

Spring 2023

EDPC 5310. Applied Research Design for Counseling and Special Education (formerly Applied Research Design for Educators) [CRN:23892]

The University of Texas at El Paso

College of Education

Department of Counseling, Special Education, and Educational Psychology

Instructor: Eunae Han (*Phonetic Spelling: oo-neh haan*), Ph.D.
Assistant Professor of Clinical Mental Health Counseling

Office: EDUC #705

Work Phone: 915-747-7585

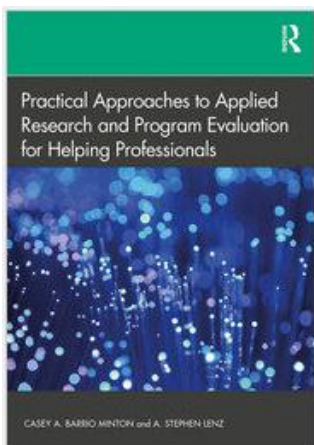
Office hours: M & W, 3:00 pm – 4:00 pm MT (by appointment)

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: Mondays, 5:30 pm - 8:00 pm @ EDUC #401

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:

Please see the table on pages 13 to 15 for course objectives aligning with CACREP standards.

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 requirement. 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**.

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. These experiences are designed to assist the student in learning the basics of understanding research studies and developing their own research questions. The application components including the **elevator speech** (see below 2a) count for 10% of your grade, a total of 10 points.

2a. One special part of in-class participation is practicing elevator speech. In week 2, students will learn the concept of an elevator speech and the importance of professional counselor identity. After learning the concept, students are expected to submit their one-paragraph elevator speech draft on Blackboard by Feb. 5th (2 points). With this draft, students will practice their elevator speech in the next week of an in-person class.

3. **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 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 Feb. 26th (TAKA1: 10 points) so the class can view it during the presentation as needed. On the TAKA presentation day, each student will give a presentation that should last no more than 10 mins (TAKA2: 10 points). PowerPoint materials need to be submitted on Blackboard prior to their presentation day (10 points). The TAKA components account for 20% of the final grade, a total of 20 points (10 points each).

4. APA 7th Guru: Students will be given one multiple choice quiz of 20 questions over APA 7th style. Quizzes will be distributed to all students in January. Students may consult with the APA 7th style guide. Students turn in their quiz at any point during the semester but no later than March 5th (10 points).

5. **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 10% of the final grade, a total of 10 points (5 points each).

6. Student **Photovoice Project:** Each student will experience a *photovoice method* to learn qualitative 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 as follows: *what are your passionate areas to investigate as a researcher?* Students can **take as many pictures as they desire but will submit two to three pictures for discussion by April 9th (10 points)**. Students should exclude pictures including identifying information. For the second part after picture submission, participants will join the focus group to discuss the meaning of each picture they bring to the group. A reflection session will be conducted after two weeks of picture submission on Apr. 17th(10 points). Each student will prepare the presentation of their chosen picture based on the part of 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?* The group members will generate emergent themes or codes based on the rest of SHOWed questions: (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?* The discourse in the focus group will turn to explore the themes that emerged (Webster et al., 2020). **After the class, students will submit a short summary (i.e., half a paragraph) of their reflection on Blackboard.**

7. Research Proposal (Group Work): The research proposal is designed to help launch either the emerging research project or conference presentation proposal. There are several components to

the proposal that builds over time. The research proposal components account for 30% of the final grade, a total of 30 points (5/5/20 points each). Specific section guiding questions will be posted on Blackboard. I strongly recommend you utilize the office hours to get advice from the instructor.

7a. Rationale and Purpose (5 points): Draft due by **April 2nd** to Blackboard assignments. **5 pages double spaced max.** Of the different components, this section requires the most amount of coherent and persuasive writing.

7b. Proposed Methods (5 points): Draft due by **April 30th** to Blackboard assignments. **2 pages double spaced max.** This section is designed to provide an outline of the participants, tools/measurements, and procedures needed to conduct your study or dissertation.

7c. Incorporating Feedback and Final Version (20 points): This is a final paper due by **May 10th** to Blackboard assignments.

