

Spring 2022

CE 621 Syllabus: Research Design

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Winona State University

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| | | |
|---|---|---|
| Winona State University Counselor Education Department CE 621-002087: Research Design Semester Hours: 3 | |  |
| Course Location | This class is hybrid with face-to-face/in-person class meetings Mondays from 5-8:00 pm January 24, February 14, February 28, March 21, April 4, and April 18 at Helble Hall, Winona Campus. All other class related tasks will be conducted weekly by asynchronous (online) learning on D2L. | |
| Instructor | Anquetta V. Calhoun, Ph.D. | |
| Instructor Contact | eMail: anquetta.calhoun@winona.edu ; Phone: 352-474-9343; Zoom: https://minnstate.zoom.us/j/4076192192 | |
| Program Website | https://www.winona.edu/counseloreducation/ | |
| Instructor Office Location | Helble Hall 349, Winona | |
| Instructor Office Hours | Mondays & Tuesdays 12 - 5:00 pm | |

I. COURSE DESCRIPTION

This course provides the fundamentals of research design and program evaluation. Current methods of research design and evaluation in counseling will be discussed and students will complete a brief literature review, a research proposal, and peer reviews.

II. COURSE PREREQUISITES

Prerequisites: basic statistics course (for graduate or undergraduate credit). Grade only. No pass/fail.

III. COURSE OBJECTIVES

Upon completion of this course the student will:

- 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.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Burkholder, G. J., Cox, K. A., Crawford, L. M., Hitchcock, J. H., & Patton, M. Q. (2020). *Research design and methods: An applied guide for the scholar-practitioner*. SAGE Publications

You will need an APA Manual (7th edition.)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

You will also need a blank notebook no smaller than 5 x 8.25. It can be as large as you are comfortable with carrying around but no smaller than 5x8.25. It can be lined, graph, blank or dot grid, soft or hard cover, spiral, disc, or bound—your choice.

Additional course assignment, materials, and resources will be posted on the course D2L page. Students should frequent the D2L page weekly to complete class tasks and post assignments.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the Clinical Mental Health Counseling, and/or School Counseling content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 621 are included.

| 2016 CACREP STANDARDS CORE | LOCATION OF EVALUATION | | | |
|---|------------------------|---------|-------------------|-------------------|
| | Course Activities | Journal | Literature Review | Research Proposal |
| 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE | | | | |
| 1k. Strategies for personal and professional self-evaluation and implications for practice. | X | X | | |
| 7. ASSESSMENT AND TESTING | | | | |
| 7g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. | X | X | X | |
| 7h. Reliability and validity in the use of assessments. | X | X | X | X |
| 8. RESEARCH AND PROGRAM EVALUATION | | | | |
| 8a. Importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. | X | X | | |
| 8b. Identification of evidence-based counseling practices. | X | X | X | X |
| 8c. Needs assessments. | X | X | | |
| 8d. Development of outcome measures for counseling programs. | X | X | | |
| 8e. Evaluation of counseling interventions and programs. | X | X | X | |
| 8f. Qualitative, quantitative, and mixed research methods. | X | X | X | X |
| 8g. Designs used in research and program evaluation. | X | | | |
| 8h. Statistical methods used in conducting research and program evaluation. | X | X | | |
| 8i. Analysis and use of data in counseling. | X | X | X | X |
| 8j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. | X | X | | |

| 2016 CACREP STANDARDS SCHOOL COUNSELING | LOCATION OF EVALUATION | | | |
|---|------------------------|---------|-------------------|-------------------|
| | Course Activities | Journal | Literature Review | Research Proposal |
| 1. FOUNDATIONS | | | | |
| 1e. Assessments specific to P-12 education. | X | X | | |
| 3. PRACTICE | | | | |

| | | | | |
|---|---|---|---|---|
| 3n. Use of accountability data to inform decision making. | X | X | X | X |
| 3o. Use of data to advocate for programs and students. | X | X | | |

VI. METHODS OF INSTRUCTION

The course is taught through a combination of methods including, but not limited to class lectures, small and large group discussions, experiential class activities, videos, and D2L quizzes. The instructor will employ a variety of instructional methods to facilitate student learning including:

- Lecture and discussion
- Video, film, and PowerPoint slides
- Web-based learning
- Case studies
- Surveys, interviews, and other field communications
- Reflective textual evaluations, peer review, and journaling
- Student presentations

