



**ED 5307 Introduction to Graduate Research**  
**Clinical Mental Health Counselors**  
**Sul Ross State University**  
**2022 Spring**

**Instructor:** Ronda Hayes, MEd, CSC, LPC-Supervisor

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**Office Location:** MAB-309G

**On Campus Office Hours:** by appointment

**Off Campus:** virtual by appointment

The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, telephone.

**CATALOG COURSE DESCRIPTION:**

A course designed to introduce graduate students to the techniques of research and to familiarize students with the resources available in the University Library. This course is designed to prepare students to know and understand the basic principles of research; demonstrate comprehension of published research as successful consumers of research; and construct short assignments to demonstrate skills needed for research.

**REQUIRED TEXTS:**

- Ary, D., Jacobs, L., Sorensen-Irvine, C., & Walker, D. (2019). Introduction to Research in Education. (10th ed.). Boston, MA: Cengage.  
ISBN: 978-1-3375-6604-9
- American Psychological Association (2020). Publication Manual of the American Psychological Association. (7th ed.) Washington, D. C.  
ISBN: 978-1-4338-3217-8

**COURSE OBJECTIVES:**

Students will be able to:

1. Understand the processes and approaches (Qualitative and Quantitative) research
2. Follow the steps in the process of research by identify the problem, review the literature, specify the purpose, collect data, analyze and interpret data, and report and evaluate research
3. Utilize various research designs which make use of traditional frameworks and their components
4. Utilize basic principles of citation using APA format and prepare list of references, cite sources, and follow the format for manuscript preparation

### **CACREP STANDARDS FOR CLINICAL MENTAL HEALTH COUNSELING**

	<b>STANDARDS</b>	<b>ACTIVITY</b>	<b>SLOs</b>
II.F.8.a	The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Chapters 1 Activities and quiz	1, 2, 3
II.F.8.b	Identification of evidence-based counseling practices	Chapter 3 Activities and quiz	1, 2, 3
II.F.8.c	Needs Assessments	Chapters 2, 3 Activities and quiz	1, 2, 3
II.F.8.d	Development of outcome measures for counseling programs	Chapters 2, 3 Activities and quiz	1, 2, 3
II.F.8.e	Evaluation of counseling interventions and programs	Chapter 3 Activities and quiz	1, 2, 3
II.F.8.f	Qualitative, quantitative, and mixed research methods	Chapters 5, 15, 16, 17, 19, 21 Activities and quizzes	1, 2, 3
II.F.8.g	Designs used in research and program evaluation	Chapters 9,10,15	1, 2, 3
II.F.8.h	Statistical methods used in conducting research and program evaluations	Chapter 7, 8 Activities and quizzes	1, 2, 3
II.F.8.i	Analysis and use of data in counseling	Chapter 14 Activities and quiz	1, 2, 3
II.F. 8.j	Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Chapters 4, 18 Activities and quizzes	1, 2, 3

### **STUDENT LEARNING OUTCOMES:**

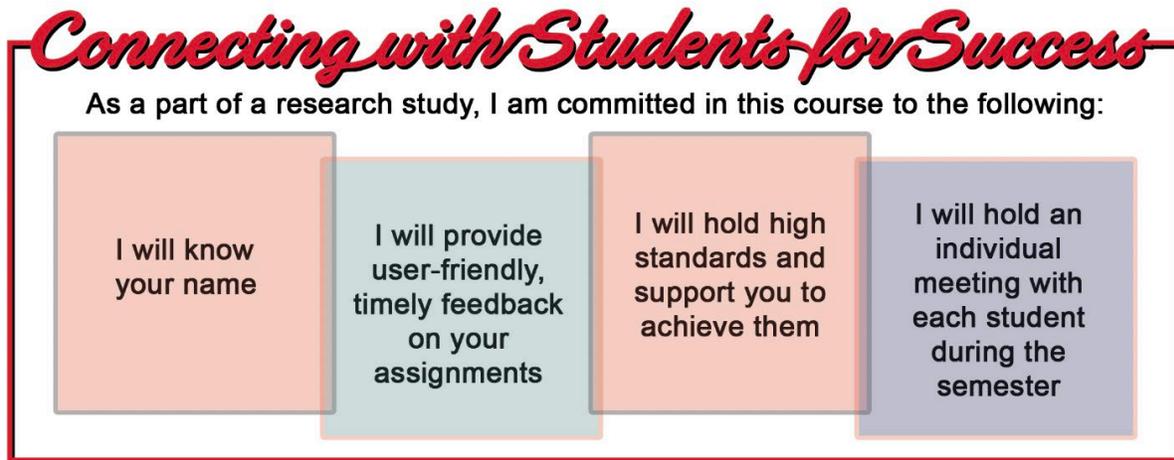
The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.