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 & Elevator Speech Draft	10 pts (2 points each)	10%
TAKA	20 pts (10 points each)	20%
APA 7 th guru	10 pts	10%
Quizzes	10 pts (5 points each)	10%
Photovoice	20 pts (10 points each)	20%
Research Proposal	30 pts (5/5/20 points each)	30%
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: see the pages from 16 to 18

Tentative Course Schedule: (See Below)

Week	DATE	TOPIC	READING/ASSIGNMENTS
1	Jan. 23 rd In-person Meeting	Syllabus Introduction to Research	PAHP Ch. 1
2	Jan. 30 th Asynchronous ONLINE	Professional Identity & Evidence-Based Practice	PAHP Chs. 1, 2, & 3 • Elevator Speech draft by <u>Feb. 5th</u> (2 points)
3	Feb. 6 th In-person Meeting	Professional Identity, Me-search, Rationale: <i>So what? Questions</i> , and Ethics in Research	Kaplan & Gladding (2011) Ratts & Greenleaf (2018) Pre-assessment • Syllabus Contract • In-class participation (2 points)
4	Feb. 13 th Asynchronous ONLINE	Ethics in Research (continued)	PAHP Ch. 20 • Quiz 1 for Chs. 1, 2, & 3 By <u>Feb. 19th</u> (5 points)
5	Feb. 20 th In-person Meeting	Literature Review : <i>Standing on the Shoulders of Giants</i> Research Methods : <i>Conceptual, Qual, Quant, and Mixed</i> Getting Support from Librarian This Article Kicks Ass 1 (TAKA)	Duffy & Chenail (2008) Finkelhor (2018) • In-class participation (2 points) • TAKA 1 submission by <u>Feb. 26th</u> (10 points)
6	Feb. 27 th Asynchronous ONLINE	Research Methods (continued) TAKA prep (continued) APA 7 th Style guru	PAHP Chs. 6 & 7 • APA 7 th Style guru by <u>Mar. 5th</u> (10 points)
7	Mar. 6 th In-person Meeting	This Article Kicks Ass 2 (TAKA) presentations	• TAKA 2 presentation (10 points)
Spring Break (Mar. 15 th) – No Class			
8	Mar. 20 th In-person Meeting	This Article Kicks Ass 2 (TAKA) presentations (continued) Quant: <i>All About Relationships</i> Group Meeting for Proposal	PAHP Chs. 8 • TAKA 2 presentation (Continued - 10 points) • In-class participation (2 points)
9	Mar. 27 th Asynchronous ONLINE	Group Research Project Proposal Part 1	PAHP Chs. 13 - 14 • Research Proposal 1 by <u>April 2nd</u> (5 points)
10	Apr. 3 rd Asynchronous ONLINE	Qual: <i>THE Picture of Your Research</i>	• Photovoice submitted by <u>Apr. 9th</u> (10 points)
11	Apr. 10 th Asynchronous ONLINE	Review Chapters 6, 7, & 8 Group Research Project Prep	• Quiz 2 for Chs. 6, 7, & 8 By <u>Apr. 16th</u> (5 points)

12	Apr. 17 th In-person Meeting	Photovoice Presentation & Reflection	<ul style="list-style-type: none"> • Photovoice presentation & Short summary (10 points)
13	Apr. 24 th Asynchronous ONLINE	Group Research Project Proposal Part 2	PAHP Chs. 15 - 17 <ul style="list-style-type: none"> • Research Proposal 2 by <u>April 30th</u> (5 points)
14	May 1 st In-person Meeting	Research Proposal Peer Review	Review Prep Post-assessment <ul style="list-style-type: none"> • In-class participation (2 points)
15	May 8 th Asynchronous ONLINE	Research Proposal Submission	<ul style="list-style-type: none"> • Final Research Proposal by <u>May 10th</u> (20 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>

COVID-19 Precautions and Testing at UTEP (updated on 01/02/2023)

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors.

To prevent the spread of COVID-19 in the community, UTEP is offering several options for free COVID-19 testing on campus.

Sponsored by the City of El Paso in partnership with the Centers for Disease Control and Prevention's Increasing Community Access to Testing program (CDC ICATT), the **TestandGo Fully Automated Healthcare Kiosk at the UTEP Testing Site at 3333 N. Mesa** provides free self-administered COVID-19 tests 24 hours a day, seven days a week.