VII. COURSE EVALUATION METHODS

| Course Obj. | Assignment | CACREP Standards Assessed Code: Core/CMHC/School | Due Date | Points |
|-------------|--|---|---------------|-------------|
| a - f | Attendance & Additional Online Activities | 1k, 7g-h, 8a-j/1e, 3n-o | weekly | 6 |
| a - f | Theory Presentation | 1e | TBD: | 10 |
| b - f | Survey and Results | 7g-h, 8c-d | 02/14 | 10 |
| b - f | Interview Protocol | 7g-h, 8c-d | 02/28 | 6 |
| b, e, f | 10-Article Literature Review | 7g-h, 8a, b & d/1e, 3n-o | 03/21 | 15 |
| b, c, e, f | Proposal | 1k, 7g-h, 8a-j/1e, 3n-o | 04/25 | 25 |
| b, e, f | Peer Reviews | 8a-j | 03/28 & 04/18 | 10 |
| a, e, f | Metacognition Review (of Research Journal) | 1k, 8c-j/1e, 3n-o | 05/02 | 18 |
| | | | | 100% |

GRADING SCALE

| | |
|---------|---|
| 100-90% | A |
| 89-80% | B |
| 79-70% | C |
| 69-60% | D |

DESCRIPTION OF ASSIGNMENTS

Attendance & Additional Online Activities (6%)

Students are expected to be engaged in their own learning and to be an active participant in the classroom community. Because we have limited face-to-face meetings, 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 activities 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 or COVID-19, online class attendance and participation count equally as in-class attendance and participation towards your attendance. Therefore, if you do not “attend” online or complete the online assignments, you will receive an absence for that class.

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.

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 one 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.

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 if moving class to the online (D2L) format by 2pm the day of class. Notifications will be made via D2L announcements and email.

Research Theory Group Presentation (10%)

Because of our limited face-to-face meetings, theory presentations must be group assignments. In groups of four you will choose a theoretical perspective to analyze —Phenomenology, Grounded Theory, Case Study, Action Research or Program Evaluation—then present highlights of that theory, including Origin & Philosophy, Data Gathering & Analysis, Benefits, and Limitations. You may present using lecture, visual aids, and/or activities. Each group will have 30 minutes to present plus a 10-minute Q & A. Your presentation should also address the following issues/questions:

- Explain how the theory relates to your standpoint as researchers.
- Describe the central assumptions of this perspective. Are there assumptions with which you don't agree? Explain why this is the case.
- Any theoretical perspective can be interpreted in multiple ways. Select two empirical studies that feature this perspective and compare the authors' use of this theory. In what ways did they differ and in what ways were they related?

- Did the findings/conclusions of each study help expand the theoretical perspective or suggest new interpretations?
- After examining multiple sources, did your opinion change with regard to the viability of this theoretical perspective for your needs? Is it a good fit with the research questions you are interested in exploring? Why or why not?

Practice Survey w/Results (10%)

Create a brief survey of no more than five questions. Begin by choosing a subject, problem or phenomenon; select a survey method—paper, phone, digital platform; determine the sample size—five to ten participants; decide on a sampling plan; write questions or survey statements; chose a response scale; pilot; summarize plan and results. Upload completed survey and summary of plan with results to D2L. You may work independently or in a group of no more than three.

Interview Protocol (6%)

Following the example in Burkholder et al., chapter 10, create a brief introductory interview protocol for an individual or group. Include hypothetical interview logistics, type, subject, purpose, consent, ten (10) interview questions w/possible probes and clarifications, thank you, follow-up plans, and next steps. Upload completed interview protocol to D2L. You must work independently on the interview protocol.

Research Journal (18%)

One of the major requirements for this course consists of developing and maintaining a research journal that demonstrates your individual participation and personal engagement with the class. This journal is not a collection of notes from class lectures. It is an opportunity to help you reflect and “think and talk with yourself” about topics in research design and discuss personal reactions and questions about your research subject and the research process.

Reserve the first two pages for your journal’s table of contents and number all pages before you create your first entry. Your journal will be evaluated both on the quality and quantity of entries. There are no easy answers as to length or quantity of pages; however, about three pages per week plus in-class entries could generally be considered “satisfactory.”

