

Spring 2017

CE 621 Syllabus: Research Design

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Winona State University
Department of Counselor Education
CE 621: Research Design
Spring 2017

Assistant Professor: Heather J. Fye, Ph.D., NCC, LPC (OH)

Office Location: 116B Gildemeister Hall, Winona Campus

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NOTE: Please allow up to 24-48 hours for me to respond to your email correspondence

Office Hours:

Monday: 12-5pm

Wednesday: 3-5pm

Thursday: 1-4pm or by appointment

Note: all office hours are held on the Winona campus or by virtual meetings

Course Location: Winona Campus, Gildemeister Hall, Room 324

Course Dates, Times, Delivery:

In person: Wednesdays from 5-8 pm on 1/18, 1/25, 2/1, 2/8, 2/15, 3/1, 3/21, 3/29, 4/5, 4/12, and 4/26

Asynchronous D2L classes: during weeks of 1/11, 2/22, 3/15, and 4/19

The course is taught through a combination of teaching methods including, but not limited to: class lectures, guest speakers, small and large group discussions, experiential class activities, videos, D2L quizzes, and simulations.

Course Description:

This course provides an overview of the fundamentals of research design and program evaluation in counseling. Current methods of research design and program evaluation in counseling practice and school settings will be discussed. *Prerequisite: a basic statistics course (undergraduate or graduate).*

Course Objectives:

The course objectives encompass one area of critical importance to the practice of professional counseling: research design and program evaluation. The following specific objectives for this course are the 2009 CACREP standards for these areas:

G8. Research and Program Evaluation—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. articulate the importance of research in advancing the counseling profession;
- b. differentiate research methods such as qualitative, quantitative, single-case design, action research, and outcome-based research;

- c. use qualitative and quantitative methods in conducting research and program evaluation such as interviewing, data coding, data analysis, statistical interpretation;
- d. demonstrate principles, models, and applications of needs assessment and program evaluation, and use findings to effect program modifications;
- e. use research to inform evidence-based practice; and
- f. practice ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Clinical Mental Health Counseling 2009 CACREP Program Standards:

CACREP 2009 Standards	Location of evaluation for CACREP Standard				
	Attendance and Participation	Research Proposal Introduction	Research Proposal Methodology	Research Proposal Presentation	Quizzes
<p>FOUNDATION</p> <p>A. KNOWLEDGE</p> <p>A1. Understands the history, philosophy, and trends in clinical mental health counseling.</p>	X	X		X	
<p>B. Skills and Practices</p> <p>B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.</p>	X		X		
<p>COUNSELING, PREVENTION, AND INTERVENTION</p> <p>C. Knowledge</p> <p>C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</p>	X				X
<p>C9. Understands professional issues relevant to the practice of clinical mental health counseling.</p>	X	X			X
<p>DIVERSITY AND ADVOCACY</p> <p>E. Knowledge</p> <p>E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.</p>	X				

RESEARCH AND EVALUATION I. Knowledge					
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	X	X	X	X	
I2. Knows models of program evaluation for clinical mental health programs.	X				X
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	X				X
J. Skills and Practices					
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	X		X	X	
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	X		X	X	
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	X		X	X	

School Counseling 2009 CACREP Program Standards:

CACREP 2009 Standards	Location of evaluation of CACREP 2009 Standards				
	Attendance and Participation	Research Proposal Introduction	Research Proposal Methodology	Research Proposal Presentation	Quizzes
Foundation <i>A. Knowledge</i>					
A1. Knows history, philosophy, and trends in school counseling and educational systems.	X	X			
A5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.	X	X			
H. SKILLS AND PRACTICES					
H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	X	X		X	
RESEARCH AND EVALUATION I. KNOWLEDGE					
I1. Understands how to critically evaluate research relevant to the practice of school counseling.	X	X		X	

I2. Knows models of program evaluation for school counseling programs.	X				X
I3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).	X		X	X	
I4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	X		X	X	X
I5. Understands the outcome research data and best practices identified in the school counseling research literature.	X	X			
J. SKILLS AND PRACTICES					
J1. Applies relevant research findings to inform the practice of school counseling.		X		X	
J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.			X	X	
J3. Analyzes and uses data to enhance school counseling programs.	X		X		
Leadership <i>P. Skills and Practices</i> P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	X		X		

Required Text:

Erford, B.. T. (2015). *Research and Evaluation in Counseling (2nd ed.)*. Stamford, CT: Cengage Learning.

