating a research hypothesis; Video: Writing a research proposal		Quiz #3; APA Quiz
WEEK 4 FEB 4	1: Introduction to Research & 2: Gathering data	Ch. 4; Ethics Codes; IRB Guide	f2f: Questions on Chs. 1-3; IRB protocols; Group ethics summaries P: Research question workshop	Online: Video: Measuring behavior	Quiz #4; P2: RESEARCH HYPOTHESIS
WEEK 5 FEB 11	2: Gathering data	Ch. 5	Online: Video: Reliability & validity; Video: Writing the Introduction		Quiz #5; Article Critique
WEEK 6 FEB 18	2: Gathering data	Ch. 6	Online: Video: Surveys & sampling; Video: Writing the Methods section		Quiz #6; IRB protocols

WEEK 7 FEB 25	2: Gathering data & 3: Designing a study	Ch. 8	f2f: Questions on Chs. 4-6; Building a survey; IRB protocols P: Introduction section	Online: Video: Hypothesis testing	Quiz #7
WEEK 8 MAR 4	3: Designing a study	Ch. 9	f2f: LA: SPSS review; Qualitative research P: Methods section	Online: Video: Correlational research	Quiz #8
WEEK 9 MAR 18	3: Designing a study	Ch. 10	Online: Video: One-way experimental designs; Video: Writing the data analysis plan & Discussion		Quiz #9; P3: OUTLINE
WEEK 10 MAR 25	3: Designing a study & 4: Interpreting research	Ch. 11	f2f: Questions on Chs. 8-10; In-class Experiment; P: Data analysis & discussion sections	Online: Video: Factorial designs	Quiz #10
WEEK 11 APR 1	4: Interpreting research	Ch. 12	Online: Video: Internal validity		Quiz #11; SPSS & Qualitative research work
WEEK 12 APR 8	4: Interpreting research	Ch. 13	f2f: Questions on Chs. 11-13; Evaluating studies; Creating poster	Online: Video: External validity	Quiz #12; P4: FIRST DRAFT
WEEK 13 APR 15	5: Other approaches	Ch. 14	f2f: P: Proposals returned; Peer review workshop; Poster work	Online: Video: Quasi-experimental designs	Quiz #13; P5: PEER FEEDBACK
WEEK 14 APR 22	5: Other approaches	Ch. 7	Online: Video: Qualitative designs		Quiz #14; P6: FINAL DRAFT
WEEK 15 APR 29	5: Other approaches	Needs Assessment Guidelines	f2f: Questions on Chs. 7 & 14; Needs Assessment/Program Evaluation group activity		Group research poster
WEEK 16 MAY 6	POSTER PRESENTATIONS				

Note that dates and other policies listed may be changed as needed and, if so, changes will be announced in class and/or through the Announcements section of Canvas. **Students are responsible for being aware of ALL changes made, even if they were not in class when changes were announced.**

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy: If you discover that you need to drop this class, you must complete a Drop Request Form, available at 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 by 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 up 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 could receive an F in the course, which may affect your financial aid and/or VA educational benefits.

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 Office 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 Office of Access and Inclusion at (254) 519-5797. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion webpage at <https://www.tamuct.edu/student-affairs/access-inclusion.html>.

Important information for Pregnant and/or Parenting Students:

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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 the A&M-Central Texas Student Affairs webpage at <https://www.tamuct.edu/student-affairs/index.html>. Students should seek out assistance as early in the pregnancy as possible. If you would like to read more about these requirements and guidelines online, please visit the DOE website at <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs Office at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator with any issues at compliance@tamuct.edu.

Copyright notice: Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and the Texas A&M University-Central Texas Code of Academic Integrity. All alleged violations will be reported to the Office of Student Conduct.

Tutoring: Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at 254-519-5796 or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@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 or on the class's Canvas page.

The University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) is a free workspace open to all A&M-Central Texas students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at <https://tamuct.mywconline.com>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session or if you have any questions about the UWC and/or need any assistance with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

University Library: 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 webpage at <http://tamuct.libguides.com/index>.

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 the Student Counseling Center (254-501-5955) located in Warrior Hall 207L.

Sexual violence can occur on our 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 to 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 university's Title IX webpage at <https://www.tamuct.edu/compliance/titleix.html>.

Finally, if you have any questions or concerns about the class or problems with the coursework or course materials, please contact me by email or in person. I'll reply to emails as soon as I can, usually within 24 hours (except on weekends). You can also discuss issues with your classmates in the relevant discussion forum. The only exception is if you have technology issues with Canvas. For those, please let me know what's going on, but ask for help from Help Desk Central or Canvas Support. Contact info for both is given above.

Clinical Mental Health Counseling Program Student Learning Outcomes Rubrics:
(applies ONLY to students in the Clinical Mental Health Counseling Program)

Table 6 CMHC Article Summary Rubric

Article Summary (SLO1 Competence)	None	Some	Basic	Above Average	Superior
Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a)					
Identification of evidence-based counseling practices (IIF8b)					

Table 7 CMHC Research Proposal Rubric

Research Proposal (SLOs 2, 3, 4, & 6 Competence)	None	Some	Basic	Above Average	Superior
Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a)					
Identification of evidence-based counseling practices (IIF8b)					
Qualitative, quantitative, and mixed research methods (IIF8f)					
Designs used in research and program evaluation (IIF8g)					
Statistical methods used in conducting research and program evaluation (IIF8h)					
Basic concepts of analysis and use of data in counseling (IIF8i)					
Multicultural competencies (IIF2c)					
Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d)					

Table 8 CMHC Needs Assessment Rubric

Needs Assessment (SLO5 Competence)	None	Some	Basic	Above Average	Superior
Needs assessments (IIF8c)					
Development of outcome measures for counseling programs (IIF8d)					
Evaluation of counseling interventions and programs (IIF8e)					
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (IIF7f)					
Reliability and validity in the use of assessment (IIF7h)					

CACREP Key Performance Indicator (for CMHC students only)

Students will demonstrate an understanding of the 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 (CACREP Standard IIF8).

1 – No Competence - 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.

2 – Some Competence - 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.

3 – Basic Competence - 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.

4 – Above Average Competence - 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.

5 – Superior Level Competence - 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.