Your journal should be used for a variety of entries that will demonstrate your level of interest in research design. The following is a list of potential activities you may consider when starting and developing your journal.

- Observing others (narrative and visual descriptions)
- Recording internal questions, ideas, and observations
- Making judgments about research subjects and methods
- Analyzing literature and research methods
- Critically reviewing and interpreting readings
- Connecting course material to your own experiences
- Examining problems you may encounter in your own research process

Please bring your journal with you when you come to class. Journals will be used to support and enrich class discussions as well as in-class writing. You may quote from your journal in writing

assignments. When quoting your journal cite yourself. Include the entry page number and date when doing so. You are expected to demonstrate graduate-level writing skills, including spelling, grammar, punctuation [except freewriting and other timed-exercises], as well as reflective and critical thinking, and APA-7 formatting.

Literature Review (15%)

The Literature Review offers more detailed reviews of the research and analysis you are using to support the need for and significance of your research problem or subject. Your literature review must include no less than ten (10) literatures/research articles. The Literature Review frames the problem you have identified and explores the relationship between your study and significant previous research. A Literature Review can take many forms but is generally organized around ideas rather than specific studies.

The following format is suggested (Creswell 2013):

1. Introduce the section by telling the reader what it is you plan to cover in the review using a third person narrator (unless it is an autoethnography).
2. Review the scholarly literature about your chosen independent variable(s). Create a section for each variable in your research problem, subject, theory, and/or method.
3. Review the literature about any 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 fills any gaps or extends ideas in previous research.

Also note: this literature review assignment requires rough draft and critique. (The final draft of the LR will be a part of your proposal.) It is a narrowly developed literature review that focuses on select readings on a specific subject and synthesizes them. Course participants should aim to identify critical points characteristic of this scholarship including substantive findings as well as theoretical and methodological contributions. The literature review may be organized in any way but should not be a summary of each study/article individually. Participants are encouraged to discuss overall trends in what has been published about the chosen subject, conflicts in the theory, new research on the subject, and gaps in research and scholarship.

Research Proposal (25%)

The focus of the research proposal is to apply concepts addressed in Research Design in Counseling. These concepts include: (1) introducing a problem or research subject (2) developing a problem statement (3) developing a needs statement or statement of significance, (4) formulating a research question, (5) applying theory, and (6) laying out the research methodology. Assessment will focus on how well you apply these concepts. This proposal assignment requires rough draft, critique, and final draft submissions.

The proposal will be approximately 12-15 pages (i.e., double-spaced, 12-point font, formatted using the APA manual (7th edition) not including the references and appendices. Assessment of 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 may also depend on your research question(s). The more complicated the question, the more space you may need to explain the complexities.

The proposal will include three major sections: (1) Introduction [intro, problem statement, significance, research questions, (2) Literature Review [theory and subject], and (3) Methodology [theory, methods, and research plan]. You must also include a References section, and if applicable, Appendices, including any Tables, Figures, or other significant information.

Peer Reviews (10%)

Select two of your peers' final drafts of proposals to read. After carefully reading each, write a one-page peer review for each proposal. Include title of study and author; innovation and/or strength of the proposed study; any major or minor issues regarding the introduction, literature review or methodology; any additional questions that arise; strengths of the argument and structure; and an evaluation of grammar, spelling, and adherence to APA-7 style.

