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CACREP Standards

SECTION 2: PROFESSIONAL COUNSELING IDENTITY
COUNSELING CURRICULUM
F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates.
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
   c. needs assessments
   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 6: DOCTORAL STANDARDS
B. DOCTORAL PROFESSIONAL IDENTITY
3. Teaching
   a. roles and responsibilities related to educating counselors
   b. pedagogy and teaching methods relevant to counselor education
   c. models of adult development and learning
   d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
   e. effective approaches for online instruction
   f. screening, remediation, and gatekeeping functions relevant to teaching
   g. assessment of learning
   h. ethical and culturally relevant strategies used in counselor preparation
   i. the role of mentoring in counselor education

4. Research and Scholarship
   a. research designs appropriate to quantitative and qualitative research questions
   b. univariate and multivariate research designs and data analysis methods
c. qualitative designs and approaches to qualitative data analysis
d. emergent research practices and processes
e. models and methods of instrument design
f. models and methods of program evaluation
g. research questions appropriate for professional research and publication
h. professional writing for journal and newsletter publication
i. professional conference proposal preparation
j. design and evaluation of research proposals for a human subjects/institutional review board review
k. grant proposals and other sources of funding
l. ethical and culturally relevant strategies for conducting research

Course Description
Advances in the knowledge and practice of rehabilitation counseling and health sciences can have impacts on the enhancement of quality of life among people with disabilities. It is therefore imperative for doctoral level education and training programs to position themselves as scholarly incubators of researchers and scientists for future generations. This seminar intends to explore the realm of publishing for rehabilitation research. More specifically, the seminar will focus on the following two critical components: (1) conducting a research study from inception to completion, and (2) disseminating research findings in both public and peer-reviewed academic forums.

Course Objectives
Upon completing the seminar on writing for publication, the student should be able to accomplish the following:

1. Produce an empirical study of publishable quality. (Section 2: F. 8a, 8b, 8f, 8g, 8h, 8i, 8j; Section 6: B. 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4l)
2. Demonstrate a sufficient level of proficiency to conduct a scientific study independently, from the conceptualization of research ideas to the submission of the manuscript to peer-reviewed journals. (Section 2: F. 8f, 8g, 8h, 8i, 8j; Section 6: B. 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4l)
3. Select appropriate research designs, including non-experimental, quasi-experimental, and experimental formats, to answer research questions and hypotheses. (Section 6: B. 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4l)
4. Develop adequate skills to manipulate statistical software to analyze quantitative data and interpret the results. (Section 2: F. 8g, 8h, 8i; Section 6: B. 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4l)
5. Improve the quality of written communication skills required to meet scholarly standards, particularly in the organization of thoughts; the critique of the literature; the smooth flow of and transition between paragraphs, the proper choice of words; and the layout of tables and figures. (Section 2: F. 8a, 8b; Section 6: B. 3a, 3b, 4h, 4i, 4j, 4l)
6. Develop the quality of oral communication skills, using posters, Power Points presentations, video clips, and audio recordings, to effectively articulate and explicate the rationale, significance, procedure, design, analysis, discussion, and implications of the study. (Section 2: F. 8a, 8b; Section 6: B. 3a, 3b, 4h, 4i, 4j, 4l)
7. Have a thorough understanding of how to correctly use the APA Manual (6th edition). (Section 6: B. 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4i, 4k, 4l)
8. Learn how to communicate with journal editors during each stage of the publishing process; assess the editorial boards of journals; select which journals to publish in; and assess journal quality in terms of journal rankings, citations, impact factors, and indexes. (Section 2: F. 8f, 8g, 8h, 8i, 8j; Section 6: B. 4h, 4i, 4j, 4l)
9. Comply with standard ethical practices for publishing, authorship, data collection, data analysis, data presentation, and treatment of human subjects set forth by the Institutional Review Board, the American Psychological Association, and rehabilitation professional organizations. (Section 2: F. 8a, 8b, 8f, 8g, 8i, 8j; Section 6: B. 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l)

Required Texts