



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: **Advanced Research and Evaluation**
Course Number: CNS-6030
Course Date: Fall 2020
Course Meeting Times: Mondays, 5:15 P.M. – 7:15 P.M.
Course Location: Good Counsel Hall - Room 209
Course Designation: Level II Course (Required for the Clinical Mental Health Counseling Program and School Counseling Program)
Semester Hours: 3
Prerequisites: Level I Courses
Limitation on Enrollment: 18

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• or by appointment

Course Description: The course is an investigation of descriptive, relational, and experimental approaches to research, with a focus on statistics and design issues, including control strategies

and procedures for establishing validity. Special emphasis will be placed on how to design and conduct a research project, including the collection, analysis, and interpretation of data. Students will read, interpret, and critically evaluate qualitative and quantitative studies within the counseling literature.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Identify fundamental ethical and legal principles as well as culturally relevant strategies in the process of research, needs assessment, and/or program evaluation
- B. Critique the strengths and areas of improvement of published counseling research and explain its implications towards evidence-based practices.
- C. Articulate the salient features of each major research design including quantitative, qualitative, mixed methods, single-case designs as well as meta-analysis
- D. Examine the components of research in counseling, including problem statement, purpose of the study, research questions, methodology used in recruitment, data collection and statistical analysis, and presentation of findings
- E. Use research designs to complete a needs assessment and evaluate a counseling intervention program using outcome measures

II. Course Content

- A. Ethical, legal, and cultural issues in counseling research
 - i. Historical and cultural examples of irresponsible conduct of research
 - ii. Responsible conduct of research
 - iii. IRB (Institutional Review Board) process, approval, and implications
 - iv. Plagiarism
 - v. Culturally relevant research strategies
 - 1. Issues in conducting multicultural research
 - 2. Etic and Emic approaches

3. Under-represented and vulnerable populations
4. Research designs with multicultural populations
5. Guideline for infusing multicultural issues in research

B. Critique of Literature

- i. Critique for journal articles
- ii. Critique for books
- iii. Quick scan method of critique

C. Research Methodology

- i. Non-empirical and empirical research designs (quantitative and qualitative research)
- ii. Sampling
- iii. Hypothesis
- iv. Types of variables
- v. Replication
- vi. Error
- vii. Reliability and validity
- viii. Statistical analysis
 1. Descriptive statistics
 2. Inferential statistics
- ix. Qualitative research
- x. Action research
- xi. Single-subject design
- xii. Use of the computer for data management and statistical analysis

D. Research and Counseling

- i. Why research for counselors?
- ii. Process of conducting research
 1. Framing the research question or hypothesis based on a statement of the problem
 2. Collecting data
 3. Selecting a research design
 4. Writing in APA style
- iii. Bibliographic resources and electronic databases
- iv. Use of research to inform evidence-based practice
- v. Presenting research findings in professional avenues

1. Creating proposals
2. Presenting findings

E. Needs assessment and program evaluation

- i. Formative evaluation models
- ii. Summative evaluation models
- iii. Steps to systematic needs assessment
- iv. Steps to systematic program evaluation
- v. Needs assessments and program evaluations in multicultural environments
- vi. Needs assessment and program evaluation outcomes to plan program changes

F. Basic Statistical Concepts and Descriptive Statistics

1. Measurement
 - a. Nominal Scale
 - b. Ordinal Scale
 - c. Interval Scale
 - d. Ratio Scale
2. Reliability and Validity
 - a. Reliability
 - b. Validity
 - c. Comparing Reliability and Validity
 - d. Descriptive Statistics
 - e. Variability
 - f. Normal Distributions and the 68-95-99.7 Rule
 - g. Standard Normal Distribution and the Standard Scores

G. Grounded Theory Methodology

1. Purpose of Grounded Theory Research
 - a. Origins of Grounded Theory
 - b. Characteristics of Counselors and Grounded Theorists
 - c. The Importance of Theory in Research
2. Getting Started
 - a. Selecting Participants and Data Gathering
 - b. Using Focus Groups to Gather Data
3. Coding
 - a. Initial Coding

- b. Focused Coding
- 4. Writing Field Notes, Memos, and Diagramming
- 5. Theory Construction
- 6. Validation: A Theory of Counselor Development
 - a. Assimilating Experience
 - b. Relationship Values
 - c. Validation

