

Fall 2024

**EDPC 5310. Applied Research Design for Counseling and Special Education
[CRN: 14735]**

The University of Texas at El Paso
College of Education

Department of Counseling and Special Education

Instructor: Eunae Han (*Phonetic Spelling: oo-neh haan*), Ph.D., NCC, LPC Associate
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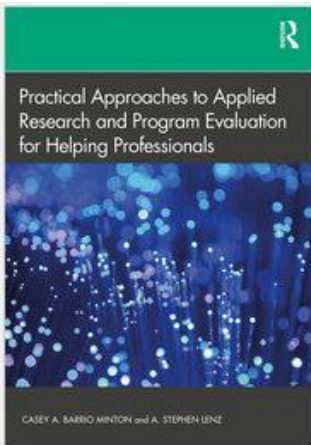
Office hours: T & Th, 3:00 pm – 4:00 pm MT (by appointment)

E-mail: ehan@utep.edu

- ✓ To schedule an appointment, please send me an e-mail with your name, department, course name you are taking from me, several available time options, and a topic for the meeting at least one week ahead of time.
- ✓ I will try my best to respond to your questions and concerns within two business days; if you do not receive a response from me within two days, please send me a friendly reminder 😊

Class Meeting: Thursdays, 5:30 pm - 8:20 pm @ TBD

Restrictions: Restricted to majors of counseling programs



Required Text and Reading Materials:

- Minton, C. A. B., & Lenz, A. S. (2019). *Practical approaches to applied research and program evaluation for helping professionals*. Routledge. ISBN: 9781138070394

Suggested Texts:

- American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*.
- Rosenthal, H. (2013). *Encyclopedia of counseling: master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination*. Routledge.

- Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues on Blackboard.

Course Description:

This course provides counseling master students with an overview of literature associated with best practices of the counseling profession. The current course is specifically designed for students pursuing degrees in mental health, school, and rehabilitation counseling in a CACREP-accredited program who plan on working as professional counselors in various counseling settings. Students in this course will be expected to develop a rigorous identity as professional counselors, enhance strategies for critical reading and writing, understand appropriate research design, formulate research questions, and have basic experience with statistical software.

Course Objectives:

The updated information based on the 2024 CACREP standards will be provided later.

Expectations of Students:

- The graduate learning experience is benefited from the scholarly discourse of all students enrolled in the class. For this reason, **it is imperative that attendance in class be a priority**. Graduate students typically are very professional in their attendance and punctuality to class sessions. If for some reason you must make a professional decision not to attend class, you must send me an e-mail **one day prior to class**. If you are late to class more than three times, **it may result in a decrease in your final grade**.
- ✓ Any decision to close or delay open of The University of Texas at El Paso during severe weather will be made after several factors are considered, including current and forecasted weather conditions, street conditions, and any decision made by the major public school districts to cancel classes. The Director of University Communications will notify all local news media. Every effort will be made to notify area television and radio stations no later than 6:00 a.m. if the University is to be closed for all or part of the day. An associated notification will be made to the University by means of the MinerAlert text messaging system. To notify you of changes in class meetings due to inclement weather or any other reasons, Dr. Han will also send a class email and post it on the Blackboard as appropriate.
- Tardiness or absences will be discussed in private as a professional conduct issue in alignment with professional personnel requirements. If you have a verified and documented reason to be late to class, you **may** be excused from this **lowered grade**. Even after a professional discussion **if you continue to show poor professional judgment in attendance, you will receive a decrease in overall grade for the course**.
- Students are responsible for reading the assignments **prior to** class as well as punctual delivery of assignments. Students are responsible for notifying the instructor of any difficulties in meeting these expectations. **Late submission of assignments will be penalized by TWO percentage points per day**. Regarding the **Quizzes, no late work will be accepted**.

Assignments and Student Performance Evaluation Criteria:

All assignments will be posted on Blackboard and the required documents must be submitted to Blackboard by the deadline to be eligible to earn full credit.

1. Each student is expected to **complete readings prior to the class meeting** for which it is assigned.
2. Each student is expected to attend all sessions and participate in detailed discussions. Failure to do so can result in a lowered course grade, at the discretion of the instructor. The participation components count for 12% of your grade, a total of 12 points.

