

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 Diagraming
- 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	Weeks Due
A. Synchronous Class Time: Attendance and Participation		Weekly
B. Asynchronous Class Participation: Discussion Posts		
C. Published Peer Reviewed Article Critiques	-Points, each	
D. Mid-Term and Final Exams	-Points	
E. Quantitative Research Project	Points	
F. Phenomenological Research Project	-Points	
Total	100-Points	

A. **Synchronous Class Participation and Attendance Questions:** Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor.

Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.

- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

In addition, 24 hours prior to each class session, 5 Questions on the week's readings will be posted on Canvas' weekly module. Each student will respond to all questions, *prior to class*, as a means to determine whether students are reviewing the assigned readings and comprehending the material. Please note: your grade in this area will be a ***compilation of your participation in class, grades on the weekly attendance questions, and your actual attendance.***

Student Learning Outcomes: A - G

Total Points: -Points

B. Asynchronous Class Participation and Discussion Posts:

After class each week, students will answer the questions in the corresponding Canvas discussion post. These posts will be related to weekly readings, activities, and in-class discussions.

Total Points: = -Points

Student Learning Outcomes: A - F

C. Published Peer Reviewed Article Critique:

12 Step Article Reviews/Critiques (3 Article Critiques @ 50 points each)

Description: The aim of this assignment is intended to enable you to become familiar with the critical reading of research articles. First, you must find one quantitative research article, one qualitative research article, and one mixed method research article that you believe are important to you or your topic of interest from peer-reviewed professional journals via the University Library's database.

Second, read, analyze, and critique the three articles, utilizing the "Twelve steps to reading research form" found on Blackboard under "Content". Third, act as if you were an editorial consultant and submit your summary and critique of each article using the 12 steps in a **2-3 page** report for each article. Please, make sure to use the 12 steps as subheadings in your article critique report. Your paper must be typed using Time New Roman Font, size 12, double-spaced, and APA formatted.

Total Points: -Points

Student Learning Outcomes: A, B, C, D

D. **Mid-Term and Final Exams:** At two different points during the semester, students will complete to measures to assess their knowledge and understanding of the material. Exams will be made accessible through Canvas.

Total Points: Points

Student Learning Outcomes: A - E

E. **Quantitative Research Project:**

Students will work together in groups of 4-5 to select a topic of interest in the field of counseling / counseling education 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, number of hours spent on coursework, number of experiences within a counseling setting, rationale for seeking counseling services etc. Once a topic has been decided student groups will research information within scholarly journals that connect to their topic of interest. One to two scholarly articles should be read by each student. Reading this information should help in the development of questions that will be incorporated into the survey. Once information has been gathered from the research, student groups will work through the eight steps of developing a survey by collecting data from classmates, analyzing the data, and reporting the findings to the class. Student surveys will be completed anonymously to protect the identity of students. Students will post their findings to a discussion forum, which will briefly be review in class. The following points should be emphasized within your discussion board posting:

- What makes this topic of interest meaningful to the field of counseling or learning within a counseling-related program?
- Review of ethical and multicultural components related to the survey development.
- Discussion of the group findings and how the group arrived at the findings, i.e., statistical methods.
- How could the findings contribute to future best practices in counseling or counselor education?
- How may the findings guide future research within your topic of interest?

Total Points: -Points

Student Learning Outcomes: A, D, E

F. **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: -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: 09/01/2022	Class Orientation Contemporary Issues in Counseling Research	Sheperis: Chapter 1
Week 2:	Ethical Consideration in Practice of Research Reviewing the Literature	Sheperis: Chapter 2 & 3
Week 3:	Methodological Issues	Sheperis: Chapter 4
Week 4:	Basic Statistical Concepts and Descriptive Statistics	Sheperis: Chapter 5
Week 5:	Experimental Designs (Quantitative) Predictive Designs (Quantitative)	Sheperis: Chapter 6 & 7
Week 6:	Single Case Research Designs (Quantitative)	Sheperis: Chapter 8
Week 7:	Case Study Research (Qualitative)	Sheperis: Chapter 9
10/20/2022	Fall Break – no class!	
Week 8:	Grounded Theory Methodology (Qualitative)	Sheperis: Chapter 10
Week 9:	Phenomenological Designs (Qualitative)	Sheperis: Chapter 11
Week 10:	An Overview of Survey Research	Sheperis: Chapter 13

Week 11:	Mixed Methods Designs	Sheperis: Chapter 14
Week 12:	Program Evaluation Data Management and Data Analysis Software	Sheperis: Chapter 16 & 17
Week 13:	Developing a Research Report	Sheperis: Chapter 18
Week 14: 12/08/2022		

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, T. D., & Campbell, D. T. (1979). *Quasi•experimentation: Design and analysis issues for field settings*. Boston, MA: Houghton•Mifflin.