Recommended Text:

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

***Other Readings as assigned via the D2L/Brightspace course page*

My Teaching Philosophy:

I view the educational environment as a shared responsibility of learning between the teacher and students. I strive to ensure a balance of power between the teacher and students which provides an empowering environment for students to challenge assumptions and engage in critical thinking and dialogue. As an instructor, I view my role as a facilitator of knowledge with the goal of enticing students to engage in active learning independently. The function of content is to allow the students and teacher to be responsible for co-constructing their understanding and knowledge of the content with others. In the classroom, together, we will work towards moving to higher levels of reflection and deeper learning. The role of evaluations will have a greater

emphasis on students applying and demonstrating what they know, not just knowledge recitation. It is my goal that every student will feel safe taking risks and engage in self-reflection to grow personally and professionally throughout the semester. Best wishes for a productive and successful semester!

Course Expectations, Evaluations, & Assignments:

Netiquette Guidelines and Expectations

1. Be respectful when engaging in all correspondences to the instructor and peers. This includes emails, discussion board posts, etc. Start with an appropriate greeting to the individual and be mindful of using appropriate writing skills. Keep writing to the point, review before sending, and do not include offensive language or technology slang (i.e., LOL, etc.).
2. When submitting a document in the Dropbox section of D2L, please include your last name and the specific assignment you completed. For example, Fye_Reflection_Paper_1
3. Please include the citation in APA format for all references of course materials in your discussion post. For example: Corey (2013) reported the three necessary conditions of person centered therapy as...
4. Email is the best form of communication to reach me. Please allow up to 24-48 hours for me to respond to your email.
5. Be respectful of others in the online environment. There isn't necessarily always a "right" answer. We can agree to disagree on certain topics. It is important for each class member to feel open to taking risks, having their voice heard, providing constructive and growth-producing feedback, and be open to others' feedback. Context may be lost without the vocal tone of the writer so be as concise and accurate in your point as possible.
6. Check the D2L course site newsfeed and WSU email at least once daily for any course updates or correspondences. Use the D2L Discussion forum to post course related questions.
7. Be prepared to work at least two times per week on course content and assignments. You cannot complete all of the week's assignments in one sitting and just before the due date and time.
8. You should plan to receive feedback and a grade of an assignment approximately 7-10 days from the instructor after the deadline of the assignment.
9. Consider the privacy of others, even in an online classroom. Do not share discussions or emails from classmates with others outside of the class. Do not have others or friends in the same room when we may be meeting as a class in an online environment (i.e., Adobe Connect, Skype).

Overall Professional Expectations

Professional expectations include open-mindedness, respectful interactions, responsibility, and respect among others. Professionalism is an expectation of this program. The following dispositional expectations will help you embody professionalism:

1. Be prepared for class by reading the assigned material is part of your professional preparation.
2. This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field, and strengthens your stamina for the workload required of effective counselors.
3. Work out conflicts, disagreements or issues in a respectful, solution-focused way. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course.
4. Communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations. Sometimes, alternate arrangements can be worked out regarding assignment due dates. *This is for emergency situations only.*
5. Attendance is expected. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible.
6. Participate actively in class discussions and activities. Effective class participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective discussion of course readings.

In class, be sure to respond to members discussions. These should not responses that are evaluative (e.g., great job); rather, try to use microskills and/or group leadership skills (e.g., questioning, reflection, clarifying, linking, supporting, blocking, etc.).

Tips for Success in the Course:

1. Work consistently and stay up to date with readings and assignments.
2. Incorporate feedback from assignments into future assignments.
3. Incorporate course materials and other sources of information in your assignments to show your application of material.
4. Use APA 6th edition format and cite materials.
5. Avoid the use of words like normal, good, fine in your assignments as these terms have different meaning for people.
6. Be specific (use details) and provide examples in your assignments.

Readings: The textbook provides the foundation for the practical experiences of the class. It is expected that all readings be completed prior to class in order to maximize discussions. Readings are assigned topically and provide the foundation of all the activities, discussions, and

assignments. Students are expected to read all of the materials and discuss them in class. Additionally, the reading assignments provide students with the necessary background information for understanding of research methods in the counseling profession. Students are encouraged to bring all learning materials to interact with during class time.