3. **CITI training:** Having knowledge about ethical practices and procedures is essential for evaluating the ethics of research and conducting research projects. If you have already finished IRB CITI training, you can effortlessly submit your completion certificate as proof for the assignment. If you have not completed the CITI training yet, the instruction document will be provided on the Blackboard module, and you need to submit the certificate by September 19th. The CITI training completion accounts for 8% of the final grade, a total of 8 points.

4. **This Article Kicks Ass (TAKA) Reviews:** Each student will review and critique journal articles. Specifically, students will be required to present journal article critiques on certain dates of the semester. Students should choose **EMPIRICAL** articles that represent the best research in their area of interest and critique these articles based upon the rationale for conducting the study, the quality and clarity of the hypotheses, research strategies, and collection of the sample, the presentation and interpretation of the results, and the detail of the limitations. Students should plan to place the selected TAKA article on the Blackboard Discussion **by Sep. 26th** (TAKA1: 5 points) so the class can view it before or during the presentation as needed. On the TAKA presentation day, each student will give a presentation that should last no more than 15 mins (TAKA2: 15 points). PowerPoint materials need to be submitted on Blackboard **prior to** their presentation day. The TAKA components account for 20% of the final grade, a total of 20 points.

5. **APA 7th Guru:** Students will be given one multiple choice quiz of 10 questions over APA 7th style. Quizzes will be distributed to all students before early September. Students may consult with the APA 7th style guide. Students turn in their quiz at any point during the semester but no later than **October 3rd** (10 points).

6. **TWO Quizzes:** Each student is responsible for completing timed quizzes consisting of multiple-choice and/or extended-response questions. The two quizzes components account for 20% of the final grade, a total of 20 points (10 points each).

7. Student **Photovoice Project:** Each student will experience a *photovoice method* to learn participatory action research methods in-depth. *Photovoice* is a methodology that uses photos to represent the experiences of participants to understand their experiences and eventually foster social change (Wester et al., 2020). The project consists of two parts.

First: Students will be asked to take pictures based on three guiding questions:

(a) *what is a significant mental health issue you are passionate about resolving?* (b) *How does it relate to our community?* (c) *What can we do as mental health professionals?*

Students can **take as many pictures as they desire but will submit two to three pictures for each discussion round (5 points, respectively)**. Students should exclude pictures including identifying information unless there is permission.

Second: After each picture submission, participants will join the entire group to discuss the meaning of each picture they bring to the group. Each reflection will be guided by SHOWed questions: (a) *What do you See here,* (b) *what is really Happening in this picture?* (c) *How does this relate to Our (individuals in the group) lives?* (d) *Why does this problem or situation exist?* (e) *How could this image Educate others?* And (f) *What can we Do about the problem or situation?* Informed by reflections, students will make a group in **week 9**, and give a group poster presentation of their photos and experience on photovoice in **week 15 (15 points)**.

Evaluation:**Grades are earned as follows:****A** = 90 – 100 points**B** = 75 – 89 points**C** = 60 – 74 points**D** = 50 – 59 points**F** = < 49 points

Assignments	Points	Percentage
In-Class Participation & Reflection	12 pts (2 points each)	12%
This Article Kicks Ass (TAKA)	20 pts	20%
Journal Article Submission	5 pts	
Journal Article Presentation	15 pts	
CITI training	8 pts	8%
APA 7 th guru	10 pts	10%
Quizzes	20 pts (10 points each)	20%
Photovoice	30 pts	30%
Photo Submission	5/5/5 pts	
Photovoice Presentation	15 pts	
Extra Credit Opportunities	TBD	NA

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time. ✓Decimal points are **not** rounded at the end of the semester. A score of 89.9 receives a B while a score of 90.0 receives an A.

Assignments Scoring Rubrics will be provided after the first day of class.