H. Developing a Research Report

- 1. Purpose of Research Report
- 2. Types of Research Reports
 - a. Journal Article
 - b. Dissertation/Thesis
 - c. Dissertation/Thesis Proposal
 - d. Research Presentation
- 3. Format of the Research Report
 - a. Title Page
 - b. Abstract
 - c. Introduction
 - d. Methods
- 4. Qualitative Research Reports
- 5. Building Skills for Effective Research Report Writing
 - a. Developing as a Writer
 - b. Prepare in Advance
 - c. Writing Guidelines
- 6. Common Mistakes in Research Reports
 - a. General Writing Problems
 - b. Common Problems in the Literature Review
 - c. Common Problems in Methodology Sections
 - d. Common Problems in Results Sections
 - e. Common Problems in Discussion Sections
 - f. Manuscript Review Process

III. Methods of Instruction

A. Lectures

- B. Assigned Readings
- C. Class discussions/Presentations
- D. Written assignments
- E. Research Technology

IV. Methods of Assessment

Assessment	Points
A. Published Peer Reviewed Article Critique	15-Points
B. Paper Football Activity	15-Points
D. Quizzes (2)	10 X 2 = 20-Points
D. Survey Research Project	25 Points
E. Phenomenological Research Project	25-Points
Total	100-Points

A. **Published Peer Reviewed Article Critique:** Students will select a peer reviewed study from a scholarly journal focused on a population that interests them. Students will evaluate the study by answering the questions:

- (1.) How well designed is the study?
- (2.) What are some flaws in the research that are not mentioned in the discussion?
- (3.) How reliable is the data and discussed outcomes?
- (4.) What are the ethical, legal, and cultural considerations?
- (5.) If you were to replicate this study what would you do differently and what would you do the same?

Students will summarize their findings with a 3-5page paper. Additionally, you will discuss your studies within a small group. During this time you will be responsible for determining the similarities and differences between the studies? Be prepared to discuss your answers with the class.

Total Points: 15-Points

Student Learning Outcomes: A, B, C, D

B. **Paper Football Activity:** Students will break into groups of two and construct paper footballs (instructions will be provided). Teams will be matched to compete. Each team member will have an opportunity to flick the paper football into a goal. The instructor will demonstrate

how to make a goal. The goal starts 1-foot from the player, and with each successive round the goal increases another foot in distance. Each team member will flick one paper football for the team during each round. After each flick, measure and record the distance of the football from the goal. Once both players on the same team have an opportunity, the opposing team takes their turn. At the end of round one each team will have 2 distances recorded. Play will continue for three rounds with the goal moving an extra foot away, resulting in 6 recorded distances per team. With your team discuss how reliability and validity are factored into this exercise. What would represent reliability and validity? Calculate mean, variance, and standard scores. The team with the lowest mean distance to the goal, with the lowest standard deviation wins a prize.

Total Points: 15-Points

Student Learning Outcomes: A, C, D

- C. **Quizzes (2):** At two different points during the semester, students will complete quizzes through Canvas to assess their knowledge and understanding of the material. Quizzes will be made accessible through Canvas and will include multiple choice questions and open-ended responses.

Total Points: $10 \times 2 = 20$ -Points

Student Learning Outcomes: A - E

- D. **Survey Research Project:** Students will work together in groups of 4-5 to select a topic of interest that could be quantitatively assessed through the development of a survey. Students should choose a topic their classmates can provide specific information about, e.g. preferred learning style, years of education, amount of hours spent on coursework, etc. Once a topic has been decided the students groups will through the eight steps of developing a survey by collecting data from classmates, analyzing the data, and reporting the findings to the class. Student will post their findings to a discussion forum, which will briefly be review in class..

Total Points: 25-Points

Student Learning Outcomes: A, D, E

- E. **Phenomenological Research Project:** Students will work together within small groups to develop an idea for a qualitative phenomenological research study and explore this topic of interest with students in the counseling program. Students should interview a small set of

students, (others in your class could count) about the topic you selected then identify the themes that emerge to present your findings to the class. The presentation should include:

- (1.) The topic for discussion and guiding questions that led you to choose this topic
- (2.) The sample size of your interviewees and demographic characteristics
- (3.) Question protocol consistently posed to interviewees (be sure not to allow your biases to reflect these questions)
- (4.) The methodology, i.e. how did you arrive at the themes you selected
- (5.) The overall findings and their relation to guiding questions
- (6.) The themes related to your findings
- (7.) 1 - 2-page summary accompanying your presentation with appropriate APA Formatting

Total Points: 25-Points

Student Learning Outcomes: A, C, D, E

V. **Final Grade Scale**

Note: All students in the Graduate Counseling Program **MUST** receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program**.