Class Assignments:

1. Class Attendance and Participation (15 classes x 10 points each class = 150 points total):

Students are expected to be engaged in their own learning and to be an active participant in the classroom community. The success of this class depends on the participation of each class member. Students are expected to be on time for class, be present for the duration of class, and to participate in class discussions and small group exercises in a thoughtful and conscientious manner. Therefore, attitude, feedback, and opinions should be shared with consideration of the classroom being a respectful and safe environment for all students. The classroom format is largely discussion and experiential and therefore attendance and participation are paramount to making a successful learning experience for everyone. During class, relevant questions, pertinent comments, and risk-taking are welcomed and encouraged. If you miss class, it is your responsibility to obtain class materials for the missed session. Online (D2L) class attendance, netiquette, and participation count equally as in class attendance and participation. If a class is moved to online (D2L) due to inclement weather, online class attendance and participation count equally as in class attendance and participation towards your attendance. Therefore, if you do not “attend” online and participate in the online discussion or complete the online assignment, you will receive an absence for that class. **Each class, including the online D2L classes, are worth 10 points each.**

Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, engaging with others in a safe and respectful manner, and actively participating in class activities.

A student who rarely or never participates in class discussions or activities or who does not honor the safe and respectful classroom may also receive a grade reduction despite attendance. I am sensitive to significant life circumstances that can result in class absence. In such instances, I will attempt to work with these students on a case-by-case basis. In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Note: Please contact me before missing a class.

Note on tardiness: a student who is 20 minutes or more late to class or leaves class with 20 minutes or more class remaining will be marked absent for the class attended. A student who is chronically tardy to class (i.e., more than three late attendance and/or leave early) but within the 20 minute timeframe will not receive a point reduction for the specific classes but it may impact their overall attendance and participation grade at the end of the semester.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. I am sensitive to significant life circumstances that can result in class absence. In such instances, I will attempt to work with these students on a case-by-case basis. In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Inclement Weather Policy

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe for you to travel. The instructor will notify students of moving class to the online (D2L) format by 2pm the day of class. Notifications will be made via D2L announcements and email.

2. Research Proposal (150 points total)

The focus of the research proposal is to apply the majority of concepts addressed in Research Design in Counseling. These concepts include: (1) Developing a problem statement, (2) Research question formulation, (3) Hypothesis formulation, (4) Measurement issues, (5) Variables, (6) Sampling, (7) and Research designs. Assessment will focus on how well you apply these concepts. This written proposal is due in two parts.

I expect the proposal will be approximately 12 - 15 pages (i.e., double-spaced, 12-point font, formatted using the APA manual 6th edition) not including the references and appendices. However, the proposal will focus more on how well you apply the concepts not necessarily on how many pages of text you produce. The proposal length will also depend on your research question(s). The more complicated the question, the more space you might need to explain the complexities.

The proposal will include two major sections: (1) Introduction, and (2) Methodology. *You should also include a References section at the end, and if applicable, any Tables, Figures, or other information in an Appendix/Appendices.*

Introduction (75 points)

The Introduction section of the proposal should capture the reader's interest and sell them on the idea that the study is worth doing. This section usually includes a brief description of what you plan to study and why it is important to study it. An introduction typically includes the following:

1. Brief introduction.
2. Brief literature review.
3. Purpose/Statement of the problem.
4. Rationale/Significance/Importance.
5. Research questions and hypotheses.

Introduction. Creswell (2003) describes the structure of the Introduction as an inverted triangle. In other words, you begin broadly by stating the problem. You narrow the

problem into a manageable study by briefly reviewing the major research studies in the area and describing the importance of the problem. You then narrow it even further by stating the purpose, research questions, and hypotheses.

Literature Review. Although your Introduction briefly mentions the background research in general to make an argument for the importance of the research, your Literature Review offers more detailed reviews of the research. **Your literature review must include 8-10 references.** The Literature Review frames the problem you have identified in the introduction section and explores the relationship between your study and previous research. The Literature Review can take many forms, but is generally organized around ideas rather than specific studies. Creswell (2003) suggests the following format:

1. Introduce the section by telling the reader what it is you plan to cover in the review.
2. Review the scholarly literature about the independent variable(s). Create a section for each variable.
3. Review the literature about the dependent variable(s). Create a section for each variable.
4. Review specific studies that relate both to your independent and dependent variables. These studies will be closely related to your study. Do not be too concerned if little work has been done that closely relates to your study.
5. Summarize the major themes of your review and make an argument for why your study needs to fill the gaps in the previous research.

Purpose/Statement of the Problem. This constitutes the scientific justification for the study (i.e., the basis of the need for research to generate further knowledge that will contribute to existing knowledge). The Purpose/Statement of the Problem section describes briefly the current literature situation, and clearly reviews the major gaps in existing knowledge (i.e., similar to the ending of the Lit Review section). It is at this point where the investigator defines the objective of the study and conveys the broader issues motivating the research. Yes, you will restate, but *elaborate* some things written in the Introduction.