RUBRICS

Research Theory Presentation

| CRITERIA SCORE | EXCELLENT 10-9 points | GOOD 8-7 points | FAIR 6-5 points | POOR Below 5 points |
|------------------------------------|--|---|--|--|
| PROFESSIONAL DELIVERY STYLE | <p>___ Presentation follows time limits without prompts</p> <p>___ Presenters speak clearly and slowly within time allowed.</p> <p>___ Personalized style Ex. Students AVOID READING VERBATIM FROM PRESENTATION SLIDES.</p> <p>___ Actively engage/involve the audience.</p> <p>___ Dress professionally</p> | <p>___ Presentation follows time limits--with prompts.</p> <p>___ Presenters speak clearly but not concisely</p> <p>___ Personalized styles inconsistent.</p> <p>___ Somewhat engage/involve the audience</p> <p>___ Dress professionally</p> | <p>___ Presentation does not follow time limits</p> <p>___ Presenters lack clarity, problems with pace</p> <p>___ Personalized style lacking</p> <p>___ Minimally engage/involve the audience</p> <p>___ Dress is unprofessional</p> | <p>___ Presentation does not follow time limits; students do not respond to prompts</p> <p>___ Presenters speak unclearly and/or too quickly</p> <p>___ Do not personalize style</p> <p>___ Fail to engage/involve the audience</p> <p>___ Dress is unprofessional</p> |
| LEARNING MATERIALS | <p>___ Presenters use PowerPoint slides or similar materials to guide the presentation are used and makes the materials a focal point of presentation</p> <p>___ Learning materials are easy to follow Ex. presentations that are LARGE and READABLE (at least 24 font, and in bold print; color helps, too). Citations/references included in learning materials</p> <p>___ Distribute a handout of at least one page (with your names and presentation highlights)</p> | <p>___ Presenters use PowerPoint slides or similar materials to guide the presentation are used and available to class and instructor, but does not make the slides a focal point of presentation</p> <p>___ Learning materials are fairly easy to follow, but lack clarity and conciseness. Citations/references included in learning materials</p> <p>___ Distribute a handout of at least one page (with your names and presentation highlights)</p> | <p>___ Presenters use PowerPoint slides or similar materials to guide the presentation are used, but not available for class and instructor, and slides are not a major focus of the presentation</p> <p>___ Learning materials are difficult to follow and citations/references incorrect or not included in learning materials</p> <p>___ No handout is included</p> | <p>___ Presenters do not use PowerPoint or something similar at all to guide the presentation</p> <p>___ citations/references not included in learning materials</p> <p>___ No handout is included.</p> |

| | | | | |
|--|--|---|--|--|
| <p>ORGANIZATION AND CLARITY</p> | <p>___ Content is clear, well-organized, and easy to follow</p> | <p>___ Content is mostly clear, mostly well-organized, and somewhat easy to follow</p> | <p>___ Content is unclear and there is a general organization of information and is difficult to follow</p> | <p>___ Content is unclear, disorganized, and audience is unable to follow</p> |
| <p>DEPTH AND DEVELOPMENT OF CONTENT</p> | <p>___ Presentation focuses on a specific topic/theory ___ Presenter adds significant depth and detail to the topic and is applicable to counseling students & profession</p> | <p>___ Presentation focuses on a specific topic/theory ___ Presenter adds some depth and detail to the topic and is applicable to counseling students & profession</p> | <p>___ Presentation focuses on a specific topic/theory ___ Presenter does not add depth and detail to the topic and is not applicable to counseling students & profession</p> | <p>___ Presentation is not focused and not aligned with topic ___ Content is underdeveloped</p> |

Literature Review

| CRITERIA SCORE | EXCELLENT 15-14 points | GOOD 13-11 points | FAIR 10-8 points | POOR Below 8 points |
|---|--|---|--|--|
| ORGANIZATION AND CLARITY | ___ Content is clear, well-organized, and easy to follow. | ___ Content is mostly clear, mostly well-organized, and somewhat easy to follow. | ___ Content is unclear and there is a general organization of information and is difficult to follow. | ___ Content is unclear, disorganized, and reader is unable to follow. |
| DEPTH AND DEVELOPMENT OF CONTENT | ___ Literature Review focuses on a specific topic/case. ___ Literature Review adds significant depth and detail to the topic and is applicable to counseling students & profession. | ___ Literature Review focuses on a specific topic/case. ___ Literature Review adds some depth and detail to the topic and is applicable to counseling students & profession. | ___ Literature Review focuses on a specific topic/case. ___ Literature Review does not add depth and detail to the topic and is not applicable to counseling students & profession. | ___ Literature Review is not focused and not aligned with topic. ___ Literature Review is underdeveloped. |
| APA STYLE AND FORMATTING | ___ Research paper adheres to APA Publication Manual style and formatting | ___ Research paper mostly adheres to APA Publication Manual style and formatting | ___ Research paper follows some APA Publication Manual style and formatting | ___ Research paper does not adhere to APA Publication Manual style and formatting |
| GRADUATE LEVEL WRITING | ___ Wording, spelling, grammar, and sentence structure are clear, well-organized, and presented with graduate level complexity | ___ Wording, spelling, grammar, and sentence structure are mostly clear, organized, and presented with graduate level complexity | ___ Wording, spelling, grammar, and sentence structure are unclear, generally organized, and lacking graduate level complexity | ___ Wording, spelling, grammar, and sentence structure are unclear, unorganized, and unable to follow |