Tentative Course Schedule: (See Below)

Week	DATE	TOPIC	READING/ASSIGNMENTS
1	Aug. 29 th In-person Meeting	Syllabus Introduction to Research	<ul style="list-style-type: none"> Submit the signed syllabus
2	Sep. 5 th Asynchronous ONLINE	Professional Identity & Evidence-Based Practice	Han (2024; in press) PAHP Chs. 1, 2, & 3
3	Sep. 12 th In-person Meeting	Getting Support from Librarian Rationale: <i>So what? Questions</i> Literature Review : <i>Standing on the Shoulders of Giants</i>	Kaplan & Gladding (2011) Ratts & Greenleaf (2018) <ul style="list-style-type: none"> In-class participation (2 points)
4	Sep. 19 th Asynchronous ONLINE	Ethics in Research CITI Training	PAHP Ch. 20 <ul style="list-style-type: none"> Quiz 1 for Chs. 1, 2, & 3 By Sep. 19th (10 points) CITI Training Submission by Sep. 19th (8 points)
5	Sep. 26 th In-person Meeting	NCE Prep – Basic Concepts Research Methods : <i>Conceptual, Qual, Quant, and Mixed</i>	Duffy & Chenail (2008) Finkelhor (2018) Han & Carrola (2024; in press) <ul style="list-style-type: none"> In-class participation (2 points)
6	Oct. 3 rd Asynchronous ONLINE	Research Methods (continued) APA 7 th Style guru This Article Kicks Ass (TAKA) preparation	PAHP Chs. 6 & 7 <ul style="list-style-type: none"> APA 7th Style guru by Oct. 3rd (10 points) TAKA 1 submission by Oct. 3rd (5 points)
7	Oct. 10 th In-person Meeting	Photovoice Orientation TAKA presentations A	<ul style="list-style-type: none"> TAKA 2 presentation (15 points) In-class participation (2 points)
8	Oct. 17 th Asynchronous ONLINE	Quant: <i>All About Relationships</i> Taking Photo 1	PAHP Chs. 8 <ul style="list-style-type: none"> Photo1 submitted by Oct. 17th (5 points)
9	Oct. 24 th In-person Meeting	Photovoice Round 1 TAKA presentations B (continued) *Forming Groups*	PAHP Chs. 13 - 14 <ul style="list-style-type: none"> TAKA 2 presentation (Continued - 10 points) In-class participation (2 points)
10	Oct. 31 st Asynchronous ONLINE	Review Chapters 6, 7, & 8 Taking Photo 2	<ul style="list-style-type: none"> Photo2 submitted by Oct. 31st (5 points) Quiz 2 for Chs. 6, 7, & 8 By Oct. 31st (10 points)

11	Nov. 7 th Asynchronous ONLINE	Taking Photo 3 Prep the Photovoice Poster Presentation	<ul style="list-style-type: none"> • Photo3 submitted by <u>Nov. 7th</u> (5 points)
12	Nov. 14 th In-person Meeting	TAKA presentations C (continued) Photovoice Round 2	PAHP Chs. 15 <ul style="list-style-type: none"> • In-class participation (2 points)
13	Nov. 21 st In-person Meeting	TAKA presentations D (cntnd) Photovoice Round 3	PAHP Chs. 16 & 17 <ul style="list-style-type: none"> • In-class participation (2 points)
14	Nov. 28 th	Thanksgiving Holiday	
15	Dec. 5 th In-person Meeting	Photovoice Group presentation	<ul style="list-style-type: none"> • Poster Presentation by <u>Dec. 5th</u> (15 points)

COURSE POLICIES

Course Content and Material

While there are no sensitive or potentially disturbing information or activities, *students may find themselves challenged* by reading material, critical discourse, and writing assignments which *require self-evaluation* as they develop increased awareness, knowledge and skills pertaining to counseling and working in various settings.

We also need advanced warnings if sexually explicit material will be presented. During this course, it is possible that class discussion may address material of a sexual nature. Or, we may discuss early traumatic experiences that is prevalent in our society. If you are uncomfortable with these discussions, please inform the instructor. It will be to your benefit, however, to participate in these discussions to the fullest extent possible given the uncertainty of topics that may arise with students with whom you may work in the future.

Respect for Diversity

It is my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. The comprehension assessments have been scheduled to avoid conflicts with major religious holidays. If I have inadvertently scheduled a major deadline or comprehension assessment that creates conflict with your religious observances, please let me know as soon as possible so we can make other arrangements.