3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

### **COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.



### **DISTANT LEARNING STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work

as one's own; copying from professional works or internet sites without citation.

### **SAFE ASSIGN:**

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

### **ADA (Americans with Disabilities Act)**

#### **SRSU DISABILITY SERVICES:**

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Schwartz Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

**PARTICIPATION POLICY:** Since ED 5307 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 5307, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

#### **COURSE REQUIREMENTS:**

The university classroom is a place designed for the free exchange of ideas. We must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges.

Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Sul Ross University. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings and assignments promptly. Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact Blackboard support or IT at techassist@sulross.edu.
2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Late work will not be accepted.
3. Semester online discussion boards will provide opportunities for discussion among those persons who may exhibit a different perspective from your own. Postings must be completed at the appointed time and will not be accepted late.
4. Students will prepare written assignments to include deconstruction of journal articles, analysis of a research design, and various short assignments during the course.
5. All assignments **MUST** follow APA 7<sup>th</sup> Edition formatting, etc.

#### **EVALUATION/GRADING POLICY:**

Note: Grades are earned based on the quality of the work completed. **Assignments submitted after due dates will receive no credit.** Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written career program is superior. See writing rubric at the end of the syllabus.

<b><u>FINAL GRADING:</u></b>	<b>A=100-91%</b>	<b>B=90-81%</b>	<b>C=80-71%</b>	<b>F=70-0%</b>
Assignments		35%		
Discussion		25%		
Quizzes		40%		

**NOTE:** Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written program is superior. A grade of "C" will result in the student retaking the course.

### INTERNET WEB RESOURCES:

APA Style of Notation <http://www.apastyle.org>

Sul Ross University Library Guide for ED 5307

URL: <http://sulross.libguides.com/ed5307>

### SCHEDULE/DUE DATES:

All Assignments are due by 11:59pm (CST). **No late work will be accepted.**

**GREEN Assignments are also Discussion Assignments below modules.**

<p><b>January 10 – Class Start</b>  <b>January 13 - Complete</b> Online Participation Policy Agreement posted on Discussion Board. Must be completed before receiving credit for assignments  <b>January 13 – Introduce</b> Yourself on the Discussion Board  Review the Module '<b>Getting Started with Mindtap</b>'  <b>Blackboard</b> - If this is your first Blackboard experience, go to <b>Start Here</b> and access the Blackboard information</p>
<b>January 16</b>
<p><b>Module One</b>  Chapter 1: The Nature of Research Proposal  Developing an Educational Research Proposal  Quiz 1</p>
<b>January 23</b>
<p><b>Module Two</b>  Chapter 2: The Research Problem  Outlining a Research Plan  Quiz 2  <b>Module Three</b>  Chapter 3: Reviewing the Literature  Planning a Literature Review  Quiz 3</p>
<b>January 30</b>
<p><b>Module Four</b>  Chapter 4: Ethics in Educational Research  Ethical Implications of a Qualitative Research Study  Quiz 4</p>
<b>February 6</b>
<p><b>Module Five</b>  Chapter 5: Measurement  <i>Creating a Measurement Instrument and Discussion</i>  Quiz 5</p>