The Problem Statement should make a convincing argument that there is not sufficient knowledge available to explain the problem and its possible alternative solutions. Or, it should make a convincing argument for the need to test what is known and taken as fact, if it is called into question by new findings or conditions.

Rationale/Significance/Importance. This section describes the type of knowledge expected to be obtained and the intended purpose of its application. It should indicate the strategy for disseminating and using the research findings according to the potential users of the knowledge generated. The Rationale/Significance/Importance should answer the following questions:

1. What specific knowledge and information will be obtained?
2. What is the ultimate purpose that the knowledge obtained from the study will serve?
3. How will the results be used, and who will be the beneficiaries?

The justification should make a convincing argument that the knowledge generated will be useful. This answers the “So What?” question. Why is what you are doing important? Yes, you will restate, but *elaborate* some things written in the Introduction.

Research Questions and Hypotheses. See the “Selecting a Research Topic” handout. Yes, you will restate, but *elaborate* some things written in the Introduction.

Methodology (75 points)

The Methodology section of the proposal should discuss, in detail, your methods. This section should clearly describe how you plan to answer your research questions and test your hypotheses. Keep in mind that you will need to provide enough information so that others can replicate your study. It should include the following:

1. Operational definitions.
2. Identification of a research design.
3. Description of the population, sample, and participants.
4. Description of the instruments/materials.
5. A review of the procedures.
6. Potential limitations.

Operational Definitions. In this section, list all your variables (e.g., Independents, Dependents) and define them. You should also include and define any words or terms that you will use or have used frequently.

Research Design. The type of study and its design should be decided on the basis of its proposed objectives, research questions, and hypotheses. The investigator should clearly state the type of study that will be conducted and provide a detailed explanation of its design.

Population, Sample, Participants. In this section, the investigator should describe the population (i.e., for generalizability purposes), the sample used from the population and/or the specific participants/subjects in the current study. The investigator should justify the sample selection and size (i.e., support this with previous research and/or literature).

Instruments/Materials. Each instrument or measure should be described, providing specific citations where appropriate. Coding systems for more qualitative data should be detailed. Any measurement issues such as the scale of a particular measure of variable should be noted. Existing measures should have documented psychometric properties found from past studies that can be referenced.

Procedures. The investigator should write up the procedures that will be used. Procedures or techniques that are standardized and/or documented in the literature should be described briefly, and references should be given to sources where the details of these procedures and

techniques can be found. This section can also describe in detail the procedures to be used to control the factors that undermine the validity or reliability of the results.

If the use of secondary data is required, the investigator should describe their sources, content, and quality so that it will be clear that the information required for the study is available. If use is made of historical, journalistic, or other similar types of documentary sources, indication should be provided of the sources and techniques that will be used to collect and analyze the information.

Potential Limitations. This section is included so that the researcher can note up front any problems with their design, sampling, measurement devices, operational definitions, and any other aspect of the proposal. Although this section would not normally be included here, *external and internal validity concerns*, confounds, and other issues that may limit the interpretation of the findings from this proposal should be noted here.

Stylistic Issues and Writing

1. Adhere to APA style (6th Edition) and includes applicable references, with correct spelling, grammar, punctuations, etc. throughout the document.
2. Avoid the use of passive voice. The subject of your sentence should act, not be acted upon.
3. Be consistent with verb tense.
4. Be careful in your use of gendered pronouns. Although English writers have traditionally used the masculine form of pronouns (i.e., he, him, his, etc.) as a neuter form as well, many do not approve of such usage. The time has passed when an author can use "If a child is not praised appropriately, he will..." One solution is the "he/she" construction. You can also use "he or she." More often than not, you can rephrase the sentence to avoid the problem and make the meaning more clear at the same time. Two simple options, which often work well, are to use plural forms (i.e., since "they" is intrinsically neuter) or repeat the noun instead of using a pronoun.
5. Write multiple drafts, and get feedback on your work. Many people work right up until a due date and write only one draft. **Do not attempt this.** Write as the semester unfolds. With every lecture, you should have a little more information to contribute to the proposal. Multiple drafts and revisions are always necessary.

Note: There is a great example on pages 41-51 of the APA 6th edition of a manuscript. Your paper should look very similar to this sample. Additionally, a detailed rubric will be provided at a later date.