Testing is free for individuals who are symptomatic, have been exposed, or are at high risk of severe outcomes, regardless of insurance status. For more information: please visit the website: [COVID-19 Testing at UTEP](#)

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

CACREP 2016 Standards**COURSE OBJECTIVES/STUDENT COMPETENCIES:**

Goals/Objectives	CACREP 2016 Standards	TeXeS School Counselor	Learning Activities	Outcome Measures
Goal 1: Develop a professional identity based on the Counselor-Advocate-Scholar model.				
Objective 1a. Demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	2.F.8.a	III.9	Readings, lectures, Quizzes, and Classroom activities	Classroom Participation Submission of Elevator Speech Draft Achieve a passing grade on Quizzes
Objective 1b. Identify evidence-based counseling practices.	2.F.8.b	II.4	Readings, lectures, TAKA, and writing assignment	Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal
Goal 2: Understand the history of research and the importance of ethics to ensure a high standard.				
Objective 2a. Comprehend ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	2.F.8.j	I.2	Readings, lectures, Quizzes, and writing assignments	Classroom Participation Achieve a passing grade on Quizzes
Goal 3: Critically review and understand previous and current counseling literature.				
Objective 3a. Understand the importance of needs assessments.	2.F.8.c	II.4 II.5	Readings, lectures, classroom activities, TAKA, and writing assignments	Classroom Participation Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal
Objective 3b. Identify designs used in research and program evaluation.	2.F.8.g	II.6	Readings, lectures, quizzes, TAKA, and writing assignments	Classroom Participation Achieve a passing grade on Quizzes Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal

Objective 3c. Evaluate counseling interventions and programs.	2.F.8.e	II.7	Readings, lectures, quizzes, TAKA, and writing assignments	Achieve a passing grade on Quizzes Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal
Goal 4. Understand different research methods and interpret the results.				
Objective 4a. Understand statistical methods used in conducting research and program evaluation.	2.F.8.h	IV.10	Readings, lectures, Quizzes, TAKA, and writing assignments	Classroom Participation Achieve a passing grade on Quizzes Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal
Objective 4b. Comprehend qualitative methods used in conducting research and program evaluation.		IV.10	Readings, lectures, TAKA, and Photovoice project	Classroom Participation Satisfactory rating on the TAKA presentation Satisfactory rating on the Photovoice presentation
Objective 4c. Identify analysis and use of data in counseling.	2.F.8.i	IV.10	Readings, lectures, TAKA, and writing assignments	Classroom Participation Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal
Objective 4d. Differentiate qualitative, quantitative, and mixed research methods.	2.F.8.f	IV.10	Readings, lectures, TAKA, and writing assignments	Classroom Participation Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal
Goal 5. Apply the knowledge on research and develop a research proposal				
Objective 5a. development of outcome measures for counseling programs	2.F.8.d	II.7	Readings, lectures, classroom activities, and writing assignments	Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal

Objective 5b. Demonstrate in-depth reflection on participating in a research study and conducting a research project.	IV.10	Readings, lectures, Photovoice project, and writing assignments	Satisfactory rating on the Photovoice presentation Satisfactory rating on the Research Proposal
Objective 5c. Understand the methods of effectively preparing for conducting a research study.	IV.10	Readings, lectures, classroom activities, and writing assignments	Classroom Participation Achieve a passing grade on Quizzes Satisfactory rating on the TAKA presentation Satisfactory rating on the Research Proposal

Rubric for TAKA Presentation (10 points)

	Excellent	Satisfactory	Non-satisfactory
General Content Covered ___/6	<p>The chosen article does not have to be perfect (indeed, it is impossible to be perfect). However, the chosen article follows the best practice in the field, and it could be used for future reference.</p> <p>The below contents are examined in the presentation and provide a good basis for critical reading.</p>	<p>The presentation covers the general contents and provides a good summary to understand the chosen article.</p> <p>When there is a critical missing piece, the presenter notices it and successfully connects them to the study's limitations.</p>	<p>The critical information to understand the article is missing. Information is incomplete, out of date, and/or incorrect.</p> <p>The sequencing of ideas was unclear. No adherence to specific content.</p>
	<ol style="list-style-type: none"> 1. Rationale for Conducting the Study 2. Purpose of the Study 3. Research Questions and Hypotheses Was this study clear and explicit about its hypotheses? If not, can you guess the hypotheses or the primary question of the study? 4. Methods 5. Results 6. Discussion and implication 		
Critical Reading ___/2	<p>Critical reflection on the strong implications and limitations of the presented article.</p> <p>Provide insight for future research and critical gap in the counseling profession.</p>	<p>Based on the content covered, implications and limitations were well presented.</p>	<p>No critical reading or reflection.</p>
Professionalism including Time, Citation, and Manner ___/2	<p>The article is summarized within 10 minutes and the contents are clear to understand. Moreover, enough time is allowed to receive critical questions and those questions are responded to very well.</p> <p>Sources of information are properly cited, and the audience can determine the credibility and authority of the information presented.</p> <p>Dress in a professional manner: clean and casual clothing. It does not have to be a suit or jacket.</p>	<p>The presentation was completed within 10 minutes and the contents were clear to understand.</p> <p>The citation is clear so that audience can find the resource when they need it in the future.</p> <p>Dress in a professional manner: clean and casual clothing. It does not have to be a suit or jacket.</p>	<p>The presentation continued for over 10 minutes, so more time should have been spent to understand the entire article.</p> <p>No way to check the validity of the information.</p> <p>Did not show consideration of a dress code (e.g., wearing a training suit).</p> <p>Did not submit PowerPoint material prior to the presentation day.</p>