<p>Professional Resource Downloads</p> <p><b>Module Six</b>  Chapter 6: Validity and Reliability  <i>Reliability and Validity of a Researcher-Devised Test and Discussion</i>  Quiz 6</p>
<b>February 13</b>
<p><b>Module Seven</b>  Chapter 7: Descriptive Statistics  <i>Planning Descriptive Analysis of Study Data and Discussion</i>  Quiz 7</p>
<b>February 20</b>
<p><b>Module Eight</b>  Chapter 8: Sampling and Inferential Statistics  <i>Planning Sampling and Statistical Analysis for a Multi-group Study and Discussion</i>  Quiz 8</p> <p><b>Module Nine</b>  Chapter 9: Experimental Research  <i>Ensuring Proper Controls and Validity and Discussion</i>  Quiz 9</p>
<b>February 27</b>
<p><b>Module Ten</b>  Chapter 10: Experimental Research Designs  Proposing an Experimental Design  Quiz 10</p>
<b>March 6</b>
<p><b>Module Eleven</b>  Chapter 11: Ex Post Facto Research  Planning an Ex Post Facto Research  Quiz 11</p> <p><b>Module Twelve</b>  Chapter 12: Correlational Research  <i>Planning a Correlational Research Study Using Factor Analysis and Discussion</i>  Quiz 12</p>
<b>March 13</b>
<p><b>Module Thirteen</b>  Chapter 13: Survey Research  Writing a Mailed Questionnaire  Quiz 13</p>
<b>March 20</b>
<p><b>Module Fourteen</b>  Chapter 14: Interpreting and Reporting Results of Quantitative Research  Creating a Dissertation Proposal  Quiz 14</p>

<p><b>Module Fifteen</b>  Chapter 15: Defining and Designing Qualitative Research  Developing a Qualitative Focus of Inquiry  Quiz 15</p>	
	<b>March 27</b>
<p><b>Module Sixteen</b>  Chapter 16: Types of Qualitative Research  Creating a Proposal for a Grounded Theory Study  Quiz 16</p>	
	<b>March 31</b>
Last Day to Drop	
	<b>April 3</b>
<p><b>Module Seventeen</b>  Chapter 17: Data-Collection Tools in Qualitative Research  Interviewing Teachers about Their Experiences  Quiz 17</p>	
<p><b>Module Eighteen</b>  Chapter 18: Rigors and Ethics in Qualitative Research  Ensuring Credibility and Transferability in a Qualitative Study  Quiz 18</p>	
	<b>April 10</b>
<p><b>Module Nineteen</b>  Chapter 19: Analyzing and Reporting Qualitative Research  <i>Coding and Analyzing Focus Group and Discussion</i>  Quiz 19</p>	
	<b>April 24</b>
<p><b>Module Twenty</b>  Chapter 20: Action Research  Creating a Proposal for an Action Research Study  Quiz 20</p>	
<p><b>Module Twenty-one</b>  Chapter 21: Mixed Methods Research  Designing a Mixed-Methods Study  Quiz 21</p>	
	<b>May 4</b>
<p>Semester Ends  After reading the syllabus completely, email Professor Hayes before January 13 for an opportunity to turn in one late assignment.</p>	

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:**

<b>Sub-skill</b>	<b>Beginning 1</b>	<b>Basic 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>	<b>Exceptional 5</b>	<b>Score</b>
<b>Integration of Knowledge</b>	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
<b>Organization and Presentation</b>	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
<b>Focus</b>	The paper's topic lacked focus and a	The paper's topic had occasional focus,	The paper's topic had focus and clarity of	The paper's topic had effective focus and	The paper's topic had very effective focus and	

<b>Sub-skill</b>	<b>Beginning</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Exceptional</b>	<b>Score</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	clear direction	direction, and purpose	direction and purpose	clarity of direction and purpose	clarity of direction and purpose	
<b>Level of Coverage</b>	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
<b>Grammar/ Spelling</b>	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
<b>References and Sources</b>	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
<b>APA Style</b>	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
<b>Total Score</b>						
<b>Mean Score</b>						

Comments: \_\_\_\_\_

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Student Name: \_\_\_\_\_ A# \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_