

Summer 2023

**EDPC 5310. Applied Research Design for Counseling and Special Education
(formerly Applied Research Design for Educators) [CRN: 32179]**

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

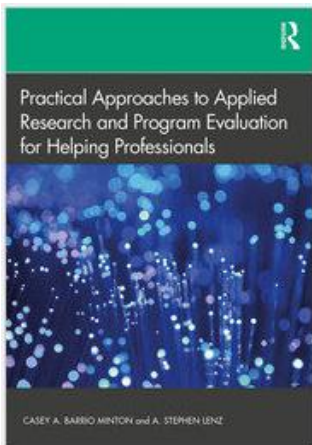
Office hours: M & W, 3:00 pm – 4:00 pm MT (by appointment)

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: T & Th, 5:15 pm - 10:00 pm @ EDUC #305

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 12 to 13 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 you must make a professional decision not to attend class, you must send me an e-mail **one day before 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 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 and 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. Considering the unique aspect of the summer course, reading materials are assigned to accord with the next modules. Immersing yourself in professional discourses and academic materials is critical in graduate learning. Each student is expected to **complete readings**. Detailed guidance will be provided during the first day of the class.
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. Given that the summer course is very

compact and goes by quickly twice as the other semesters, **students' participation in the classes and lab hours is more critical.** The In-Class application components including the elevator speech (see below 2a) count for 20% of your grade, a total of 20 points.

2a. One special part of in-class participation is practicing elevator speech. In the second meeting of the class, 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 (4 points). With this draft, students will practice their elevator speech in class.

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 **June 15th.** The CITI training completion accounts for 10% of the final grade, a total of 10 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 on 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 June 15th** (TAKA1:10 points) so the class can view it during the presentation as needed. On the TAKA presentation day, each student will give a 30-minute presentation (TAKA2). PowerPoint materials need to be submitted on Blackboard prior to their presentation day (10 points). **You will find the separate module in the Blackboard to submit your material.** 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 over APA 7th style. This is an open-book quiz in class. Students may consult with the APA 7th style guide during the quiz. Students will take their quiz on **June 22nd (10 points).**

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 June 27th (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 on **July 6th.** 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? **After the focus group, students will submit a short summary (i.e., half a paragraph) of their reflection about taking a picture and joining the focus group on Blackboard (10 points).**

7. Final Quiz: Each student is responsible for completing a timed quiz consisting of multiple-choice and/or extended-response questions by **July 10th**. The quiz accounts for 20% of the final grade, a total of 20 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
Elevator Speech Draft & In-Class Application	20 pts	20%
TAKA	20 pts (10/10 points each)	20%
APA 7 th guru	10 pts	10%
CITI training	10 pts	10%
Final Quiz	20 pts	20%
Photovoice	20 pts (10 points each)	20%
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 14 to 15

Tentative Course Schedule: (See Below)

Week	DATE	TOPIC	READING/ASSIGNMENTS
1a	June 13 th	Syllabus Introduction to Research <i>*Getting Support from Librarian</i> Lab: Article Search & Reading	<ul style="list-style-type: none"> • Syllabus Contract ✓ PAHP Chs. 1, 2, & 3 ✓ Ratts & Greenleaf (2018)
1b	June 15 th Zoom	Professional Identity, Me-search & Evidence-Based Practice Literature Review : <i>Standing on the Shoulders of Giants</i> Research Rationale, Ethics & Methods (Pre-assessment) Lab: Article Search & CITI training	<ul style="list-style-type: none"> • Elevator Speech Draft submission (4 points) • TAKA 1: article submission by <u>June 15th</u> (10 points) • CITI Training by <u>June 15th</u> (10 points) ✓ Duffy & Chenail (2008) ✓ Limberg et al., (2021) - Quant
2a	June 20 th	Quant: <i>All About Relationships</i> TAKA 2 Presentation Group A	<ul style="list-style-type: none"> • In-Class Participation (4 points) ✓ PAHP Chs. 6, 7, & 8 ✓ Wester et al., (2020) – Qual ✓ Sackett et al., (2018)
2b	June 22 nd Zoom	Qual: <i>Words and Meanings & What is Photovoice?</i> TAKA 2 Presentation Group B Lab: APA 7 th Style guru	<ul style="list-style-type: none"> • APA 7th guru by <u>June 22nd</u> (10 points) • In-Class Participation (4 points) ✓ PAHP Chs. 13 & 14
3a	June 27 th	<i>*Writing Center Tutoring Session</i> Counseling Exam 101 TAKA 2 Presentation Group C	<ul style="list-style-type: none"> • Photovoice submitted by <u>June 27th</u> (10 points) • In-Class Participation (4 points)
3b	June 29 th Zoom	TAKA 2 Presentation Group D Lab: Reflection & Group Writing	<ul style="list-style-type: none"> • TAKA 2 presentation (10 points) • In-Class Participation (4 points)
4a	July 4 th	No Class Meeting Independence Day Holiday	<ul style="list-style-type: none"> • Review Chapters 1, 2, 3, 6, 7, & 8 & purple book Ch. 9 for Final Quiz
4b	July 6 th	Photovoice Presentation & Reflection	<ul style="list-style-type: none"> • Photo presentation & reflection by July 6th (10 points) • Final Quiz by <u>July 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>

Under UTEP policy, responsible employees must promptly report all known information of sexual misconduct (Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking, Sex Discrimination and Other Inappropriate Sexual Conduct) to a Title IX coordinator.

COVID-19 and any Other Contagious Disease Precautions (updated on 05/05/2023)

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.

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, and TAKA	Satisfactory rating on the TAKA presentation
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, and Quizzes	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, and TAKA	Classroom Participation Satisfactory rating on the TAKA presentation
Objective 3b. Identify designs used in research and program evaluation.	2.F.8.g	II.6	Readings, lectures, quizzes, and TAKA	Classroom Participation Achieve a passing grade on Quizzes Satisfactory rating on the TAKA presentation
Objective 3c. Evaluate counseling interventions and programs.	2.F.8.e	II.7	Readings, lectures, quizzes, and TAKA	Achieve a passing grade on Quizzes Satisfactory rating on the TAKA presentation

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, and TAKA	Classroom Participation Achieve a passing grade on Quizzes Satisfactory rating on the TAKA presentation
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, quizzes, and TAKA	Classroom Participation Satisfactory rating on the TAKA presentation
Objective 4d. Differentiate qualitative, quantitative, and mixed research methods.	2.F.8.f	IV.10	Readings, lectures, quizzes, and TAKA	Classroom Participation Satisfactory rating on the TAKA presentation
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, and classroom activities	Satisfactory rating on the TAKA presentation
Objective 5b. Demonstrate in-depth reflection on participating in a research study and conducting a research project.		IV.10	Readings, lectures, and Photovoice project	Satisfactory rating on the Photovoice presentation
Objective 5c. Understand the methods of effectively preparing for conducting a research study.		IV.10	Readings, lectures, classroom, and activities	Classroom Participation Achieve a passing grade on Quizzes Satisfactory rating on the TAKA presentation

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 – Which quantitative method/qualitative method was used? 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 20 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 20 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 20 minutes, so more time should have been spent understanding 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?		

Syllabus Contract
DUE: June 13th, 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