EDPC 5310 APPLIED RESEARCH DESIGN FOR EDUCATORS
FALL 2020

Class Information
University of Texas at El Paso
College of Education
Educational Psychology and Special Services
College of Business Admin 309
Fall 2020; T 5:00 -7:50 pm

Professor Information
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Office: Classroom Bldg., Room 401

Office Hours

We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard (BB) Zoom during the following times:

- Fridays: 12:00pm - 03:00pm (Mountain Time) and/or appointment via emails
- To schedule an appointment, send me an e-mail with several blocks of time when you would like to meet virtually. I will send you a link for a virtual meeting.
- To help me keep track of e-mails from you, please put the course number and your last name in the subject line of any correspondence sent via e-mail (e.g., EDPC 5310 DOE).

Course Description

This course introduces students to research methods used in educational and counseling settings that serve diverse populations. Emphasis will be placed on understanding the nature of research, the research process, and various quantitative and qualitative research methodologies so that students can read, use and design research to address educational, clinical, and community problems and program needs.

Course Objectives/ Student Competencies

	CACREP Standard	TExES School Counselor	Learning Activities	Outcome Measure
Goal: The goal is for students to develop skills in conducting and using research to inform evidence-based counseling practice. **(CACREP STANDARDS 2.F.8.a – J)**				
Objective 1. **Understand the importance of research in advancing the counseling profession, including how to critique research to inform evidence-based counseling practice.**	2.F.8.a 2.F.8.b	Domain II: Competency 6.6 Domain III: Competency 10.4, 10.5	Lectures, online tutorials, reading, group discussions	Score on Research Project Parts 1 - 3
Objective 2. **Identify and describe counseling-related educational problems including the use of needs assessments, the development of**	2.F.8.c 2.F.8.d 2.F.8.e	Domain II: Competency 6.6	Lectures, reading, group discussions	Score on Research Project Part 1

outcomes measures, and the evaluation of counseling interventions and programs				
Objective 3. **Formulate counseling research questions**	2.F.8.c 2.F.8.d	Domain II: Competency 6.6. Domain III: 10.5	Lectures, reading, group discussions, Research Project Part 1	Score on Research Project Part 1
Objective 4. **Understand the steps of planning and conducting a counseling-related research study**	2.F.8.a	Domain II: Competency 6.6, Domain III: 10.5	Lectures and activities, online tutorials, reading, group discussions, Research Project Parts 1 - 3	Score on Research Project Parts 1 - 3
Objective 5. **Conduct a literature review in order to identify and review credible sources informing a counseling problem**	2.F.8.a	Domain II: Competency 6.6, Domain III: 10.5	Lectures, reading, group discussions, Research Project Part 1	Score on Research Project Part 1
Objective 6. **Understand and identify the types and roles of variables, hypotheses, and sampling procedures in educational research**	2.F.8.a	Domain II: Competency 6.6, Domain III: 10.5	Lectures, online tutorials, reading, group discussions, Research Project Part 1	Score on Mid-term exam, Score on Research Project Part 1
Objective 7. **Understand qualitative, quantitative, and mixed research methods and designs and when they are used**	2.F.8.f 2.F.8.g	Domain II: Competency 6.6, Domain III: 10.5	Lectures, online tutorials, reading, group discussions, Research Project Parts 1 - 3	Score on Mid-term and Final exams
Objective 8. **Understand basic statistical methods used in counseling research and program evaluation**	2.F.8.h	Domain II: Competency 6.6, Domain III: 10.5	Lectures and activities, online tutorials, reading, group discussions	Score on Mid-term exam
Objective 9. **Analyze basic statistical data and results in counseling research**	2.F.8.i	Domain II: Competency 6.6, Domain III: 10.5	Lectures and activities, reading, group discussions, Statistics Worksheet	Score on Research project Parts 1-3, Score on Mid-term and Final exams
Objective 10. **Understand ethical issues and culturally relevant practices in conducting, interpreting, and reporting results of research in**	2.F.8.j	Domain III: Competency 10.5	Lectures, reading, CITI human subjects training, group discussions, Research Project Part 3	Completion of CITI training; Score on Research

				Project Part 3
counseling and program evaluation				Project Part 3
Goal: The goal is for students to understand and assess the reliability and Validity of measurements used in educational research. **(CACREP STANDARDS 2.F.7.g – h)**				
11. Explain the importance of Validity, reliability, and scales of measurement in reading and conducting educational research	2.F.7.g 2.F.7.h	Domain II: Competency 7,3	Lectures, reading, online tutorial, group discussions, Research Project Part 2	Score on Mid-term exam, Score on Research Project Part 2

Required and Recommended Course Readings

You are expected to complete all required readings for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, and related documents (e.g., PowerPoint files) noted on the schedule, so you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional required and recommended readings and materials to supplement the text will be provided on Blackboard. It is your responsibility to check Blackboard before class and read the additional reading materials.

