



**EDUA 5307 Graduate Research
Clinical Mental Health
Fall 2025 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

Students 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.

Course Objectives

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.

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.

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

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 Board- Getting Acquainted (20 points)

Students will introduce themselves in a video presentation. Make your introduction as creative and interactive as possible. Please create your introduction using Canva or PowToon (both have free versions). In your introduction, please tell us the following: where you are located, goals for the semester, why you are in the master's program, and a fun fact. Once you have posted your introduction, view posts of your fellow colleagues, and write a comment to at least two classmates.

Discussion Boards (6 total=65 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.

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 (150 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 with 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.

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 Schwartze 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. INT 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.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 LobID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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.

Use of Generative Artificial Intelligence (AI)

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

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.

Course Assignments & Schedule

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

Module Description	Required Readings	Assignments & Assessments	CACREP Standards
<p>Module 1: Introduction to Research</p> <p><i>Module 1 will begin with an introduction to research. By the end of this course, you will be writing a research proposal. This module sets the stage by covering APA formatting, library resources that are available, and what makes a scholarly peer-reviewed article. Module 1 also covers the process of conducting research and how to identify a research problem. You will also learn how to read and critique articles.</i></p> <p style="text-align: center;">Aug. 25th- Sept. 14th</p>	<p>Textbook</p> <ul style="list-style-type: none"> • Chapter 1: The Process of Conducting Research • Chapter 2: Identifying a Research Problem 	<p>Week 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Syllabus <input type="checkbox"/> View APA Video <input type="checkbox"/> Support Materials- Complete APA Style Tutorial <input type="checkbox"/> Discussion Board-Getting Acquainted Due Aug. 29th <input type="checkbox"/> APA Quiz Due Aug. 31st <p>Week 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore Library Guide <input type="checkbox"/> View Week 2 Videos <input type="checkbox"/> Discussion Board-Scholarly Articles Due Sept. 5th <input type="checkbox"/> Quiz 1 Due Sept. 7th <p>Week 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board-Research Topic Due Sept. 10th <input type="checkbox"/> Locate Research Articles on Topic <input type="checkbox"/> View How to Read Research Articles Video <input type="checkbox"/> Quiz 2 Due Sept. 14th 	<p>II.F.8.a</p> <p>II.F.8.b</p> <p>II.F.8.j</p>
<p>Module 2: The Research Process</p> <p><i>In Module 2 we will dive deeper into the research process. You will learn what an annotated bibliography is and create one for your</i></p>	<p>Textbook</p> <ul style="list-style-type: none"> • Chapter 4: Specifying a Purpose and Research Questions • Chapter 5: Collecting Quantitative Data 	<p>Week 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Info on Annotated Bibliography <input type="checkbox"/> Annotated Bibliography Due Sept. 21st <p>Week 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Quantitative vs Qualitative Videos <input type="checkbox"/> Discussion Board-Quant. vs Qual. Due Sept. 26th <input type="checkbox"/> Quiz 4 Due Sept. 28th 	<p>II.F.8.c</p> <p>II.F.8.d</p> <p>II.F.8.f</p> <p>II.F.8.h</p>

Module Description	Required Readings	Assignments & Assessments	CACREP Standards
<p><i>articles. You will also learn about the components of a research proposal introduction section as well as how to write research questions.</i></p> <p>Sept. 15th- Oct. 12th</p>	<ul style="list-style-type: none"> Chapter 6: Analyzing and Interpreting 	<p>Week 6</p> <ul style="list-style-type: none"> Review Research Question Resources Introduction & Research Questions (draft) Due Oct. 5th <p>Week 7</p> <ul style="list-style-type: none"> Quiz 5/6 Due Oct. 12th 	<p>II.F.8.i</p>
<p>Module 3: Research Designs & The Literature Review</p> <p><i>In Module 3 we will explore various research designs. You will compare and contrast those designs to determine which design would be best for your research topic. You will also create an organizer to organize your scholarly articles in preparation for the literature review. The module ends with the development of the literature review.</i></p> <p>Oct. 13th- Nov. 2nd</p>	<p>Textbook</p> <ul style="list-style-type: none"> Chapter 3: Reviewing the Literature Chapter 7: Collecting Qualitative Data Chapter 8: Analyzing and Interpreting Chapter 9: Reporting and Evaluating Research 	<p>Week 8</p> <ul style="list-style-type: none"> Review Support Materials-Research Designs Discussion Board-Research Designs Due Oct. 17th Quiz 7/8 Due Oct. 19th <p>Week 9</p> <ul style="list-style-type: none"> Watch The Literature Review Videos Literature Review Organizer Due Oct. 24th Quiz 3 Due Oct. 26th <p>Week 10</p> <ul style="list-style-type: none"> Quiz 9 Due Nov. 2nd Literature Review (draft) Due Nov. 9th 	<p>II.F.8.e</p> <p>II.F.8.f</p> <p>II.F.8.g</p> <p>II.F.8.i</p>
<p>Module 4: Method and Design</p> <p><i>In Module 4 the focus will be on the last component of</i></p>	<p>Textbook</p> <ul style="list-style-type: none"> Read any remaining chapters that are useful to developing your 	<p>Week 11 & 12</p> <ul style="list-style-type: none"> Review Methodology Info Methodology (draft) Due Nov. 16th 	<p>II.F.8.g</p>

Module Description	Required Readings	Assignments & Assessments	CACREP Standards
<p><i>your research proposal. You will learn about method and design. All of the chapter readings are complete so the focus is now on the finishing touches to your proposal.</i></p> <p>Nov. 3rd- Nov. 16th</p>	<p>research proposal (Part 3: Research Designs).</p>		
<p>Module 5: Research Proposal</p> <p><i>In Module 5 we reach the finish line! You will get time to revise and complete your research proposal as well as prepare a defense presentation. You will also reflect on what you have learned about research.</i></p> <p>Nov. 17th- Dec. 3rd</p>	<ul style="list-style-type: none"> • none 	<p>Week 13</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on Revisions <input type="checkbox"/> Discussion Board-5 Things I Learned Due Nov. 23rd <p>Week 14</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Research Proposal Due Dec. 1st <input type="checkbox"/> Final Exam Due Dec. 3rd 	

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