Accommodations for Disabilities

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Academic Honesty and Policy on Academic Misconduct:

Failure to follow academic integrity (conduct academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly

represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Plagiarism Detecting Software

Some of your course work and assessments may submitted to *SafeAssign*, a plagiarism detecting software. *SafeAssign* is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Electronic Communication – UTEP email

You MUST have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

- Log on to www.utep.edu
- Click on my.utep.edu
- Click on [Get your UTEP account here](#)
- Follow prompts to activate your E-mail
- If you experience any problems with Blackboard call the HELP DESK # 4357 on campus; 747-5257 off campus

Zoom Sessions

This class may need that you participate in scheduled Zoom sessions. Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. Students should not record the sessions and post them to any sites outside of Blackboard. If you are unable to attend a Zoom session, please let me know as soon as possible so that accommodations can be made when appropriate.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Making a Suggestion or a Complaint/ Student Grievances

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the department chair. Complaints must be made within six months of the incident.

- Speak directly to the person against whom you have a complaint. If not resolved:
- Speak to Dr. Beverly Argus-Calvo, Chair, Department of Educational Psychology and Special Services. She may be reached in Room 701-C or by calling at 915-747-5266. If not resolved:
- File a written statement with the Dr. Tanabe, Dean of the College of Education.
- For more information please see the UTEP's Student Complaint Procedures here: <https://www.utep.edu/extendeduniversity/utepconnect/online-programs/online-regulations/complaint-process.html>

Excused Absences and/or Course Drop Policy

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

or

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UTEP community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UTEP Handbook of Operating Procedures: <https://www.utep.edu/hoop/section-6/ch-3.html#Sexual%20Misconduct%20Policy>

Personal Wellness

Your personal wellness is a vital factor in being an effective counselor. As you go through the Graduate program, you may encounter medical issues, emotional issue, or family issues that impact your ability to be positive and effective. The University of Texas at El Paso and El Paso Community have many resources at a variety of costs to assist you and your family. In addition to everyday stress, the stress of graduate school, working with clients who have significant issues, and financial concerns can lead to a sense of becoming overwhelmed. The first step in moving forward is to talk with a faculty member you trust and consult about an academic plan that will work for you in the moment and that will not compound your difficulties. Talking with friends and family and other trusted individuals can be helpful but as a counselor, you run the risk of breaking confidentiality and privacy of others in talking to lay persons. In addition, such a practice tends to lead to burnout of relationships. It is preferable to meet with one of the confidential resources across campus and the community who can listen to you and offer assistance.

Resources that are easily accessible on campus by phone or website include:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [Registration & Records](#): Maintenance of student records and all registration transactions, including enrollment verifications, transcript requests, graduation applications, and diplomas; and Scheduling classroom assignments.
- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Campus Advocacy, Resources and Education \(CARE\)](#): Seeks to empower students who have been impacted by violence* by providing private advocacy, resources and supportive services.
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Student Health and Wellness Center \(SHWC\)](#): Address health care needs of all UTEP students. Primary care services as well as immunizations are available at the SHWC. Students can also receive counseling, wellness, and nutrition education services at the SHWC
- [Parking and Transportation](#): Provide the basics about how to park and move around campus. However, the way to become completely informed of the campus parking rules is to read the Parking Regulations.
- [International Students](#): The Office of International Programs assists UTEP international students, scholars, and dependent family members to maintain their non-immigrant statuses.

Community Resources

- [Adult Probation Victim Services](#) – 313-9712 or 546-8120
- [Adult Probation Victim Information & Notification \(VINE\)](#) – (877) 596-8463
- [Adult Protective Services: 24-hour Reporting Volunteer for local events](#) – (800) 252-5400/ 834-5767
- [Advocacy Center for the Children of El Paso](#) – 545-5400
- [Attorney General's Office, Crime Victims Compensation](#) – 834-5815 or 1-800-983-9933
- [Bikers Against Child Abuse](#) – 892-2635
- [CASA \(Court Appointed Special Advocates for Children\)](#) – 546-8146
- [Center Against Family Violence 24-hour Hotline](#) – 593-1000 or 593-7300
- [Child Crisis Center](#) – 562-7955
- [YWCA Transitional Living Center](#) 566-2762

Syllabus Contract
DUE: August 29th, 2024

I have read the syllabus for EDPC 5310: *Applied Research Design for Counseling and Special Education* and understand the requirements for the class, the assignments, and the method of grading.

Print Name

Signature

Date

TENTATIVE