Required Text
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate Research in Education (10th ed.). New York: McGraw-Hill.

Recommended Readings
- American Psychological Association (2020). *Publication Manual of the* Text: *American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

Supplemental Readings (Required)
- Research articles to be assigned (TBA)

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

A	90% - 100%	451-500 points
B	80% - 89%	401-450
C	70% - 79%	351-400
D	60% - 69%	301-350
F	0% - 59%	0-300

Course Requirements

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and values of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment. All the assignments should be submitted to BB or OneDrive. No assignment is submitted via e-mail. When submitting assignments, written documents must be in MS Word file format (.doc/.docx).

Assignments	Points
Practice Article Review Questions (5 articles @ 15 points each)	75
Research Project 1	40
Research Project 2	40
Research Project 3	40
Mid-term Exam	100
Online IRB/Ethnics Training Modules	40
Final Exam	100
Participation/Attendance/Practice Quizzes (13 weeks @ 5 points each)	65
Total Points Possible	*500*

Practice Article Review Questions (5 articles – 15 points each)
a. An important goal of this class is developing skills in reading research articles. To facilitate this goal, part of our learning will involve the discussion about research articles.
b. Over the course of the term, you will be assigned to read five separate research articles relevant to the field of counseling which will offer you examples of the research process and expose you to (1) various content topics, (2) research methods, (3) research designs, and (4) statistical analyses from the professional counseling literature. To guide your understanding of these articles, you will post online responses to specific questions regarding each research article.
c. These will be due at specific times during the week. Research articles, specific instructions, and due dates for the discussions will be provided in Blackboard.
d. Online responses will be worth 15 points each.

Written Assignments: Research Project (Parts 1, 2, and 3) (40 points each) See Appendix A for evaluation criteria.
a. Because this course fulfills requirements leading to a professional degree in counseling, the written assignments are designed to give you an authentic experience in planning major phases of reading and designing educational research. They are sequenced to walk you through important steps of the research process leading up to designing a research study on the educational problem of interest to you.
b. Parts 1 and 2 can be revised based on my feedback to earn back points. Part 3 is due at the end of the course and cannot be revised to earn additional points. Please be sure to follow the instructions in the assignment when making revisions.
c. Each assignment is worth 40 points and will be graded using rubrics that spell out point values for each component of the assignment. In order to be as authentic as possible, you will have the option to complete these individually or in groups of up to four members, since research is nearly always, but not necessarily, a collaborative enterprise.

Midterm/Final Examinations (100 points each)
a. There will be two open-book online exams that work 100 points each. These exams are designed to assess your ability to understand and apply important research concepts and to help you prepare for professional comprehensive and licensing exams.
b. The format of exams includes multiple-choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
c. You will take your exams through Respondus Monitor/Lockdown Browser*, which is a software to prevent plagiarism. If you use your own computer, you will need a webcam, or you can take the exam on campus at any computer lab. Make sure to download and deploy the Respondus lockdown browser in advance of the exam, so you can get familiar with how it works. You will download it from the UTEP BB site once you log in with your credentials.
d. Each of the examinations will be worth 100 points.
e. **Mid-term**
   o Mid-term will be online 10/13/2020, and there is no online class meeting.

- o Mid-term will be open at 5:00 pm and close at 8:00 pm on 10/13/2020.
- o You will have three hours to complete the exam through Blackboard. Once you begin the exam, you cannot stop the clock, so plan to complete the exam in one sitting. Make sure you have three hours of uninterrupted time to commit to the exam.
- o You may NOT collaborate or share the information with others, but you may consult your texts and resources if necessary.
- o It is an open book/open note exam, but students who study and read diligently for the exams are much more likely to do well on them.
  f. **Final exam**
  - o Final will be online 12/08/2020, and there is no online class meeting
  - o Mid-term will be open at 5:00 pm and close at 8:00 pm on 12/08/2020.
  - o You will have three hours to complete the exam through Blackboard. Once you begin the exam, you cannot stop the clock, so plan to complete the exam in one sitting. Make sure you have three hours of uninterrupted time to commit to the exam.
  - o You may NOT collaborate or share the information with others, but you may consult your text and resources if necessary.
  - o It is an open book/open note exam, but students who study and read diligently for the exams are much more likely to do well on them.

