



EDUA 5307 Graduate Research Fall 2024 Syllabus

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Course Description

A course designed to introduce the graduate student 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 Text

Creswell, J. & Guetterman, T. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed.). Pearson Education. New Jersey

American Psychological Association (2020). Publication Manual of the American Psychological Association. (7th ed.) Washington, D. C.

Student Learning Outcomes and Marketable Skills

Clinical Mental Health Degree Program

Students will be able to:

1. Understand the processes and approaches of (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

II.F.8.a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

II.F.8.b Identification of evidence-based counseling practices

II.F.8.c Needs Assessments

II.F.8.d Development of outcome measures for counseling programs

- II.F.8.e Evaluation of counseling interventions and programs
- II.F.8.f Qualitative, quantitative, and mixed research methods
- II.F.8.g Designs used in research and program evaluation
- II.F.8.h Statistical methods used in conducting research and program evaluations
- II.F.8.i Analysis and use of data in counseling
- II.F. 8.j Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

TEXES Counseling Standards:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Student Learning Outcomes:

SLO 1 Students will 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.

SLO 2 Students will 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.

SLO 3 Students will 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.

Course Format

This is an online course. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

Course Expectations

The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.

- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

All Written Assignments: *To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a 12-point Times New Roman font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).*

Discussion Boards (6 total=75 points)

Modules will include discussion board opportunities. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be around 200 words although this will vary depending on the topic (see Blackboard for details). A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates.

Quizzes (8 total=85 points)

There are 8 quizzes that cover APA and the Creswell text content. The quiz due dates are posted in your schedule and will be completed in Blackboard.

Article Critique (50 points)

An article critique will be written during this course. The critique will be on a scholarly article related to the research topic. Critiques will be 2 pages and include an introduction, summary, critique, and conclusion.

Annotated Bibliography (50 points)

Students will identify 6 scholarly articles related to their research topic. The articles will be used to complete an annotated bibliography.

Research Proposal Sections (170 points total) & Final Research Proposal (250 points)

Students will complete one section of the research proposal at a time. These will be turned in for feedback so the student may make revisions prior to the final submission of the completed research proposal. Students will then utilize the revised versions of the introduction, literature review, and methods to write a final research proposal (8-12 pages, excluding title and reference page). The proposal shall be free of grammatical errors and written in accordance to the APA writing style (i.e., citations, headings, etc.).

Literature Review Organizer (20 points)

Students will organize their 10-15 scholarly articles using a literature review organizer. An example is provided in Blackboard or students may design their own.

Final Exam (100 points)

The final exam covers Chapters 1-9 in the textbook, research designs, and APA formatting.

Course Assignments & Schedule

Assignments are due by 10:00PM on the due date.

Module	Assignments	Due Date
Module 1: Introduction to Research Aug. 26th – Sept. 15th	Week 1 <input type="checkbox"/> Review Syllabus <input type="checkbox"/> Module Readings <input type="checkbox"/> View APA Video <input type="checkbox"/> Complete APA Style Tutorial <input type="checkbox"/> Discussion Board-Getting Acquainted <input type="checkbox"/> APA Quiz Week 2 <input type="checkbox"/> Module Readings <input type="checkbox"/> Explore Library Guide <input type="checkbox"/> View Module Videos <input type="checkbox"/> Discussion Board-Scholarly Articles <input type="checkbox"/> Quiz 1 Week 3 <input type="checkbox"/> Module Readings <input type="checkbox"/> Discussion Board-Research Topic <input type="checkbox"/> Locate Research Articles on Topic <input type="checkbox"/> How to Read Research Articles <input type="checkbox"/> Article Critique <input type="checkbox"/> Quiz 2	Aug. 30th Sept. 1st Sept. 6th Sept. 8th Sept. 11th Sept. 13th Sept. 15th
Module 2: The Research Process	Week 4 <input type="checkbox"/> Module Readings <input type="checkbox"/> Review Info on Annotated Bibliography	

Module	Assignments	Due Date
<p style="text-align: center;">Sept. 16th – Oct. 13th</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Annotated Bibliography Week 5 <ul style="list-style-type: none"> <input type="checkbox"/> Module Readings <input type="checkbox"/> Quantitative vs Qualitative <input type="checkbox"/> Components of Introduction <input type="checkbox"/> Discussion Board-Quant. vs Qual. <input type="checkbox"/> Introduction <input type="checkbox"/> Quiz 4 Week 6 <ul style="list-style-type: none"> <input type="checkbox"/> Module Readings <input type="checkbox"/> Research Question Resources <input type="checkbox"/> Research Questions Week 7 <ul style="list-style-type: none"> <input type="checkbox"/> Module Readings <input type="checkbox"/> Quiz 5/6 	<p style="text-align: center;">Sept. 22nd</p> <p style="text-align: center;">Sept. 25th Sept. 27th Sept. 29th</p> <p style="text-align: center;">Oct. 6th</p> <p style="text-align: center;">Oct. 13th</p>
<p>Module 3: Research Designs & The Literature Review</p> <p style="text-align: center;">Oct. 14th – Nov. 3rd</p>	<ul style="list-style-type: none"> Week 8 <ul style="list-style-type: none"> <input type="checkbox"/> Module Readings <input type="checkbox"/> Research Designs <input type="checkbox"/> Discussion Board-Research Designs <input type="checkbox"/> Quiz 7/8 Week 9 <ul style="list-style-type: none"> <input type="checkbox"/> Module Readings <input type="checkbox"/> The Literature Review <input type="checkbox"/> Literature Review Organizer <input type="checkbox"/> Quiz 3 Week 10 <ul style="list-style-type: none"> <input type="checkbox"/> Module Readings <input type="checkbox"/> Quiz 9 <input type="checkbox"/> Literature Review 	<p style="text-align: center;">Oct. 18th Oct. 20th</p> <p style="text-align: center;">Oct. 25th Oct. 27th</p> <p style="text-align: center;">Nov. 1st Nov. 3rd</p>
<p>Module 4: Method and Design</p> <p style="text-align: center;">Nov. 4th – Nov. 17th</p>	<ul style="list-style-type: none"> Week 11 & 12 <ul style="list-style-type: none"> <input type="checkbox"/> Module Readings <input type="checkbox"/> Methodology Info <input type="checkbox"/> Methodology 	<p style="text-align: center;">Nov. 17th</p>
<p>Module 5: Research Proposal</p> <p style="text-align: center;">Nov. 18th – Dec. 6th Nov. 25th – Nov. 30th Thanksgiving Break</p>	<ul style="list-style-type: none"> Week 13 <ul style="list-style-type: none"> <input type="checkbox"/> Work on Revisions <input type="checkbox"/> Discussion Board-5 Things I Learned Week 14 <ul style="list-style-type: none"> <input type="checkbox"/> Final Research Proposal Due <input type="checkbox"/> Final Exam 	<p style="text-align: center;">Nov. 24th</p> <p style="text-align: center;">Dec. 3rd Dec. 6th</p>

This course syllabus is intended to be a guide and may be amended at any time.

Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

University and Course Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in 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; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.