Rubric for Photovoice presentation (10 points)

Criteria	Excellent	Satisfactory	Non-satisfactory
Structure & Professionalism ___/4	The presentation conveys the overall topic and draws the audience into the presentation with compelling information related to the presentation. Dress in a professional manner: clean and casual clothing. It does not have to be a suit or jacket.	The presentation is easy to follow and contributes to the overall message in the appropriate professional manner. Dress in a professional manner: clean and casual clothing. It does not have to be a suit or jacket.	The presentation does not create a strong sense of what represents. It may be overly detailed or incomplete and is somewhat appealing to the audience. Did not show consideration of a dress code (e.g., wearing a training suit).
Required Components ___/5	The below contents are examined in the presentation and facilitate critical thinking and reflection.	The presentation covers the general contents and provides a good summary to understand the presenter's research interest.	Information is incomplete, out of date, and/or incorrect. The sequencing of ideas was unclear. No adherence to specific content.
	(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?		
Participation in the Reflection ___/1	A student actively engaged in the discussion session after the presentation and contributed to emerging critical themes. After the presentation, a short summary was submitted to Blackboard.	A student engaged in the discussion session after the presentation. After the presentation, a short summary was submitted to Blackboard.	Did not contribute to the reflective discussion and failed to submit the summary to Blackboard.
	(d) Why does this problem or situation exist? (e) How could this image Educate others? (f) What can we Do about the problem or situation?		

Rubric for Final Research Proposal (20 points)

Criteria	Excellent	Satisfactory	Non-satisfactory
Depth of Reflection ___/5	Response demonstrates an in-depth reflection on a specific research question. Viewpoints are insightful and well supported.	Response demonstrates a general reflection. Viewpoints and interpretations are supported.	Response demonstrates a minimal reflection. Viewpoints and interpretations are unsupported or supported with flawed arguments.
Required Components ___/10	Response includes all components and meets or exceeds all requirements indicated in the instructions.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.
	<ul style="list-style-type: none"> • Introduction including opening sentence (e.g., mental health problem affecting USA) • Literature review including current knowledge (broad overview), critical gap in the knowledge base • Purposes of the Study include long-term goals, specific objectives, research questions, and a central hypothesis. • Methods including target population, sampling size, and sampling plan. • Proposed Analysis 		
Professionalism including Writing Structure ___/3	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. Writing follows the APA 7 th style.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. Writing follows the APA 7 th style but includes minor errors.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. Writing partially follows the APA 7 th style.
Peer Evaluation ___/2	This will be based on peer evaluation sheets for each other.		

Peer Evaluation Form

Evaluation Criteria	Member 1 name:	Member 2 name:	Member 3 name:	Member 4 name:
1. Is punctual in attending scheduled group sessions and completes group assignment on time (0.5 points).	Yes / No	Yes / No	Yes / No	Yes / No
2. Contributes meaningfully to group discussion (0.5 points).	Yes / No	Yes / No	Yes / No	Yes / No
3. Prepares work in a quality manner (0.5 points).	Yes / No	Yes / No	Yes / No	Yes / No
4. Demonstrates cooperative and supportive attitudes (0.5 points).	Yes / No	Yes / No	Yes / No	Yes / No
Overall to the success of the project (Full score: 2/ Please give me a number with one decimal place)				

We discussed our own performance for the group work together and agreed the above score.

Signature

Signature

Signature

Signature

Syllabus Contract
DUE: February 6th, 2023

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