*Test Proctoring Software
Two-course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:
- o The assessments will only be available at the times identified on the course calendar.
- o A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- o Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- o Respondus Monitor requires a webcam and microphone.
- o You will be required to show the webcam your student ID prior to the start of the test.
- o Your face should be completely visible during the test. Blocking the camera will disable the test.
- o During exams, you are allowed to use only a paper version of the textbook and printouts of course reading modules. You may not do any of the following: access other websites, use any other electronic devices (e.g. cell phone, tablet, laptop, smart watch, etc.), speak with anyone (except lab assistant for technology issues), take notes, leave your computer unless there is an emergency, or return to previously opened exam questions.
- o Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- o You should not have conversations with other people and/or leave and return to the area during the test.

Online IRB/Ethnics Training Modules (40 points)
a. You will complete six selected modules from the CITI Institutional Research Board (IRB) training for ethics in research and protection of human subjects.
b. There is one brief quiz for each IRB module. While you are in the CITI training site, the IRB quizzes may be retaken to improve your score, but the documentation for completion must be submitted through Blackboard by the due date. It is recommended, therefore, that you complete this training early so that you may retake the quizzes if you choose.
c. Performance on the IRB quizzes will be documented by submitting a screen capture of the modules

completed, including the quiz scores and your name.

    d. Completing IRB training will be worth 40 points.

Practice Quizzes (13 weeks – 5 points each)

    a. For most chapters in the textbook, there will be one to three practice quizzes posted on Blackboard.

    b. You will be required to complete **one practice quiz per chapter** by the due date/time.

    c. You will not be graded based on your scores on these quizzes; however, on-time completion (i.e., by the due date) of these quizzes will earn your attendance/participation points for each online week. You will see your scores on all of these quizzes in your Blackboard grade center, but they are not part of your calculated grades.

    d. All remaining practice quizzes are optional but highly recommended even if taken after the due date. Completion of the quizzes will help you check your comprehension for our exams and help you practice for comprehensive and professional licensing exams. If you have questions as you complete the quizzes, please bring them to my attention so we can discuss and clarify concepts.

    e. Completion of these practice quizzes by the due date/time will be worth 5 points/week.

Learning and Technical Support

Learning Modules

For most of the chapters in the textbook, I have prepared learning modules to facilitate your learning. These modules include a summary of the most important topics in each chapter, offer examples of research concepts, and include YouTube videos to illustrate many of the important concepts. Although the modules do not include required assignments or quizzes, it is strongly recommended that you take advantage of these learning materials to help supplement your learning in the course. Please note that they do not replace reading the chapters, which contain more detailed information required for the project and exams.

PowerPoint Slides

Regardless of whether we look at these together through Blackboard Collaborate or you use them on your own, these will help draw your attention to important concepts along with examples.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, a microphone, a printer, and a scanner. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

Technical Problems

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. If you wait until the last minute and then experience technical difficulties, your work will not be submitted on time, and you will not get credit.

Some students may encounter unexpected technical problems (e.g., cannot access Blackboard, experience unexpected Blackboard maintenance, being forced to shut down during tests, cannot submit assignments, etc.). You will not be given any opportunity to make up the credits that you lost unexpectedly.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

If you have a technical issue on BB, contact UTEP HELP DESK (Blackboard team) and forward your correspondence with them to me. If your problem stems from BB's technical issue, you will get full points for the assignment. If the problem is on your end (such as not using suggested internet browsers and/or weak internet connection), you will get the points you earned.

Course Communication

Office Hours
We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate during the following times:

- Fridays: 12:00pm - 03:00pm (Mountain Time) and/or appointment via emails
- To schedule an appointment, send me an e-mail with several blocks of time when you would like to meet.
- To help me keep track of e-mails from you, please put the course number and your last name "EDPC 5310 *your last name*" in the subject line of any correspondence sent via e-mail (e.g., EDPC 5310 DOE).

E-mail
UTEP e-mail is the official communication mean in this course. Also, UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to e-mail from your UTEP student account and please put the course number and your last name in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

Online UTEP Blackboard
You will be automatically signed up for our course webpage on UTEP Blackboard. You can access BB by logging in to www.my.utep.edu. It is recommended that you access BB from Firefox or Chrome. Using Internet Explorer creates numerous problems in BB, such as getting kicked out during quizzes and exams, so **DO NOT USE INTERNET EXPLORER**. Once you log in on the home page, click on the BB link and look for the Applied Research Design for Educators.