Research Proposal

| Points possible | EXCELLENT 25-22 pts. | GOOD 21-17 points | FAIR 16-12 points | POOR Fewer than 12 points |
|-------------------------------|---|---|---|---|
| Content | Paper clearly focused on research project. All aspects of assignment addressed and discussed, and complex thinking skills utilized | Paper clearly focused on research project. Most aspects of assignment addressed and discussed, and complex skills utilized | Counseling theory, methods and/or subject chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment are missing. | Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing. No evidence of complex thinking skills. |
| Format | Exceptional writing (excellent grammar, strong APA style, flow, structure & strong synthesis of ideas). A minimum of three sections (intro/lit review/methodology) included in the text | Strong writing (excellent grammar, APA mostly correct, synthesis of ideas). A minimum of three sections (intro/lit review/methodology) included in the text | Marginal writing skills utilized, several errors in formatting, grammar, APA or synthesis of ideas. Minimum proposal requirement not met. | Poor writing skills demonstrated, several errors in APA formatting, grammar, or synthesis of ideas. Minimum proposal requirement not met. |
| Depth of Understanding | Synthesis of relevant theories and methodology from assigned course readings. Inclusion and analysis of material from outside readings and research specifically related to chosen theory and research subject. | Synthesis of relevant theories and methodology from assigned course readings. Material included from outside readings and research specifically related to chosen theory and research subject; however, a depth of understanding is not demonstrated. | Theories and methodology are presented but not synthesized. Material included from outside readings and research specifically related to chosen theory and research; however, a depth of understanding is not demonstrated. | Theories and methodology are presented but not synthesized. Limited material included from outside readings and research specifically related to chosen theory and research and a depth of understanding is not demonstrated. |

VIII. GENERAL STATEMENTS REGARDING COVID-19 RESTRICTIONS

Statement 1: Support for Remote Students

As we learn together this fall, I am committed to helping you complete this course successfully. I am prepared to support any student who cannot attend our in-person class meetings for COVID-related reasons and will do my best to make the experience as seamless and engaging as possible. If you are required to isolate, quarantine, or have any health concerns that prevent you from attending class meetings, please contact me via email at anquinetta.calhoun@winona.edu to discuss your options for continuing the course remotely.

Statement 2: Student Face Covering Requirement

Research indicates that face coverings, combined with physical distancing, reduce the transmission of COVID-19 significantly. In light of the rise of new variants, elevated community spread, and guidance from the Minnesota State system office and the CDC, WSU implemented a mask requirement on August 4th, 2021. All students, faculty, staff, and visitors (including contractors, service providers, vendors, suppliers, camp participants, and the general public) are required to use a cloth face covering to cover both the nose and mouth in all public indoor spaces on university campuses and properties in both Winona and Rochester, including leased facilities, transit shelters and university shuttles. This guidance applies to all individuals, regardless of vaccination status. This protocol will remain in effect through the first several weeks of the fall semester. Unless you have an approved accommodation from [Access Services](#), please come to class wearing a face covering. Approved face coverings include a paper or disposable mask, a cloth face mask, a scarf or bandanna, or a religious face covering. Your face covering should cover the nose and mouth completely, should not be overly tight or restrictive and should feel comfortable to wear. Spare disposable masks will be available in our classroom and in various other locations across campus. Please let me know if you have any questions or concerns about this requirement.

Statement 3: Instructor Face Covering Procedures

Current MDH guidelines followed by WSU allow instructors to remove their face coverings while they teach if they can maintain a six-foot distance between themselves and the students. When I am able to maintain that distance, I may teach without a face covering (or using a face shield without a mask). I will always make every effort to maintain a safe distance and please don't hesitate to let me know if you are uncomfortable with the distancing in the classroom at any time. If the space does not permit or I am unable to maintain that distance in our classroom, I may teach with a mask. Please let me know if you have trouble hearing me or need clarification as I speak.

Statement 4: Availability

Although we will need to interact a bit differently this semester, I am available for conference and questions outside of class time via scheduled in-office meetings or zoom conferences.

