COUN 6301.02R Syllabus
Introduction to Research in Counseling

Term: 2018 Summer I
Meeting Times: Tuesdays/Thursdays 5:00 – 9:50 pm
Class Location: BMAIN 2.514

Instructor Name: Selma Yznaga, PhD
Telephone Number: Office 956-882-7855  Cell 956-533-5762
Email: selma.yznaga@utrgv.edu
Office Location: Main 2.200Q
Office Hours: By Appointment*

*Do not hesitate to send me an email or SMS text if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Textbook and/or Resource Material

Required Text:
1. This course requires the MyLab Access Card that accompanies the textbook. You have two options for the required textbook: a digital package which includes an e-textbook and MyLab Access Card, or the digital + print package, which includes a hard copy book, an e-textbook, and MyLab Access Card. Whichever you select, please ensure that you have the MyLab Access Card.

   Digital:

   Digital + Print:


Course Description and Prerequisites

Course Catalog Description
Introduction to research methods and statistical analysis in counseling. Emphasizes data-gathering techniques in social and behavioral science databases; critical review of literature used in clinical assessment, intervention and evaluation; planning and design of research proposal; and instruction in APA style.

Prerequisites:
None
**Student Learning Outcomes**

Upon completion of this course, you will be able to

1. identify the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice;
2. identify evidence-based counseling practices;
3. recognize the importance of a needs assessment;
4. identify outcome measures for counseling programs;
5. evaluate counseling interventions and programs;
6. compare and contrast quantitative, qualitative, and mixed methods;
7. identify designs used in research and program evaluation;
8. identify statistical methods used in conducting research and program evaluation;
9. identify data analysis methods and use of data in counseling; and
10. recognize ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

**Accreditation Standards Addressed in This Course**

Student learning outcomes are directly related to the standards for accreditation and certification, including those set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Texas Education Agency (TEA).

**CACREP Common Core Area Standards**

This course is designed to meet CACREP 2016 Standards and enable students to demonstrate knowledge and application of the following:

**Section 2: Professional Counseling Identity (SC and CMHC)**

**F. Common Core Areas**

**8. Research and Program Evaluation**

a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
b. Identification of evidence-based counseling practices.
d. Development of outcome measures for counseling programs.
e. Evaluation of counseling interventions and programs.
f. Qualitative, quantitative, and mixed research methods.
g. Designs used in research and program evaluation.
h. Statistical methods used in conducting research and program evaluation.
i. Analysis and use of data in counseling.
j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

**Section 5.C Clinical Mental Health Counseling (CMHC)**

1. Foundations
e. Psychological tests and assessments specific to clinical mental health counseling.
Section 5.G School Counseling (SC)

1. Foundations
   e. Assessments specific to P-12 education.

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

TExES Competencies

This course is designed to meet TExES competencies and enable students in the school counseling specialization to demonstrate the following competencies:

Competency 001 (Human Development)
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity)
The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)
The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Competency 004 (Program Management)
The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

Competency 005 (Developmental Guidance Program)
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

Competency 006 (Counseling)
The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)
The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Texas Education Agency (TEA) Standards

Standard I. Learner-Centered Knowledge:

13. Counseling students will understand counseling-related research techniques and practices.

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. The certified school counselor must:

9. Counseling students will learn how to use counseling-related research techniques and practices to address student needs.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

3. Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.

4. Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

Major Requirements, Demonstration of Mastery, and Evaluation

1. Research Proposal

Student dyads will select a counseling-related topic that they are motivated to research in this course, other courses, and their future careers. Students may choose partners based on geographical location or mutual topic interest.

The following elements are required:

a. Introduction and statement of the research problem (1 page)
b. Literature review (3 pages)
c. Methods (3 pages)
   1) Participant characteristics
   2) Sampling procedures
   3) Measures/instruments
   4) Research design
   5) Experimental manipulations/interventions
d. References (minimum of 6 peer-reviewed sources)

Please note that you are preparing a research proposal and will not need to collect data.