- o **Announcement**: All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) will be posted on BB Announcement. It is the student's responsibility to check and/or retrieve announcements and course materials. Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- o **Discussion Boards**: There are several discussion boards inside of this BB course. These discussion boards are to post assignments and to respond to other students' posts.
- o **Syllabus & More**: A copy of the syllabus & course schedule are accessible on BB. If there are any changes to the syllabus & course schedule during the semester, I will post an

announcement of the change through the announcement tab and I will also post a new copy of the syllabus & course schedule that reflects these changes under the **Syllabus & More** tab. This course's meeting schedule and/or assignment deadlines are subject to change. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. The changes will be announced via Blackboard Announcement. You are responsible for using the most recent version of the syllabus & course schedule. The syllabus includes a timeline of all assignments and quizzes. I strongly recommend that you save it and refer to it frequently, especially in the event that BB is down.

o **My Grades**: This is where you can keep track of your grades. I recommend that you check it frequently and notify me immediately in case there are any discrepancies. Also, most importantly, I provide my narrative feedback through My Grades. If you have a hard time locating my narrative feedback, please read How to View Feedback on BB. Please note I have had several recent experiences with Blackboard calculating grades inaccurately, so you should keep track of your grades as the semester progresses and **contact the instructor if you see discrepancies**! E-mail is not a secure method of communication for grades. You need to provide written permission (via e-mail) for me to e-mail your grades.

o **Class***:* You are responsible for reading assigned text, supplemental readings, video clips, and other resources located under the **Class** tab in Blackboard. You will need to read ahead in order to be properly prepared for course meetings, assignments, exams, and discussions. The list of readings below may change; follow the directions in Blackboard for updated readings, videos, and activities due each class.

Expectations of Students

Commitment to Professionalism
You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express and maintain professional attitudes and proper manners in regard to classroom discussions and presentations*.* Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in-class activities should be brought to the instructor's attention either by verbal or written format. Because you are now "counselors in training," it is important to view your conduct in a professional role.

Time Commitment
This class is time- and content-intensive. Graduate students are expected to spend approximately 3 hours each week outside of the class for each credit they are taking. For example, a typical 3-credit course would require about 3 hours in class and 9 hours outside of class each week for a total of 12 hours. An official full-time graduate load is nine credits, or a weekly time commitment of 36 hours, just as a full-time job would require 40 hours. There is a lot of material covered in this course; therefore, you are encouraged to manage your time wisely and plan ahead for some of the larger assignments to ensure you can work within these time requirements.

Readings must be completed prior to each class session.
To the extent possible in this online course, active preparation and participation in virtual learning activities and discussions. Most classroom presentations will be reviews and discussions of the readings. The more you have read and understand the topics prior to class, the more you will learn during class discussions. This means that you should read and reflect on assigned materials before class in order to be thoroughly prepared to discuss them.

Academic Performance
As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. Graduate students should learn how to apply what they

have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance.

Make regular use of the Blackboard site for this class.
The Blackboard will be our primary means of communication and for learning. You should plan to check Blackboard several times weekly for communications.

Written assignments must be submitted on Blackboard by the due dates/times*.
Schedule for submitting each assignment is suggested and provided in the Course Schedule. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Assignments received after the due date will be penalized as follows:
- o 20 % of the total possible points for the assignment will be deducted from assignments received within 24 hours after the original due date and time
- o 40% of the total possible points for the assignment will be deducted from assignments received between 24 hours and 48 hours after the original due date and time
- o 60% of the total possible points for the assignment will be deducted from assignments received within between 48 and 72 hours after the original due date and time
- o 80% of the total possible points for the assignment will be deducted from assignments received within between 72 and 96 hours after the original due date and time
- o No credit will be earned for assignments received more than 96 hours after the original due date and time

*A student may request an extension of the due date/time for **extenuating circumstances beyond the student's control**. If challenges due to the pandemic arise, timely communication is important to make adjustment. For circumstances that are not "emergencies", such request should be made in writing (e.g. e-mail) no less than 24 hours prior to the original due date/time.

Netiquette
As we know, sometimes communication online can be challenging. It is 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.

- o Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- o Respect and courtesy must be provided to classmates and the instructor at all times. No harassment or inappropriate postings will be tolerated.
- o 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.
- o 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 the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Academic Integrity and Plagiarism
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.

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (7th ed). This includes, but is not limited, to headings, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must use Times New Roman 12-point font; but *single spacing will be used for this particular course (except Reflection Papers for Play Buddy Package).*

Your materials should be properly cited and/or quoted; however, you are encouraged to only use quotes minimally where there is no other way to say it better. Your papers may go through *SafeAssign*, a plagiarism detection software, when you upload them to Blackboard. If you still have questions about properly paraphrasing your sources, please see the instructor or visit the writing center for help.

Honesty: "adhering to standards of truthfulness and integrity"
Trust: participating in "an environment of confidence"
Fairness: abiding by the "standards, practices, and procedures" outlined by your instructors and institution
Respect: "encouraging a wide range of opinions and ideas"
Responsibility: assuming personal accountability and accepting sanctions in cases of misconduct. Students are responsible for adhering to the above standards in all academic activities and refraining from all forms of academic dishonesty. According to the **UTEP Handbook of Operating Procedures**, academic dishonesty includes committing (or attempting to commit) the following:
o   **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the Internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).
o   **Cheating** – This includes copying another student's work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.
o   **Collusion** – any collaboration with another student without the permission of the instructor.
o   **Self-plagiarism**: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their "previously published work as new scholarship (p. 16)." It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

Accommodation Policy
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 e-mail them at cass@utep.edu, or apply for accommodations online via the CASS portal.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an e-mail to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Other Course Resources

UTEP provides a variety of student services and support:

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

Academic Resources
- 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 online 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.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
- 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.