- 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.
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- 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) .	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Mid-Term and Final Exams	(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, Quantitative Research Project, Mid-Term and Final Exams	(A) (D) (E)
Technology's impact on the counseling profession (1j. Professional Counseling Orientation and Ethical Practice) .	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Mid-Term and Final Exams	(E)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice) .	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Phenomenological Research Study, Quantitative 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, Mid-Term and Final Exams	(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, Mid-Term and Final Exams	(A)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development).	Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(B)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development).	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(A) (B) (D) (E)

Strategies for career development program planning, organization, implementation, administration, and evaluation (4f. Career Development).	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project	(A) (B) (E)
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (4i. Career Development).	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project	(A) (B) (E)
A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships).	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Mid-Term and Final Exams	(A) (E)
Development of measurable outcomes for clients (5i. Counseling and Helping Relationships).	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Mid-Term and Final Exams	(D)
Evidenced-based counseling strategies and techniques for prevention or intervention plans (5j. Counseling and Helping Relationships).	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique,	(A) (D)

	Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	
Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing) .	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Mid-Term and Final Exams	(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)	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(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)	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(A) (B) (C) (D) (E)

<p>Reliability and validity in the use of assessments (7h. Assessment and Testing)</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams</p>	<p>(A) (B) (C) (D) (E)</p>
<p>The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation)</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams</p>	<p>(A) (B) (C) (D) (E)</p>
<p>Identification of evidence-based counseling practices (8b. Research and Evaluation)</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Study, Quantitative Research Project, Mid-Term and Final Exams</p>	<p>(A) (B) (C) (D) (E)</p>
<p>Needs Assessments (8c. Research and Evaluation)</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams</p>	<p>(A) (B) (C) (D) (E)</p>

Development of outcome measures for counseling programs (8d. Research and Evaluation)	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(A) (B) (C) (D) (E)
Evaluation of counseling interventions and programs (8e. Research and Evaluation)	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Phenomenological Research Project, Quantitative Research Project	(A) (B) (E)
Qualitative, quantitative, and mixed methods (8f. Research and Evaluation)	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(A)

<p>Designs used in research and program evaluation (8g. Research and Evaluation)</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams</p>	<p>(A) (B) (C) (D) (E)</p>
<p>Statistical methods used in conducting research and program evaluation (8h. Research and Evaluation)</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams</p>	<p>(A) (B) (C) (D) (E)</p>
<p>Analysis and use of data in counseling (8i. Research and Evaluation)</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams</p>	<p>(A) (C)</p>
<p>Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and /or program evaluation (8j. Research and Evaluation)</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project,</p>	<p>(A) (B) (C) (D) (E)</p>

CACREP Specialty Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
1. Foundations		
E. Psychological tests and assessments specific to clinical mental health counseling	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(A) (E)
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Mid-Term and Final Exams	(A) (D) (E)
J. Cultural factors relevant to clinical mental health counseling	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Mid-Term and Final Exams	(A) (B) (D) (E)
L. Legal and ethical considerations specific to clinical mental health counseling	Peer Reviewed Article Critique, Quantitative Research Project, Mid-Term and Final Exams	(A) (D) (E)
3. Practice		

<p>A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Mid-Term and Final Exams</p>	<p>(A) (B) (C)</p>
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<p>CACREP Specialty Standards (School Counseling)</p>	<p>Assessment</p>	<p>Student Learning Outcome</p>
<p>1. Foundations</p>		
<p>E. Assessments specific to P-12 education</p>	<p>Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams</p>	<p>(A) (E)</p>

2. Contextual Dimensions		
A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Peer Reviewed Article Critique, Mid-Term and Final Exams	(A) (D) (E)
N. Legal and ethical considerations specific to school counseling	Peer Reviewed Article Critique, Quantitative Research Project, Mid-Term and Final Exams	(A) (D) (E)
3. Practice		
B. Design and evaluation of school counseling programs	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Mid-Term and Final Exams	(B) (C) (E)
M. Strategies for implementing and coordinating peer intervention programs	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Peer Reviewed Article Critique, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(B) (C) (D) (E)
N. Use of accountability data to inform decision making	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Phenomenological Research Project, Quantitative Research	(D) (E)

	Project, Quizzes	
O. Use of data to advocate for programs and students	Synchronous Class Time: Attendance and Participation, Asynchronous Class Participation: Discussion Posts, Phenomenological Research Project, Quantitative Research Project, Mid-Term and Final Exams	(D) (E)