2. CITI Training Requirement

One of the learning objectives from this course is to develop ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. The purpose of this assignment is to help students become familiar with ethical obligations of researchers. As future school or clinical mental health counselors, students will be responsible for using research and program evaluation in different ways.

On blackboard under “Assignments” in the “Meeting 2” folder, you will find the CITI Training folder. Open the folder to find instructions accessing the Responsible Conduct of Research (RCR) in CITI. You are responsible for completing this course, uploading your completion certificate, and engaging in a discussion board with your peers. You need to complete the following required modules: authorship, collaborative research, conflicts of interest, data management, peer review, research misconduct, and introduction to RCR. When you obtain satisfactory scores, you need to upload your completion report to Blackboard in the Week 2 folder.

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3. **Pearson MyLab Exercises**  
   Students will complete Pearson MyLab exercises on Blackboard. The exercises are designed to give students experiential practice in research skills.

4. **Quizzes**  
   Students will demonstrate understanding through quizzes that will be completed on Blackboard prior to class. The purpose of these quizzes is to encourage students to read, understand, and learn material so that class time can be used for activities and case studies.

5. **Examinations**  
   Students will demonstrate understanding through a midterm and final exam. See course calendar for details regarding exam content.

**EVALUATION & GRADING**

The grade earned will be based on the following weight distribution with a possible total of 100%:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>CACREP</th>
<th>TEA Standards</th>
<th>Course Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>F8a; F8f; F8g; F8h</td>
<td>I.13, IV.3</td>
<td>25%</td>
</tr>
<tr>
<td>CITI Training</td>
<td>F8j</td>
<td>VI.3</td>
<td>10%</td>
</tr>
<tr>
<td>Pearson MyLab Exercises</td>
<td>F8a-j</td>
<td>I.13, II.9</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>F8b</td>
<td>I.13</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>F8b</td>
<td>I.13</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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**UTRGV GRADING SCALE**

The grade for this course will be determined by the successful completion of the course requirements and the above criteria. UTRGV uses straight letter grades (A, B, C, F).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Please Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>79%-70%</td>
<td>Any course in the Counseling Program for which a grade of C is earned must be repeated.</td>
</tr>
<tr>
<td>D</td>
<td>69%-0%</td>
<td>The UTRGV Graduate College does not permit the grade of &quot;D.&quot;</td>
</tr>
<tr>
<td>F</td>
<td>69%-0%</td>
<td>A grade of &quot;F&quot; results in automatic expulsion from the University as per UTRGV Graduate College.</td>
</tr>
</tbody>
</table>

**COURSE TECHNOLOGY**

**Tools**
- E-mail
- Blackboard/WebCT

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
• Quizlet
• Kahoot
• Poll Everywhere
• Zoom
• Wheel Decide

System Requirements

• Internet Browser
  o Mozilla’s Firefox (latest version; Macintosh or Windows)
  o Microsoft Explorer
  o Google Chrome (latest version; Macintosh or Windows)
• Adobe’s Flash Player & Reader plug-in (latest version).
• Apple’s QuickTime plug-in (latest version). A free download is available at
• Virus protection UTRGV Software link
• Microsoft Office UTRGV Software link

Technical Knowledge Requirements

• Students are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.
• Ability to use different presentation tools (e.g., PowerPoint, Prezi, etc.)

Technical Assistance

If technical assistance is needed at any time during the course or to report a problem with Blackboard students can:

• Visit the Blackboard Student Help Site
• Submit a Blackboard Help Ticket
• Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
</tr>
<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Attendance Policy and Class Participation

Students are expected to attend, participate and engage in all classes and supervision. This includes, but is not limited to, participating in class activities, group discussions, peer observations, and group exercises. Attendance and assignments of the Counseling Faculty Seminar Series and reading list will be included in the participation grade (only applies to Fall and Spring courses). It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

Starting and ending times for classes are published in the course schedule, and students who register for courses commit to the posted start and end times. Students not in attendance during these times without prior notification to the instructor will lose class participation points. It is the student’s responsibility to inquire about class notes, handouts, and/or exercises.