Research Project: Designing a Research Study

During this course, you will design a counseling-related research study. In order to frame the research within an authentic context, you should assume that you or your team of colleagues is working in a counseling-related setting. To better accomplish your mission in this setting, you would like to learn more about an issue or problem with which you are grappling. For example, you may seek to better understand the population you are serving. Or you may want to learn about more effective ways to serve this population. Or you may want to discover barriers that prevent your services from reaching the appropriate people. These are just examples – the point is that you want to conduct research to help you be more effective in what you do. You will learn about the problem in two ways: you will locate previous research related to the problem, and you will design a new research study to collect data that addresses or informs the problem. Although you will not actually conduct the study for this class, my hope is that you will get to do so in your professional future.

This project is divided into three parts. Even though each part will be due at various times throughout the course, you will have the opportunity to revise earlier sections based on my feedback in order to increase your score, and to make sure that all parts of your research project are aligned as it continues to develop. Each part of the project will continue to include the earlier sections. To compose your papers, include the **bolded prompts** as headings and follow the instructions carefully for each section. Use paragraph style when indicated, but make sure you address each part of the section to avoid losing unnecessary points!

NOTE: None of the parts of this project require lengthy writing. Please use the recommended length for each section as your guide. The goal is to sketch out a clear, coherent, important counseling study and to demonstrate your understanding of various research concepts – not to write a lengthy paper. Requirements for each part of the project are described below:

Research Project Part 1

Counseling-related Context and Problem (write in paragraph form, 2-3 paragraphs; **5 points**)

(a) Provide a brief description of your counseling setting and your role(s) as counselors/ researchers. Note that this setting can be real or hypothetical. An example would be a group of school counselors studying the effectiveness of a career exploration module for middle school students.
(b) Explain the counseling-related problem or need that you will research. This problem can be based upon your professional experiences or knowledge of schools, agencies, communities, etc., or it may be more theoretical in nature, but it should inform your counseling practice. You may **NOT** identify a problem that has been used by previous students, as this could constitute plagiarism. If you are in doubt, contact the instructor. Provide a clear rationale for the importance of addressing the problem by explaining why this is an important problem for counselors to investigate. In other words, how can informing a solution to the problem contribute to improving the quality of services provided in your counseling setting?

Research question, hypothesis, variables (complete each prompt; **7 points**)

Research Question: (State a specific research question that will drive your research study. In order to accommodate future assignments in this class, you should formulate a research question that will lead to a quantitative research study. Use the four characteristics of good research questions to compose and evaluate your question before submitting: feasible, clear, significant, ethical (Fraenkel, Wallen & Hyun, p. 28).

Research Hypothesis: (State your directional research hypothesis)

Independent Variable: (state one IV)

Levels of Independent Variable: (identify the levels of the IV, making clear how many levels there are)

Dependent Variable: (Identify the DV)

Operational Definition of DV: (Provide operational definition of the DV. (<u>Hint</u>: Because the operational definition refers to the way you will measure the dependent variable, I encourage you to use the brief literature review in the following section to look for research articles on your topic that use measurement instruments or procedures that you could use in your study. The same articles can then be used for a section in Research Project Part 2 as well. <u>I also encourage you to keep it simple and limit your study to one DV.</u>)

<u>Brief Literature Review</u> (Write 2-3 paragraphs summarizing results of research related to your question, depending on the number of studies being summarized; **6 points**)

Each member of your group should conduct an ERIC and/or PsychLit search to locate <u>two</u> articles published in professional journals. The articles should present <u>original empirical research studies</u> related to your question. In this section, write a brief summary of the results of these 2-8 studies as they relate to your research question. You should <u>not</u> describe each separate study, but rather summarize and synthesize important results <u>across</u> the studies that are most relevant to your study. Here is a generic example of synthesizing results:

Several researchers have found that _____ therapy is effective for reducing symptoms of _____ in clients with _____ (Authors, year; authors, year; authors, year). Go on to explain a little further some information about these studies that is relevant to your study.

Make sure you cite the articles in your paper using APA style, and include a list of APA style references at the end of your paper. For guidelines on APA style, you can refer to the most current APA manual.

<u>Sampling Plan</u> (complete each prompt; **10 points)**

Target population: (Hint -- who do you hope the results will generalize to?)