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI. Required Textbook and Equipment

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2017). *Counseling research: Quantitative, qualitative, and mixed methods (2nd ed.)*. New York City, NY: Pearson.

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 09/10/2018	Class Orientation Contemporary Issues in Counseling Research	Sheperis: Chapter 1
Week 2: 09/17/2018	Ethical Consideration in Practice of Research Reviewing the Literature	Sheperis: Chapter 2 & 3
Week 3: 09/24/2018	Methodological Issues	Sheperis: Chapter 4
Week 4: 10/01/2018	Basic Statistical Concepts and Descriptive Statistics	Sheperis: Chapter 5 Article Critique
Week 5: 10/08/2018	Experimental Designs (Quantitative) Predictive Designs (Quantitative)	Sheperis: Chapter 6 & 7 Paper Football Activity Teams
Week 6: 10/15/2018	Single Case Research Designs (Quantitative)	Sheperis: Chapter 8 Paper Football Activity
Week 7: 10/22/2018	Case Study Research (Qualitative)	Sheperis: Chapter 9 Quiz (1)
Week 8: 10/29/2018	Grounded Theory Methodology (Qualitative)	Sheperis: Chapter 10
Week 9: 11/05/2018	Phenomenological Designs (Qualitative)	Sheperis: Chapter 11
Week 10: 11/12/2018	An Overview of Survey Research	Sheperis: Chapter 13 Quiz (2)

Week 11: 11/19/2018	Mixed Methods Designs	Sheperis: Chapter 14 Phenomenological Research Project
Week 12: 11/26/2018	Program Evaluation Data Management and Data Analysis Software	Sheperis: Chapter 16 & 17
Week 13: 12/03/2018	Developing a Research Report	Sheperis: Chapter 18 Survey Research Project

VIII. Bibliography

A. Print Resources

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, DC: Author.
- Berliner, D. C. (2002). Educational research: The hardest science of all. *Educational Researcher*, 31(8), 15•17.
- Burkhardt, H., & Schoenfeld, A. H. (2003). Improving educational research: Toward a more useful, more influential, and better funded enterprise. *Educational Researcher*, 32(9), 3•14.
- Coffey, C. A., Batastini, A. B., & Vitacco, M. J. (2018). Clues from the digital world: A survey of clinicians' reliance on social media as collateral data in forensic evaluations. *Professional Psychology: Research and Practice*, 49(5-6), 345-354.
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- Cook, C. R., Low, S., Buntain-Ricklefs, J., Whitaker, K. Pullmann, M. D., & Lally, J. (2018). Evaluation of second step on early elementary students' academic outcomes: A randomized controlled trial. *School Psychology Quarterly*, 33(4), 561-572.
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- Davis, S., Gervin, D., White, G., Williams, A., Taylor, A., & McGriff, E. (2013). Bridging the gap between research, evaluation, and evidence-based practice. *Journal of Social Work Education, 49*(1), 16-29. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-06120-002&site=ehost-live>.
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- Jaycox, L. H., Ayer, L., Vona, P., Hehman, C., Stein, B. D., Mahmud, A., ... Venkatesh, B. (2019). Development and preliminary evaluation of a self-guided, internet-based tool for coping with stress and trauma: Life Improvement for Teens (LIFT). *Psychological Services, 16*(1), 85-94. doi:10.1037/ser0000277.
- Kerlinger, F. N. (1986). *Foundations of behavioral research (3rd ed.)*. New York City, NY: Holt, Rinehart & Winston.
- Labaree, D. F. (2003). The peculiar problems of preparing educational researchers. *Educational Researcher, 32*(4), 13•22.
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- Rodham, K., Fox, F., & Doran, N. (2015). Exploring analytical trustworthiness and the process of reaching consensus in interpretative phenomenological analysis: Lost in transcription. *International Journal of Social Research Methodology: Theory and Practice, 18*(1), 59-71. doi:10.1080/13645579.2013.852.
- Wainer, H. (1992). Understanding graphs and tables. *Educational Researcher, 21*, 14• 23.
- Watson, L. B., Allen, L. R., Flores, M. J., Serpe, C., & Farell, M. (2019). The development and psychometric evaluation of the Trans Discrimination Scale: TDS-21. *Journal of Counseling Psychology, 66*(1), 14-19. doi:10.1037/cou0000301.
- Zwick, R., & Schlemer, L. (2004). SAT validity for linguistic minorities at the University of California, Santa Barbara. *Educational Measurement: Issues and Practice, 23*(1), 6•16.

IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral (1b. Professional Counseling Orientation and Ethical Practice).	Peer Reviewed Article Critique, Quizzes	(A) (D) (E)
Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling. (1i. Professional Counseling Orientation and Ethical Practice).	Peer Reviewed Article Critique, Survey Research Project, Quizzes	(A) (D) (E)
Technology's impact on the counseling profession (1j. Professional Counseling Orientation and Ethical Practice).	Peer Reviewed Article Critique, Quizzes	(E)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice).	Phenomenological Research Study, Survey Research Project	(B) (E)
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2h. Social and Cultural Diversity).	Peer Reviewed Article Critique, Phenomenological Research Project, Quizzes	(A) (B) (D) (E)
Biological, neurological, and physiological factors that affect human development, functioning, and behavior. (3e. Human Growth and Development)	Peer Reviewed Article Critique, Quizzes	(A)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development).	Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(B)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development).	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Quizzes	(A) (B) (D) (E)

Strategies for career development program planning, organization, implementation, administration, and evaluation (4f. Career Development).	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project	(A) (B) (E)
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (4i. Career Development).	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project	(A) (B) (E)
A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships).	Peer Reviewed Article Critique, Quizzes	(A) (E)
Development of measurable outcomes for clients (5i. Counseling and Helping Relationships).	Peer Reviewed Article Critique, Quizzes	(D)
Evidenced-based counseling strategies and techniques for prevention or intervention plans (5j. Counseling and Helping Relationships).	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Quizzes	(A) (D)
Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing).	Peer Reviewed Article Critique, Quizzes	(A) (E)
Basic concepts of standardized and non-standardized testing, norm-references and criterion-referenced assessments, and group and individuals' assessments (7f. Assessment and Testing).	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distribution, and correlations (7g. Assessment and Testing).	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)

Reliability and validity in the use of assessments (7h. Assessment and Testing)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)
Identification of evidence-based counseling practices (8b. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Study, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)
Needs Assessments (8c. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)
Development of outcome measures for counseling programs (8d. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)
Evaluation of counseling interventions and programs (8e. Research and Evaluation)	Phenomenological Research Project, Survey Research Project	(A) (B) (E)
Qualitative, quantitative, and mixed methods (8f. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A)

Designs used in research and program evaluation (8g. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)
Statistical methods used in conducting research and program evaluation (8h. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)
Analysis and use of data in counseling (8i. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (C)
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and /or program evaluation (8j. Research and Evaluation)	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (B) (C) (D) (E)

CACREP Specialty Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
1. Foundations		
E. Psychological tests and assessments specific to clinical mental health counseling	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (E)
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Peer Reviewed Article Critique, Quizzes	(A) (D) (E)
J. Cultural factors relevant to clinical mental health counseling	Peer Reviewed Article Critique, Phenomenological Research Project, Quizzes	(A) (B) (D) (E)
L. Legal and ethical considerations specific to clinical mental health counseling	Peer Reviewed Article Critique, Survey Research Project, Quizzes	(A) (D) (E)
3. Practice		
A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Quizzes	(A) (B) (C)

CACREP Specialty Standards (School Counseling)	Assessment	Student Learning Outcome
1. Foundations		
E. Assessments specific to P-12 education	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Paper Football Activity, Quizzes	(A) (E)

2. Contextual Dimensions		
A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Peer Reviewed Article Critique, Quizzes	(A) (D) (E)
N. Legal and ethical considerations specific to school counseling	Peer Reviewed Article Critique, Survey Research Project, Quizzes	(A) (D) (E)
3. Practice		
B. Design and evaluation of school counseling programs	Peer Reviewed Article Critique, Quizzes	(B) (C) (E)
M. Strategies for implementing and coordinating peer intervention programs	Peer Reviewed Article Critique, Phenomenological Research Project, Survey Research Project, Quizzes	(B) (C) (D) (E)
N. Use of accountability data to inform decision making	Phenomenological Research Project, Survey Research Project, Quizzes	(D) (E)
O. Use of data to advocate for programs and students	Phenomenological Research Project, Survey Research Project, Quizzes	(D) (E)