Please remember: This is an adjustment for everyone. No one wants the struggles we have faced and will face trying to carve out a life in a pandemic. We will all respond differently to the illness, the unknown, the social distancing, the fear, the tragedy and/or the loss that many have faced or will face and the changes to our collective lives together on campus.

The humane option is our best option. We are going to prioritize: supporting each other as humans, simple solutions that make sense for the most, sharing resources, and communicating clearly.

Due to COVID restrictions and safety practices, we cannot just do the same thing whether together in-person or online. Some assignments are no longer possible. Some expectations are no longer reasonable. Thus, we will foster intellectual nourishment, social connection, and personal accommodation. We will remain flexible and adjust to the situation(s). Nobody knows where this is going and what we'll need to adapt to whatever comes next. Also remember, everybody needs support and understanding in this unprecedented moment. Please reach out to me if you need to work through something regarding the course or even if you don't and you just need to talk.

IX. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. 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>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. 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 that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

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 and gender identities, 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. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

B. 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,

[\(www.winona.edu/rochester/\)](http://www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260

[\(www.rctc.edu/counseling_career_center/\)](http://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 & Diversity Office is located 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>

X. TENTATIVE COURSE SCHEDULE*

| DATE | Topic | CACREP Standards <i>Core/CMHC/School</i> | READ | Activities & Assignments Due |
|-------------|--|---|---|--|
| 01/10 | Introduction to Research Design | 1k, 7g-h, 8a-j/1e, 3n-o | Burkholder 1 & 2; APA-7 ch. 5 | Syllabus review D2L tasks |
| 01/17 | Research Journal set up, Choose group presentation topic, APA Format, Structure & Content review | 1k, 7g-h, 8a-j/1e, 3n-o | APA-7 ch. 2 | D2L tasks |
| 01/24 HH | Reviewing the Literature | 7g-h, 8a, b & d/1e, 3n-o | Burkholder 19; [article TBA] | Choose critique partner(s) |
| 01/31 | Quantitative & Survey Research | 7g-h, 8c-d | Burkholder 4 & 11; APA-7 ch. 4 | D2L tasks |
| 02/07 W | Statistics & Quantitative Analysis | 7g-h, 8c-d | Burkholder 5 [article TBA] | D2L tasks |
| 02/14 HH | Qualitative & Interview Research | 7g-h, 8c-d | Burkholder 6 & 10; APA-7 ch. 6 | Practice survey w/results due |
| 02/21 | Qualitative Theories | 7g-h, 8c-d | Burkholder 14 & 15; APA-7 ch. 10 | D2L tasks |
| 02/28 HH | Case Study & Qualitative Analysis | 7g-h, 8c-d | Burkholder 7 & 16 | Phenomenology & Grounded Theory Presentations Interview Protocols due |
| 03/07 | SPRING BREAK | | | |
| 03/14 | Action Research & The Proposal | 1k, 7g-h, 8a-j/1e, 3n-o | Burkholder 18 & 20; APA-7 ch. 8 | Work on lit review |
| 03/21 HH | Mixed Methods Research | 7g-h, 8c-d | Burkholder 8, [article TBA] | Case Study & Action Research Presentations 10-Article Literature Review due to critique partners & Professor (11:59 pm) |
| 03/28 | Mixed Methods Analysis | 7g-h, 8c-d | Burkholder 17 & 9; APA-7 ch. 9 | D2L tasks LR critiques returned to writers |
| 04/04 HH | Ethics of Research | 7g-h, 8c-d | Burkholder 12 & 13 | Program Evaluation Presentation |

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|---------------------|------------------------------------|--------------------------------|---|---|
| 04/11 | Scholarly Writing & Publishing | 7g-h, 8c-d | or APA-7 ch. 1 & 3 | Proposal rough draft due to critique partners only D2L tasks |
| 04/18 HH | Disseminating Your Research | 1k, 7g-h, 8a-j/1e, 3n-o | Burkholder 21; [article TBA] | Proposal critique/peer reviews returned to writers |
| 04/25 | The Proposal | 1k, 7g-h, 8a-j/1e, 3n-o | | Proposal Final Draft due |
| 05/02 | FINALS WEEK | 1k, 8c-j/1e, 3n-o | | Metacognitive Journal Review due |
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*Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester