



Doctoral Research Seminar in Counselor Education

The University of Toledo
 College of Health and Human Services
 School of Intervention & Wellness
 COUN 7930
 4 CR HRS

Instructor: Madeline Clark, PhD, LPC (VA), NCC, ACS
Office Hours: 1:30-4 Tuesday & Wednesday, and by appointment
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Term: Spring 2019
Class Location/
Times: Tuesday, 4:00-7:40p, HH3200

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CATALOG DESCRIPTION

Advanced preparation in research problems, design and implementation of quantitative and qualitative research and methodology in the fields of counseling and supervision.

COURSE DESCRIPTION

This seminar will consider issues and problems related to counseling research. Students will be expected to critique existing counseling research as well as prepare a paper which would serve as a prospectus for research into a counseling related topic. Material covered in this seminar should provide the student with the skills necessary to be a competent consumer as well as producer of research. Students will gain advanced skills in the preparation of research problem; design and implementation of quantitative and qualitative research, and methodology. Includes preparation for dissertation proposals and grant proposals.

COURSE OVERVIEW

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Students will be able to identify and critique research designs appropriate to quantitative and qualitative research questions.	B.4.a. research designs appropriate to quantitative and qualitative research questions	Class 2, Class 2 Reading (CH 4: Methodological Issues; Balkin, 2014; Trusty, 2011)	1) Quantitative Article Critique 2) Qualitative Article Critique 3) Research Proposal
Students will be able to identify and critique	B.4.b. univariate and multivariate research	Class 3, Class 3 Readings (CH 6 Experimental	1) Quantitative Article Critique

univariate and multivariate research designs and data analysis methods.	designs and data analysis methods	Designs; CH 7 Predictive Designs; Balkin & Sheperis, 2011; Petrocelli, 2003; Trusty et al., 2004)	
Students will be able to identify and critique qualitative designs and approaches to qualitative data analysis.	B.4.c. qualitative designs and approaches to qualitative data analysis	Class 5 and Class 5 Readings (CH 9 Case Study); Class 10 and Class 10 Readings (CH 10, Grounded Theory; Hays & Wood, 2011; Hays et al., 2016); Class 7 and Class 7 Readings (CH 11, Phenomenology; Amankwaa, 2016; Wilson, 2015).	1) Qualitative Article Critique
Students will identify and understand emergent research practices and processes.	B.4.d. emergent research practices and processes	Class 9 and Class 9 Readings (CH 12, Narrative Research; CH 15, Action Research; Guiffrida et al., 2011; Rowell, 2006).	1) Research Tradition Presentations
Students will identify and understand models and methods of instrument design.	B.4.e. models and methods of instrument design	Class 10 and Class 10 Readings (McKibben & Silvia, 2016; Ponterotto et al., 2013; Sink & Mvudu, 2015).	1) Research Tradition Presentations
Students will understand and apply models and methods of program evaluation.	B.4.f. models and methods of program evaluation	Class 12 and Class 12 Readings (CH 16 Program Evaluation; Reed, 2015). Guest speaker.	1) Program Evaluation Assignment
Students will create and apply research questions appropriate for professional research and publication.	B.4.g. research questions appropriate for professional research and publication	Class 14 and Class 14 Readings (CH 18, Developing a Research Report).	1) Research Proposal
Students will apply professional writing for journal and newsletter publication.	B.4.h. professional writing for journal and newsletter publication	Class 14 and Class 14 Readings (CH 18, Developing a Research Report).	1) Research Proposal
Students will understand and create design and evaluation of research proposals for a human subjects/institutional review board review.	B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review	Class 14 and Class 14 Readings (CH 18, Developing a Research Report).	1) Research Proposal
Students will identify grant proposals and other sources of funding.	B.4.k. grant proposals and other sources of funding	Class 14	1) Research Proposal
Students will understand and apply ethical and culturally relevant strategies for conducting research.	B.4.l. ethical and culturally relevant strategies for conducting research	Class 1 (CH 1 Current Issues in Counseling Research, CH 2 Ethical Considerations; Lambie & Vaccaro, 2011; O'Hara et al., 2016; Wester, 2011)	1) Quantitative Article Critique 2) Qualitative Article Critique 3) Research Proposal
Students will be prepared to complete dissertation	6.A.5 Doctoral students must complete	Classes 1 – 15 (see content above)	1) Research Proposal

research in the areas of counseling practice, counselor education, and/or counselor supervision.	dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.		
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TEACHING STRATEGIES

This course will be taught in a traditional face-to-face format, however the course will be focused on seminar-style learning and dissemination of information. Engaged pedagogical practices will be implemented, meaning students will be expected to take an active part, along with the instructor, in co-creating an effective learning environment that meets the needs of the class. Your learning in this course will be dependent on your engagement with readings, assignments, course discussions, and course participation.

Blackboard will be used as a course enhancement tool. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high speed Internet connection with latest versions of Microsoft Internet Explorer or Mozilla Firefox are recommended as these two browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

PREREQUISITES

Master's degree in counselor education

REQUIRED TEXTS AND MATERIALS

Sheperis, C.J., Young, J.S., & Daniels, M.H. (2015). *Counseling research: Quantitative, qualitative, and mixed methods* (2nd ed.). Boston, MA: Pearson.

*additional readings as listed on the course schedule will be provided on blackboard.

COURSE AND INSTITUTIONAL POLICIES

Policy on late or unfinished assignments:

Late assignments are subject to a penalty of 10% of the award for every day they are late **and will only be accepted with prior approval of the instructor**. IMPORTANT: A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor informed of the situation. If all assignments are not received by the end of the examination period the student will be awarded an "incomplete". If the assignments are not received by the end of the next semester the incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university.

The University of Toledo's Missed Class Policy: Please be sure to review the University's missed class policy.

Accommodation of student needs: Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

Electronic devices: Students may record lectures as long as this can be done unobtrusively. Communication devices must be turned to vibrate as a courtesy to others. Computers and tablets may be used; it is expected that students will use them professionally and in ways additive to the course and learning environment.

Course Changes: The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

Nondiscrimination on the Basis of Disability

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

Academic Dishonesty

All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

Diversity and Inclusion

In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

- _Be considerate of the thoughts and ideas of others
- _Demonstrate accountability, integrity and honor in all course-related activities
- _Promote a collaborative and supportive educational environment
- _Treat every individual with kindness, dignity, and respect regardless of:
 - o Gender
 - o Race / Ethnicity
 - o Religion
 - o Sexual Orientation, Gender Identity, Gender Expression
 - o Impairment(s) / Disability(ies)
 - o Political Views
 - o Social Class / Socioeconomic Status
 - o Linguistic Diversity
 - o Nationality / Country of Origin
 - o Other Element(s) of Uniqueness

GRADING POLICIES

Learners will be assessed as follows. Specific guidelines and grading criteria will be provided with each assignment. Grades and instructor feedback for each assignment will be posted to the Grade Book within one week, if not earlier, after each assignment has been completed.

Assignments/Assessments	Total Points
Quant & Qual Article Critiques (5 points each)	10
Annotated Bibliography	15
Program Evaluation Design	20
Method/Tradition Presentation	10
Project Proposal and Presentation	45
Total	100

Learners are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible if you do not understand an assignment. Due to the nature of this course, no extra credit will be offered.

Detailed Descriptions of Assignments are found below.

The grading scale for this course is as follows:

A	96-100	C	73-76.9
A-	90-95.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
C+	77-79.9	F	59.9 or less

AMERICANS WITH DISABILITIES ACT

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

ASSIGNMENT DESCRIPTIONS

Qualitative and Quantitative Article Critiques (2 Assignments @ 5 points each = 10 points)

This assignment meets CACREP standards B4a, B4b, B4d, B4h, and B4l.

Quant Due: 1/29

Qual Due: 2/19

You will first select a method/tradition appropriate article for quant and qual. After thoroughly reading the article please address the following in 2-3 APA formatted pages (cover page not included in pagination; no abstract necessary for this assignment). Include a cover page and reference for the particular article you critiqued. Turn in the article with your assignment.

- Briefly summarize the article.
- Review the literature review, is it thorough? Other writing issues?
- Scour the method section, what weakness did you notice? Is this research rigorous, and why? If you were an editor would you publish this article?
- Review the results; were they presented clearly and accurately?
- Review discussion and interpretation for issues with interpretation, issues with limitations, etc.
- Conclude with your overall summary of the article, what changes you might make, etc.

Method/Tradition Presentation (10 points)

This assignment meets CACREP standards B4a, B4b, and B4d.

Various Dates throughout the semester (see syllabus)

You will work in pairs to present on a research tradition or method (i.e., multi-level modeling, hierarchical linear regression, MANOVA, grounded theory, phenomenology, PAR, CQR, ethnography, etc.). If you want to do a particular kind of research, now is the time to learn more about it and present it to the class.

This presentation will be approximately 45 minutes to one hour (think a conference presentation) that will include the following components:

- Introduction to your chosen method/tradition and why you chose to present on this (relevant to previous research you have done, interest for dissertation, etc.)
- Review the history of the method, which fields it emerged from (i.e., true experimental/T-testing= medical field, much of qualitative originates in anthropology). How has this method/tradition evolved?
- Theoretical underpinnings of the method/tradition (i.e., what research questions would be appropriate for an ANOVA? Grounded theory?). Explain in detail the basis for this design.
- How do you conduct analysis? Describe thoroughly. Include relevant examples if possible.
- What indicates that this research is valid/reliable OR trustworthy?
- Samples of articles that use this tradition in counseling research
- Time for colleagues to ask questions/gain information

Note: this presentation should cite the seminal works in the area in which you are presenting. Regression? Cohen and Petrocelli. Phenomenology? Moustakas. Grounded Theory? Charmaz. You could, if this presentation applies to your proposal, add these citations to your annotated bibliography and proposal as well (working smarter-not harder). It is also helpful to consider relevant counseling literature to these methodologies.

Please be creative and utilize different presentation strategies, techniques, and platforms. There is no one "right" way to complete this. Use the above points as a guide and make the presentation your own. The goal is to teach your colleagues about different and exciting research topics.

Annotated Bibliography (15 points)

This assignment meets CACREP standards B4e and B4j.

Due: 3/12 by 11:59p via BB

The purpose of this assignment is to:

- Locate and evaluate source information
- Demonstrate proper citation procedures for bibliographical citations
- Explore possible resources/evidence/examples for your proposal and dissertation
- Familiarize yourself with the various research techniques, methods, and sources available to you
- Prepare you for your research proposal and dissertation

Your Annotated Bibliography must contain a minimum of **50** (yes, fifty!) articles. (Your dissertation will have about 80+ citations so think of this as a good start on proposal).

There is no single way to do an annotated bibliography. You should do what works for you in terms of how you want to/plan to organize your dissertation literature. You will be required to include the following: APA citation,

brief description of article (1 sentence or so) and method strengths/weaknesses, summarize the results, and say how you might use this citation in your document. All in all, it should be about 3-4 sentences per citation.

You may consider the following format.

Clark, M. & Bower, J.D. (2016). Career experiences of women with major financial barriers. *The Career Development Quarterly*, 64, 373-386. doi:10.1002/cdq.12072

- This article outlines a qualitative study that explored the career experiences of women in poverty ($N=10$). Results indicate that women exist in a system where career is a privilege; multiple barriers exist for this population but resiliency and mentorship helps women navigate careers when facing multiple oppressions. Article only explores the career experiences of ten women, although the method was definitely rigorous 😊. I may use this article to outline how an intersecting population faces barriers but also relies on internal factors (i.e., resiliency) to navigate oppressive systems.

You could also get the major points across in another format (i.e., excel spreadsheet). Any format is acceptable, as long as it shows 50 entries and it is clear you have evaluated the articles.

Group Program Evaluation Design (20 points)

This assignment meets CACREP standards B4a, B4b, B4d, B4e, B4g, B4g.

Due: 4/9 by 11:59p via email

The purpose of this assignment is to:

- Empower students to creatively analyze programs and provide sound evaluations of those programs.
- Enable students to work with a team of colleagues to address a problem in professional counseling/counselor education setting utilizing research methods.
- Help students understand the purposes and processes of program evaluations.

Students will work in teams of 3 to 4 to propose a program evaluation design. Students may choose any program of their choosing, as it relates to professional counseling and counselor education. For example, students may evaluate the doctoral program's efficacy in instilling CACREP standards, or evaluate research preparedness in our doctoral program. There are various other options that students may choose as well to include community mental health, private practice, school, or other community settings relevant to professional counseling.

A successful PED will include the following information:

1. Identify the type of program evaluation to be implemented and the setting which the problem occurs.
Include relevant literature.
2. What research question will be address in this PED?
3. Identify the information collection method(s) you will use.
 - a. Identify the overall purpose of this method
 - b. Identify the advantages of this method
 - c. Identify the challenges associated with this method.
4. How will you analyze and interpret your information?
5. Who will carry out the evaluation? What is their expertise to do so?
6. How and to whom will you communicate the results of your evaluation?
7. Develop a budget for your efforts (table format).

Include a cover page, abstract, and references. Include appendices as necessary. This PED should be five to eight pages of text (not including cover page, abstract, references, etc.). This PED should be submitted via email (as it is a group assignment) by 11:59p on the date it is due.

Project Proposal & Presentation (45 points)

This assignment meets CACREP standards B4a, B4b, B4d, B4e, B4g, B4j.

Presentations: 4/23 in class

Guidelines for Research Presentation (5 points)

You will make a 10-15 minute presentation of your research proposal to the class. You should use the outline for the proposal (see below) to organize your presentation. Members of the class will ask questions to help you clarify and improve your proposal. You may invite your program of study chair/advisor to attend this proposal if you wish. This will be similar to a doctoral dissertation proposal defense meeting only much shorter. You will be graded on the quality and clarity of your presentation.

Proposal Due: 4/30 by 11:59p on BB

Guidelines for Research Proposal (40 points)

You are to prepare a research proposal of **no more than 25 pages**. The format for the proposal is similar to the doctoral dissertation proposal EXCEPT that the Chapter II Literature Review will be abbreviated. Although the structure of your proposal may vary depending on your topic and methodology, the following should serve as an outline for most quantitative and qualitative research proposals.

Chapter I

Introduction

Statement of the Problem

After a brief introduction, clearly state the problem area or issue you will address.

Background of the Problem

Provide a brief review of the literature tracing the historical development of the problem area or issue highlighting research literature.

Purposes of the Study

State the purposes of the study; what you hope to discover or accomplish.

Research Questions

State the questions you will address in prose form. Example: What effect does a self-enhancement program have on the self-concept of 6th-graders identified as at-risk? *For qualitative studies you might have a primary research question followed by secondary or auxiliary questions.*

This section will demonstrate your ability to formulate research questions appropriate for professional research and publication.

Significance of the Study

Why is this study important to conduct? What distinguishes it from previous research; how will it advance knowledge in the field?

Definition of Terms

Define relevant terms as they will be used in this proposal.

Organization of Chapters

Chapter I introduces the problem and provides a rationale for the study. Chapter II reviews relevant literature. Chapter III presents the methodology to be used in this study.

Summary

Chapter II

Review of the Literature

Organize your review under your own subheadings. Typically, your review of the literature will begin with relevant literature that supports your topic in the broadest sense and will narrow in on topics more specific to your

research. The review should give the reader a thorough understanding of the background, current knowledge, and limitations of current knowledge in your area. The reader should finish the review convinced of the need for the research you are proposing.

Chapter III

Method (*Quantitative Research*)

Overview of Method

Give a brief overview of the method including research design, participants, instrumentation, and procedures.

Statistical Hypotheses/Research Question(s)

State the questions you will address as statistical hypotheses stated in the null form. Example: H₀: There will be no statistically significant difference between SDQ scores of children receiving the self-enhancement program and those who do not ($\alpha = .05$).

Research Design

Identify the research design you are proposing to use. Defend your choice as appropriate for addressing your research questions. This section will demonstrate your ability to create research designs appropriate to quantitative research questions.

Description of Participants

Identify characteristics of participants relevant to your research. Inclusion criteria should be included.

Sampling Procedures

Describe step-by-step how you will select participants.

Instrumentation

You must include information on instrument construction, and validity and reliability data.

Procedures/Data Collection

Describe how you plan to conduct your study in sufficient detail to allow replication.

Data Analysis

Describe how you plan to analyze your data. Include statistical assumptions and data cleaning information.

Statement of Limitations

What are the limitations to the validity and the generalizability of this study? Limitations may be due to methodology (sampling, instrumentation, procedures, analysis), imprecise definition of terms, limited theoretical bases, etc. How will these limitations temper conclusions based on possible outcomes?

Funding Sources

Submit information on grant or other funding sources for the research proposal. Submit an RFP, Call for Proposals, Grant Application, or other potential funding source (or sources) for your research proposal. These can be copied from Web Pages. Write a short narrative (250 words) describing how your proposal meets the criteria for the funding source.

Potential Funding Sources:

<https://spin.infoedglobal.com/Home/GridResults>

<http://www.nimh.nih.gov/research-funding/index.shtml>

<http://www.ed.gov/legislation/FedRegister/announcements/>

<http://www.ed.gov/GrantApps/>

Summary

References

Informed Consent

Attach copies of the Compliance with Human Subjects form, and all informed consent forms.

Appendices (e.g., copies of instruments, permission letters, etc.)

Chapter III

Method (Qualitative Research)

Overview of Method

This section will demonstrate your ability to create research designs appropriate to qualitative research questions. This will include a review of your paradigm and tradition.

Summary of Research Question(s)

Researcher Bias

Describe personal experiences and characteristics which might bias your observations and, where relevant, how you might try to compensate for these biases (i.e., construction of a research/coding team).

Strategies for Trustworthiness

Describe strategies for trustworthiness implemented and how they were achieved (i.e., prolonged engagement, triangulation, substantive validation, etc.).

Setting/Entering the Field

Describe salient features about the setting(s) in which you will observe and record data.

Participants

Identify characteristics of participants relevant to your research. Describe how participants will be selected and inclusion criteria.

Data Collection

Describe how data will be collected

Data Management

How you will manage and manipulate data, including data display.

Data Analysis

Describe how you will analyze data. This should include information about your research team.

Statement of Limitations

Acknowledge potential limitations due to the scope of the research question, procedures, participants, and author's lens.

Funding Sources

Submit information on grant or other funding sources for the research proposal. Submit an RFP, Call for Proposals, Grant Application, or other potential funding source (or sources) for your research proposal. These

can be copied from Web Pages. Write a short narrative (250 words) describing how your proposal meets the criteria for the funding source.

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<http://www.ed.gov/GrantApps/>

Summary

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Attach copies of the Compliance with Human Subjects form, and all informed consent forms.

Appendices

Protocols, etc.

PROFESSIONAL DISCLOSURE STATEMENT

Madeline Clark, PhD, LPC (Virginia), NCC, ACS is an assistant professor and doctoral program coordinator of Counselor Education at the University of Toledo. She earned her PhD in Counselor Education and Supervision in 2016, a MEd in Clinical Mental Health Counseling in 2013, and her BS in Sociology in 2009, all from Old Dominion University in Norfolk, Virginia. Dr. Clark researches poverty and social class issues in counseling and has multiple publications in professional counseling journals such as *Career Development Quarterly*, *Counselor Education and Supervision*, and *Counseling Outcome Research and Evaluation* among other outlets and book chapters in multiple texts. Dr. Clark has won multiple awards including the Ohio Counseling Association (OCA) Herman J. Peters Award, the OCA research and writing award, the Association for Assessment and Research in Counseling Donald Hood Research Award, and the North Central Association for Counselor Education and Supervision Diversity Award. Dr. Clark has presented over 50 times at local, state, national, and international conferences. In her spare time, Dr. Clark enjoys CrossFit, Olympic weightlifting, her four rescue pets (Ellie, Moses, Sanger, & George), too many television shows, and spending time with her partner Victor.

Course Outline

Week	Date	Topic
1	1/15	Review Syllabus Ch1: Current issues in counseling research Ch2: Ethical Considerations Ch3: Reviewing the Literature Lambie & Vaccaro, 2011 O'Hara et al., 2016 Wester, 2011 *Chose method/tradition presentation dates* <i>CACREP standards: B4I</i>

Week	Date	Topic
2	1/22	<p>Guest Speaker Gerald Natal- College Librarian, Research Strategies</p> <p>Ch4: Methodological Issues</p> <p>Ch5: Basic Statistical Concepts and Descriptive Statistics</p> <p>Balkin, 2014</p> <p>Trusty, 2011</p> <p>*Chose PED teams/topics*</p> <p><i>CACREP standards: B4a, B4b, B4d</i></p>
3	1/29	<p>**Quant Article Critique Due</p> <p>**Tradition Presentation</p> <p>Writing Research Questions</p> <p>Ch6: Experimental Designs</p> <p>Ch7: Predictive Designs</p> <p>Balkin & Sheperis, 2011</p> <p>Petrocelli, 2003</p> <p>Trusty, et al., 2004</p> <p><i>CACREP standards: B4a, B4b, B4d, and B4g</i></p>
4	2/5	<p>Writing Problem Statements</p> <p>Ch8: Single Case Designs</p> <p>Dee, 2015</p> <p>Lenz, 2015</p> <p><i>CACREP standards: B4a, B4b, B4d, and B4g</i></p>
5	2/12	<p>Identifying Key Terms</p> <p>Ch9: Case Study</p> <p>Herron, 2016</p> <p>Hunt, 2011</p> <p>**Tradition Presentation</p> <p><i>CACREP standards: B4a, B4b, B4d, and B4g</i></p>
6	2/19	<p>Qual Article Critique Due</p> <p>Organizing a Literature Review</p> <p>Ch10: Grounded Theory</p>

Week	Date	Topic
		<p>Hays & Wood, 2011</p> <p>Hays et al., 2016</p> <p>**Tradition Presentation</p> <p><i>CACREP standards: B4a, B4b, B4d, and B4g</i></p>
7	2/26	<p>Identifying Instrumentation</p> <p>Ch11: Phenomenology</p> <p>Amankwaa, 2016</p> <p>Wilson, 2015</p> <p>**Tradition Presentation</p> <p><i>CACREP standards: B4a, B4b, B4d, and B4g</i></p>
8	3/5	<p>No Class, Spring Break</p>
9	3/12	<p>Annotated Bibliography Due</p> <p>Synthesizing Literature</p> <p>Ch12: Narrative Research</p> <p>Ch15: Action Research</p> <p>Guiffrida et al., 2011</p> <p>Rowell, 2006</p> <p>**Tradition Presentation</p> <p><i>CACREP standards: B4a, B4b, B4d, and B4g</i></p>
10	3/19	<p>Best Practices in Data Collection</p> <p>Ch13: Survey Research</p> <p>Ch14: Mixed Method Design</p> <p>Leech & Onwuegbuzie, 2010</p> <p>McKibben & Silvia, 2016</p> <p>Ponterotto, et al., 2013</p> <p>Sink & Mvududu</p> <p>**Tradition Presentation</p> <p><i>CACREP standards: B4a, B4b, B4d, and B4g</i></p>
11	3/26	<p>No Class- ACA Conference Week</p>

Week	Date	Topic
		Work on PED collaborations
12	4/2	Guest Speaker, Dr. John Laux, Program Evaluation Ch16: Program Evaluation Reed, 2015 <i>CACREP standards: B4a, B4b, B4d, and B4g</i>
13	4/9	Program Evaluation Project Due Data Analysis & Project Management Ch17: Data Management and Analysis Software **Tradition Presentation <i>CACREP standards: B4a, B4b, B4d, and B4g</i>
14	4/16	Identifying Funding Sources and Grant Writing Publishing in Counselor Education Ch18: Developing a Research Report **Tradition Presentation <i>CACREP standards: B4a, B4b, B4d, B4g, B4h, and B4k</i>
15	4/23	Proposal Presentations <i>CACREP standards: B4a, B4b, B4d, and B4g</i>
16	4/30	No Class- Proposals Due by 11:59p on BB <i>CACREP standards: B4a, B4b, B4d, B4e, B4j, and B4k</i>

****The above schedule and procedures are subject to change at the discretion of the instructor.**