Accessible population: (Hint – characteristics should match those of the target population but will most likely be limited to a specific geographic area)

Sample: (Describe your intended **sample** of participants, including who they are, how many, age range, gender, and ethnicity. (Hint – who will the actual subjects be in your study?)

Sampling method: (state the method and explain why you will use this method)

Method of drawing the sample: (Explain <u>how</u> you will draw the sample of participants from the accessible population)

Rubric for Evaluating Your Paper (Research Project - Part 1):

Component	Points Possible	Points Earned	Criteria
Counseling Context/Problem	5		a. Are the context of your counseling setting and your roles, the counseling problem, and the importance of the problem clearly stated and explained?
Research Question/ Hypothesis/ Variables	7		a. Does your research question demonstrate characteristics of good research questions? b. Have you stated a clear and accurate research hypothesis? c. Have you accurately identified the independent and dependent variables? d. Have you provided an operational definition of your dependent variable(s)?
Previous Research on Topic	6		a. Are two articles per group member cited that are published in professional journals and report original reports of empirical research? b. Are relevant results clearly summarized and synthesized as they are relevant to your research question? c. Have you used accurate APA style to cite sources in your paper and include in a reference list at the end of your paper?
Sampling Plan	10		a. Have you clearly identified the target population, accessible population, and sample? b. Have you accurately identified and explained the type of sampling method you will use? c. Have you accurately explained how you will draw the sample from the accessible population?
Alignment of Research Components	4		a. Is each part of your research study aligned with the other parts to form a coherent plan?
Professional Writing	8		b. Have you carefully proofread your paper? c. Have you clearly communicated ideas, using appropriate professional vocabulary? d. **Have you cited source of borrowed ideas using APA style?** e. Have you included an APA style reference list?
Total Points	40		a. Have you followed instructions? b. Have you submitted your paper by the deadline?

Grading scale:

Points	0 – 23	24 - 27	28 - 31	32 - 35	36 – 40
Percentage	0 – 59%	60-69%	70-79%	80-89%	90-00%
Letter Grade	F	D	C	B	A

<p style="text-align:center;"><u>Research Project Part 2:</u></p>

Begin your paper with revised Part 1. <u>Highlight any sections of Part 1 that you want me to read for earning back points in your grade for Part 1. Please note that you should now move your reference list to the end of the paper.</u>

<u>Design of the Study</u> (write 1 brief paragraph; **8 points**)

(a) Indicate the type of study you will conduct to answer the research question(s): experimental, quasi-experimental, causal comparative, single subject, or correlational.
(b) Provide a clear justification for your answer by referring to the distinguishing characteristics of the design you have chosen. Make sure your design aligns with your research question and hypothesis.

<u>Reliability and Validity of Instrument or Measurement Procedure</u> (**10 points**)

Measurement instrument or procedure: (name the instrument e.g. survey, questionnaire, test, or procedure, e.g. behavioral observation, counselor/teacher ratings) that has been used in published research studies that you could use to collect data on your <u>dependent variable</u> or one that is very similar to it).

Evidence for reliability and Validity: (Locate <u>two</u> published research studies in which the researchers have used the instrument or procedure and have provided information about the reliability and Validity of the instrument or procedure. You may use research articles that you located for Research Project Part 1 if they include an appropriate measurement instrument or procedure. <u>In order to complete this portion of your project, the articles MUST include information about reliability or Validity or both. If they do not, then you should find another article.</u> The purpose of this part is to demonstrate your ability to read and apply information about reliability and Validity of measurement instruments or procedures. Remember that information about the reliability and Validity of the measures is almost always provided in the Methods section of the study.

Using the two articles you selected, answer the following specific questions:

(a) For <u>each</u> article, describe the information that is given about the **psychometric properties** (i.e., reliability and Validity) of the measurement instrument or procedure. <u>Be sure to identify the type(s) of reliability and Validity for which evidence is provided.</u> Note whether the evidence comes from previous researchers or whether it was obtained by the authors in their article. Note the sample subjects on which the evidence was obtained, if provided. <u>Use APA style to cite the page numbers where you found this information.</u>

(b) Based on the evidence from the two articles, explain if you believe the instrument or procedure would provide reliable and valid data for your sample. (Hint: Think about the characteristics of the samples on which the reliability and validity evidence was obtained in the article and think about whether or not your sample would be similar to the other samples.)

<u>IMPORTANT NOTE: When submitting Research Project Part 2, you must also attach copies of each of the two research articles so that I can judge the accuracy of the information you cite. When you submit your paper in the assignment module, you will also be able to attach PDF's of the two articles you use. You will not get credit for this portion of the project unless you attach the articles.</u>

<u>Data Analyses</u> (write in paragraph form; 1-2 paragraphs; **10 points**)

(a) What type(s) of data will you use in your study (e.g. test scores, or ratings, survey responses, etc.)
(b) Describe the steps you will take to analyze the data that you gather in your study. Base your answer on recommendations made by your textbook authors. Use the three steps in Ch. 12: examine data visually, calculate descriptive statistics (indicate which you will calculate), perform inferential statistics (name the statistical test you will use).
(c) Or each step, explain why you will use these methods.

Rubric for Evaluating Your Paper (Research Project - Part 2):

Component	Points Possible	Points Earned	Criteria
Design of the study	8		a. Does the design accurately reflect the question and other design decisions in your study? b. Does explanation clearly justify your choice?
Instruments or Measurement Procedures	10		a. Have you identified an instrument or procedure that measure your DV or something very similar? b. Have you accurately described the evidence from two articles that is provided for the reliability and Validity of the instrument and explained why you think the instrument would or would not provide reliable and valid data for your study? c. Have you attached the articles along with your paper submission?
Data Analyses	10		a. Have you identified the type of data you will use and how you will analyze it? b. Provided accurate justification?
Alignment of Research Components (including sections in Part 1)	4		a. Is each component of your research study aligned with the others (including Part 1) to form a coherent plan?
Professional Writing	8		a. Have you carefully proofread your paper? b. Have you clearly communicated ideas, using appropriate professional vocabulary? c. Have you cited source of borrowed ideas using APA style? d. Have you included an APA style referent list?
Total Points	40		a. Have you followed instructions? b. Have you submitted your paper by the deadline?

Grading scale:

Points	0 – 23	24 - 27	28 - 31	32 - 35	36 - 40
Percentage	0 – 59%	60-69%	70-79%	80-89%	90-100%
Letter Grade	F	D	C	B	A

Research Project Part 3

Begin your paper with revised Parts 1and 2. <u>Highlight any sections of Part 2 that you want me to read for earning back points in your grade for Part 2. Move your references to the end of the paper.</u>

Anticipated Results (1 paragraph; **8 points**)

Give an example of how you would describe your results in words if your directional hypothesis/hypotheses is/are supported .Write this section as if you were reporting your results in a published article, e.g. "Group 1 scored significantly higher on _____ than Group 2, supporting our hypothesis that _____ . etc. Remember to describe (1) conceptually what you found (e.g. groups differed, results improved from pre- to test-test, etc.); (2) whether results were statistically significant; (3) whether your research hypothesis was supported. These do not have to be in any specific order. Use your research articles as examples of how results are typically reported.

Threats to Validity (2-3 paragraphs; **10 points**)

(a) Identify <u>two</u> potential threats to <u>internal Validity</u> in your study and explain how you will conduct your study to minimize these threats, or alternatively, how you would report them as limitations to your study. Refer to Ch. 9 for threats to internal Validity as well as the chapter that covers the type of research you are doing (experimental, causal comparative, etc.)

(b) Identify the major threat to <u>external Validity</u> in your study and explain how you will minimize this threat, or alternatively, how you would report it as a limitation to your study. Refer to Ch. 9 for information about external Validity.

Human Subjects (2 paragraphs; **10 points**)

Address the following ethical issues to consider if you were to seek IRB approval for this study:

(a) Discuss the possibilities of harm to the participants. (HINT: Consider the major issues that must be considered when dealing with human subjects). Either justify why there is no possibility of harm or explain how you would handle any possibility of harm.

(b) What are the possibilities of problems with confidentiality and how would you handle them? Be sure to explain how you will keep data confidential.

(c) In which IRB Category (exempt, expedited, full review) do you think your proposed study would fall? Explain your reasoning.

Rubric for Evaluating Your Paper (Research Project - Part 3):

Component	Points Possible	Points Earned	Criteria
Anticipated Results	8		a. Have you worded anticipated results appropriately in relation to the hypothesis(es)?
Threats to Validity	10		a. Have you identified two threats to internal Validity and one threat to external Validity? b. Have you explained how you can minimize these threats or provided clear wording for stating these as limitations to your study?
Human Subjects	10		a. Have you accurately identified and explained the potential for harm to your participants and issues with confidentiality? b. Have you accurately identified and explained the appropriate IRB category for your study?
Alignment of Research Components (including sections in Parts 1 and 2)	4		a. Is each part of your research study aligned with the other parts to form a coherent plan (including Parts 1 and 2)?
Professional Writing	8		b. Have you carefully proofread your paper? c. Have you clearly communicated ideas, using appropriate professional vocabulary? d. Have you cited source of borrowed ideas using APA style? e. Have you included an APA style referent list?
Total Points	40		a. Have you followed instructions? b. Have you submitted your paper by the deadline?

Grading scale:

Points	0 – 23	24 - 27	28 - 31	32 - 35	36 - 40
Percentage	0 – 59%	60-69%	70-79%	80-89%	90-100%
Letter Grade	F	D	C	B	A

Tentative Class Schedule**

FWH = Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to Design and Evaluate Research in Education* (**10th ed.**).