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Tech Breaks: A 15 minute break is scheduled during each class meeting for students to attend to personal matters, including going to the restroom, buying snacks, and checking texts/social media. Students who refrain from using their cell phones during class can expect higher grades for participation.

**Make-up Policy**
All assignments are expected to be completed and submitted on time in accordance with the due dates. Late papers/projects will not receive full credit. All late assignments will result in point deductions: 1 day late = -10 points, 2 days late = -20 points, 3+ days late = will not be accepted. An assignment is considered late if it is not turned in on the due date prior to class time. No incomplete (“I”) grades will be given, except in cases that involve specific, emergency, professionally documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

**Written Assignments**
All written assignments must follow APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman or Calibri font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. For student who struggle with writing, I strongly encourage the use of the writing center on campus. Grades will reflect writing proficiency.

**Student Responsibility**
The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

**Student Professionalism**
Professionalism can best be described as the ability to manage one’s emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p. 34). Students are expected to exercise professionalism at all times.

Evaluation of students’ coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but are not limited to) a verbal reprimand to dismissal from the Counseling Program.

**Professional Ethics**
Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling program faculty, including dismissal from the program.

**Confidentiality**
Confidentiality will strictly be enforced. Students will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the UTRGV Counseling Program with a grade of F in the course.

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Program Requirements

Counselor Preparation Comprehensive Examination CPCE:
The Counseling Program schedules its Comprehensive Examination (CPCE) throughout the year. The purpose of the exam is to evaluate the student's mastery of graduation requirements of the Counseling & Guidance Program. Students’ first opportunity to take the exam will be during enrollment in practicum (COUN 6365). Effective January 2018 the testing dates will be the same at both campuses.

The CPCE is scheduled for both campuses the last Saturday in October, the last Saturday in March, and the second Saturday in July.

• Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt and permission is granted by the department. (Exceptions must be made through the Program Coordinator to test at the different campus.)
• Additional information will be given in the COUN 6365: Practicum.
• The passing score will be based on the National Mean of first attempt for each student.
• Students who do not show mastery after three (3) attempts will be reviewed by the Goodness of Fit committee. Additional coursework and/or remediation maybe required before retesting.

The result of the exam is one of the following:
a) Pass with the recommendation that the student be cleared for graduation upon the completion of all course and program requirements.
b) Fail stipulating the conditions that must be met before the students is eligible to retake the exam. If a student has completed all course work, he or she must be enrolled in the semester of graduation. A student may enroll in UNIV 6100, a one-hour course, to meet this requirement.

Although there is no "one way" to prepare for Comprehensive Exams, students are encouraged throughout the program to keep textbooks, class papers and projects as possible resources. Additionally, forming study groups the semester before the comprehensive exam is scheduled to take place can be a valuable process. In addition, the following study materials are recommended:


Additional Considerations

Syllabus Disclaimer
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by the UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements may be addressed by students.

General Tips for Success

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
• Listen to the lecturer or classmates during the discussion/lecture.
• Be ready to discuss material from previous classes (e.g. methods and techniques of counseling, human social/emotional/personal development, theories, etc.)
• Allow plenty of time to work on assignments in order to ensure timely submission.
• Proof-read and check written assignments for accuracy prior to submitting.
• Bring materials to class (i.e. books, assignments, projects).
• Exchange phone numbers and e-mail addresses with classmates to clarify any information or attain help, if needed.
• Remember there have been MANY individuals that have been asked to do this. They succeeded in completing the course and we expect that all future students can too.

**CEP-16 Program Policy**

Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. Students will receive one survey in the final semester prior to graduation regarding their program during their time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to the student’s employer. This survey will focus on the preparation received at UTB. Please remember that responses to these surveys are critical to UTRGV excellence.

**UTRGV University Policies**

**STUDENTS WITH DISABILITIES**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu

**Mandatory Course Evaluation Period**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Spring 2018 (full semester)        April 11 – May 2

**Attendance**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**Scholastic Integrity**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic
dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**COURSE DROPS**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES**

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- **Learning center:** BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- **Writing center:** BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- **Advising center:** BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- **Career center:** BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

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