- 3. Research Proposal Presentation (25 points)** The focus of the research proposal presentation is to learn how to present a research proposal professionally while applying the majority of concepts addressed in class. The presentation should include the major sections of the written proposal: (1) Introduction and (2) Methodology. The manner in which your proposal is presented is flexible, but all components of the written proposal should be covered. The presentation will be approximately 10 minutes in length and there will be 5 minutes available after your presentation for questions.

4. Quizzes (75 points)

Students will be required to complete three quizzes in D2L throughout the course of the semester. Each quiz will be worth 25 points. The quizzes will cover the course readings and class discussion materials to date and are not cumulative. Students will be able to take the quizzes **two times** to receive their desired grade. Students will have 3 hours to complete each quiz.

Grades

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your Final grade. The percentage system is below:

Percentage System

A = 100-90%

B = 89-80%

C = 79% -70%

F = 69% or below

GRADE BREAKDOWN

100-90%	360-400 points	A
89-80%	320-359 points	B
79-70%	280-319 points	C
Below 70%	279-0 points	F

Attendance and Participation	= 150 points
Research Proposal Introduction	= 75 points
Research Proposal Methodology	= 75 points
Research Proposal Presentation	= 25 points
Quizzes (3 total)	= 75 points
Total	= 400 points

NOTES:

- All assignments must be completed or the resulting final grade will be “F.”
- All assignments need to be double spaced, and follow APA 6th edition format
- All assignments will be completed and submitted in D2L. Label each assignment with you last name and name of assignment (i.e., Fye_Research Proposal Introduction)

****Policy on Late Assignments:**

- Unless other arrangements are made with the course professor, course assignments are due by the date indicated in the syllabus.
- Assignments will be penalized 10% of the assignment grade for each day late (Ex. assignment turned in to D2L one day after the deadline = maximum grade of 9/10)
- In the event of an emergency: Please call or e-mail me *before* the assignment is due if you are experiencing difficulties turning the assignment in on time.

Assessment	Grade Point	CACREP	CACREP	CACREP Core
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Method	Value	CMHC Standards	School Counseling Standards	Standards
Attendance and Participation	150	A1, B2, C1, C9, E4, I1, I2, I3, J1, J2, J3	A1, A5, H3, I1, I2, I3, I4, I5, J3, P1	G8a, G8b, G8c, G8d, G8e,
Research Proposal Introduction	75	A1, C9, I1	A1, A5, H3, I1, I5, J1	G8a, G8e, G8f
Research Proposal Methodology	75	B2, I1, J1, J2, J3	I3, I4, J2, J3, P1	G8b, G8c, G8d, G8f
Research Proposal Presentation	25	A1, I1, J1, J2, J3	H3, I1, I3, I4, J1, J2	G8a, G8b, G8c, G8d, G8e, G8f
Quizzes	75	C1, C9, I2, I3	I2, I4	G8b, G8c, G8d

Course Schedule

The following is a guide to this course. Some variations may occur but not anticipated as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, b) additional readings to be announced during the course, and (c) the needs of students.

DATE	TOPICS/READINGS	ASSIGNMENTS DUE
Week 1 January 11, 2017 D2L	Course Introduction, Review of Syllabus, Ch. 1: The Nature of Research Inquiry	Online learning requirements for class need to be completed between January 11 and January 18 at noon in D2L.
Week 2 January 18, 2017	Ch. 2: Characteristics of a Research Study, Ch. 3: Locating, Reviewing, and Writing Research	
Week 3 January 25, 2017	Ch. 5: Qualitative Approaches to Research Ch. 6: Qualitative Research Designs	
Week 4 February 1, 2107	Ch. 4: Outcome Research in Counseling	<i>*First Rough Draft of the Introduction Section due in-class on February 1.</i>
Week 5 February 8, 2017	Ch. 7: Quantitative Research Designs in Counseling Supplemental Library Materials	Quiz 1: Chapters 1-6 due between February 1 and February 8 at 5 pm in D2L.