WK	Dates	Class Topics	Complete reading and/or watching	Assignment Due
1	Aug 25	• Introduction to the course • Overview of Syllabus • APA style	• Syllabus	
2	Sep 1	• Nature of Research • The Research Problem	• FWH 1, 2	• Be prepared to discuss your research interests in class. • Find and Join research project team. • Complete <u>Practice Quiz 1</u> by 5pm, Friday 9/4/2020
3	Sep 8	• The Literature Search • The Literature Review • Preparing Research Proposals & Reports	• FWH 3, 25 • Practice Article 1	• ***Read assigned Practice Article 1***. Turn in answers to article review questions by 11:59 pm, Tuesday 9/08/2020 • Complete <u>Practice Quiz 2</u> by 5pm, Friday 9/11/2020
4	Sep 15	• Variables and Hypotheses • Sampling	• FWH 5, 6 • Learning Module (Ch. 5, Ch. 6)	• Submit the research topic for Research Project by 11:59pm, Tuesday 9/15/2020 • Complete <u>Practice Quiz 3</u> by 5pm, Friday 9/18/2020
5	Sep 22	• Instrumentation • Operational Definitions	• FWH 7 • Practice Article 2	• ***Read assigned Practice Article 2***. Turn in answers to article review questions by 11:59pm, Tuesday 9/22/2020 • Complete <u>Practice Quiz 4</u> by 5pm, Friday 9/25/2020
6	Sep 29	• Validity and Reliability • Internal Validity	• FWH 8, 9 • Learning Module (Ch. 8, Ch. 9)	• Complete <u>Practice Quiz 5</u> by 5pm, Friday 10/02/2020
7	Oct 6	• Descriptive Statistics • The Normal Curve and Standard Deviation	• FWH 10 • Learning Module (Ch. 10)	• Submit ***Part 1 of Research Project*** by 11:59pm, Tuesday 10/6/2020 • Complete <u>Practice Quiz 6</u> by 5pm, Friday 10/09/2020
8	Oct 13	**No class meeting: *Midterm examination***		
9	Oct 20	• Inferential Statistics • Hypothesis Testing • Statistics in Perspective	• FWH 11, 12 • Practice Article 3 • Learning Module (Ch. 11, Ch. 12)	• ***Read assigned Practice Article 3***. Turn in answers to articles review questions by 11:59pm, Tuesday 10/20/20 • Complete <u>Practice Quiz 7</u> by 5pm, Friday 10/23/2020

WK	Dates	Class Topics	Complete reading and/or watching	Assignment Due
10	Oct 27	• Correlational Research	• FWH 15 • Learning Module (Ch. 15)	• Complete <u>Practice Quiz 8</u> by 5pm, Friday 10/30/2020
11	Nov 3	• Experimental Research • Random Assignment • Causal Comparative Research	• FWH 13, 16 • Practice Articles 4 • Learning Module (Ch. 13, Ch 16)	• ***Read assigned Practice Article 4***. Turn in answers to article review questions by 11:59pm, Tuesday 11/03/2020 • Complete <u>Practice Quiz 9</u> by 5pm, Friday 11/06/2020
12	Nov 10	• Single Subject Research • Survey Research	• FWH 14, 17 • Learning Module (Ch. 14)	• Submit ***Part 2 of Research Project*** by 11:59pm, Tuesday 11/10/2020 • Complete <u>Practice Quiz 10</u> by 5pm, Friday 11/13/2020 • Go online and begin completing CITI modules
13	Nov 17	• Qualitative Research • Observation and Interviewing • Online IRB CITI Training Modules	• FWH 18, 19 • Practice Article 5 • Learning Module (Ch. 18, Ch. 19)	• ***Read assigned Practice Article 5***. Turn in answers to article review questions by 11:59pm, Tuesday 11/17/2020 • Post screenshot/certificate of completion of ***<u>IRB CITI training Modules Scores</u>*** by 11:59pm, Tuesday 11/17/2020 • Complete <u>Practice Quiz 11</u> by 5pm, Friday 11/20/2020
14	Nov 24	**No class meeting: Project Work Night**	• FWH 4	• Complete <u>Practice Quiz 12</u> by 5pm, Friday 11/27/2020
15	Dec 1	• Mixed Methods Research • Action Research	• FWH 23, 24 • Learning Module (Ch. 23, Ch. 24)	• Submit ***Part 3 of Research Project*** by 11:59pm, Tuesday 12/01/2020 • Complete <u>Practice Quiz 13</u> by 5pm, Friday 12/04/2020
16	Dec 8	**Final *examination***		

** This tentative schedule is subject to change.