Week 6 February 15, 2017	Ch. 9: Needs Assessment Ch. 10: Program Evaluation and Accountability	<i>*Second Rough Draft of the Introduction Section due in- class on February 15.</i>
Week 7 February 22, 2017 D2L	Ch. 8: Practical Counseling Research Approaches: Using Action Research and Single- Subject Research Designs	Online learning requirements for class need to be completed between February 22 and March 1 at noon in D2L.
Week 8 March 1, 2017	Ch. 11: Collecting Data Ch. 12: Describing Data	<i>Research Proposal Introduction Paper due on March 1 by 5pm in D2L.</i>
March 8, 2017	No Class	Spring Break
Week 9 March 15, 2017 D2L	IRB Process and library resources	<i>Quiz 2: Chapters 7-12 due between March 15 and March 22 by 5pm in D2L.</i>
Week 10 March 22, 2107	Ch. 13: Deriving Standardized Scores	
Week 11 March 29, 2017	Ch. 14: Statistical Hypothesis Testing	<i>*First Rough Draft of the Methodology Section due in- class on March 29.</i>
Week 12 April 5, 2017	Ch. 15: Using SPSS for Introductory Statistical Analyses Ch. 16: Univariate Inferential Statistics	
Week 13 April 12, 2017	Ch. 17: Correlation and Regression Ch. 18: Nonparametric Tests of Statistical Inference Concluding topics of Qualtrics and Launching your Research Study; SPSS; Results and Discussion sections of a Research Study; Dissemination of Research findings; Research Incentives	<i>*Second Rough Draft of the Methodology Section due in- class on April 12.</i>

	and Support	
Week 14 April 19, 2017 D2L	Continued discussion of relevant research-related topics	Quiz 3: Chapters 13-18 due between April 12 and April 19 at 5pm in D2L. <i>*Individual consultations available (optional)</i>
Week 15 April 26, 2017	Ch. 19: An Overview of Multivariate Statistical Analyses In-class Research Proposal Presentations Closing Activities	Research Proposal Methodology Paper (with revised Introduction Section included in submission) due on April 26 by 5pm in D2L.

University Expectations and Resources:

Academic Integrity: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Accommodations: According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/accessservices/>

COMMITMENT TO INCLUSIVE EXCELLENCE: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people

united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/inclusion-diversity/>

Graduate Student Resources:

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center - Rochester - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

COMPLETION OF ALL ASSIGNED READINGS IS ESSENTIAL:

Resources to support graduate students can be found using the following link:

<http://www.winona.edu/gradstudies/currentstudents.asp>

PLAGIARISM AND CHEATING: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>

SEXUALLY EXPLICIT MATERIAL POLICY: As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or adviser.

Campus Resources

- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595, www.winona.edu/inclusion-diversity/
- KEAP Diversity Resource Center, Kryzsko Commons Room 162, 457-2286, <http://www.winona.edu/inclusion-diversity/keap.asp>
- Access Services (Services for Students with Disabilities), Maxwell 314, 457-5878, www.winona.edu/accessservices/
- KEAP Diversity Resource Center Faculty Liaison, Professor Chuck Ripley, Minné Hall 307, 457-5445, wripley@winona.edu
- Warrior Success Center, Maxwell 314, 457-5878, <http://www.winona.edu/wsc/>
- Advising Services, Maxwell 314, 457-5878, www.winona.edu/advising/
- [Winona] Tutoring Services, Krueger Library 220, 457-5680, <http://www.winona.edu/tutoring/>
- [Winona] Writing Center, Minné Hall 348, 457-5505, www.winona.edu/writingcenter/
- [Winona] Student Support Services, Krueger Library 219, 457-5465, www.winona.edu/studentssupportservices/
- [Winona] Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330, www.winona.edu/counselingcenter/
- [Rochester] UCR Learning Center, UCR Room AT 306, 285-7182
- [Rochester] Student & Campus Services, UCR Room SS 128, 285-7100, rochss@winona.edu, www.winona.edu/rochester

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support/Campus Services* and the *Inclusion and Diversity Office*. Both offices are dedicated to helping students of all racial, ethnic, economic, national, sexual, and gender identities. They can facilitate tutoring and point you to a wide range of resources.
- If you have a mental, physical, or learning disability, the *Access Services* office can document it for your professors and facilitate accommodations. If you have a documented

disability that requires accommodation, please contact Access Services as soon as possible.

- College can be very stressful. *Counseling* offices on both campuses are here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- The KEAP-Diversity-Resource-Center Faculty Liaison can direct people to multicultural resources on and off campus.
- To find out about web registration, placement tests, program requirements and support tools to help students succeed, visit the *Advising Services* office and website for answers to all your questions!
- On the Rochester campus, the *UCR Learning Center* provides help with both the development and the writing of papers.
- On the Winona campus, for help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in Krueger Library 220 or go on-line and use TutorTrac to schedule a session, <https://tutortrac.winona.edu/TracWeb40/Default.html>.
- For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.