

TENNESSEE TECH UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING AND PSYCHOLOGY
PSY 6930-041: INTERPRETING AND APPLYING
PSYCHOLOGICAL RESEARCH

Meeting Time: MW 1:00 – 4:00 PM & Online

Meeting Place: TJ Farr 308 & Web-based

3 Credit Hours

Summer 2021 (Summer 2)

INSTRUCTOR INFORMATION

Instructor's Name: Wesley B. Webber, Ph.D., NCC

Office: TJ Farr Building 303E

Email: wwebber@tntech.edu

OFFICE HOURS

By appointment

COURSE INFORMATION

TTU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



PREREQUISITES

PSY 6310 (Educational Statistics) or comparable course

TEXTS AND REFERENCES

Required:

- Houser, R. A. (2020). *Counseling and Educational Research: Evaluation and Application*. Fourth Edition. Sage Publications. ISBN: 9781544305066
- *Tk20 data assessment program*. TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage candidate transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$185.35 without sales tax at the university bookstore or \$142 plus sales tax (based on billing address ZIP code) if purchased through TK20. Your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. See our website for more details: <https://tntech.tk20.com>

Recommended:

- Pyrczak, F. & Tcherni-Buzzeo, M. (2013). *Evaluating Research in Academic Journals: A Practical Guide to Realistic Evaluation*, 7th Edition. New York, NY. Routledge. ISBN: 9780815365662

COURSE DESCRIPTION

PSY 6930. *Interpreting and Applying Psychological Research*. Designed for students selecting the non-thesis option in Educational Psychology and Counselor Education. Designed specifically for the research consumer (practitioner) utilizing field-based applications of research and statistical principles for school and non-school mental health settings.

You will experience this course as a “hybrid” student, taking part in both in-class activities and online quizzes

IDEA ESSENTIAL AND IMPORTANT LEARNING OBJECTIVES ASSOCIATED TO THIS COURSE

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

COURSE CACREP OBJECTIVES/STUDENT LEARNING OUTCOMES

Standard	Content/Reading	Formative Assessment	Summative Assessment
Students will explain the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP 2016 Research and Program Evaluation F8.a).	Chapters 1 & 21	Quizzes 1 and 7	Program Evaluation Group Paper
Students will describe a needs assessments (CACREP 2016 Research and Program Evaluation F8.c).	Chapter 19	Quiz 7	Program Evaluation Group Paper
Students will discuss the development of outcome measures for counseling programs (CACREP 2016 Research and Program Evaluation F8.d).	Chapters 3 – 8	Quizzes 1 - 3	Article Critique Paper
Students will summarize an evaluation of counseling interventions and programs (CACREP 2016 Research and Program Evaluation F8.e).	Chapter 7	Quiz 3	Article Critique Paper
Students will discriminate between qualitative, quantitative, and mixed research methods (CACREP 2016 Research and Program Evaluation F8.f).	Chapters 3 - 8	Quizzes 1 - 3	Article Critique Paper
Students will explain designs used in research and program evaluation (CACREP 2016 Research and Program Evaluation F8.g).	Chapter 16	Quiz 5	Program Evaluation Group Paper

Standard	Content/Reading	Formative Assessment	Summative Assessment
Students will summarize statistical methods used in conducting research and program evaluation (CACREP 2016 Research and Program Evaluation F8.h).	Chapters 3 – 8	Quizzes 1 - 3	Article Critique Paper
Students will explain analysis and use of data in counseling (CACREP 2016 Research and Program Evaluation F8.i).	Chapters 9 - 15	Quizzes 3 – 5	Article Critique Paper
Students will describe ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2016 Research and Program Evaluation F8.j).	Chapter 2	Quiz 1	Article Critique Paper

MAJOR TEACHING METHODS

Discussions, Online Quizzes, Lectures, & Readings

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

A. Course Requirements - iLearn, Tk20, Laptop/Computer

- This class will be delivered both online via iLearn/Tk20 and within class.
- You must have access to the Internet, an up to date web browser and basic computer literacy.
- If you are having difficulty accessing iLearn/Tk20 and retrieving information, taking tests, etc., immediately notify the Help Desk at 931-372-3975 for assistance.
- You must use a standard word processor such as Word or Pages.
- All assignments will be submitted electronically.
- All course materials will be found in your texts, on iLearn, in scholarly articles, or through the Internet.

B. Required Technology - Browsers, Plug-ins, Players and Viewers

- To take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes a good Web browser (IE, Firefox) and appropriate plug-ins. If you have a problem viewing the videos or downloading materials, contact me at any time.
- Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. Some software is available for free on IT Helpdesk downloads page.

C. Internet Service

- Students are responsible to have Internet service. High speed Internet access is recommended for downloading information and completing online tests, assignments, or quizzes. Some modules may contain streaming audio and/or video content.
- Use of public computers is strongly discouraged.

D. Copyrighted Materials

- Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. As a Tennessee Tech student, you must comply with the IT Appropriate Use Policy.

E. Communication Policy

- E-mail anytime. I will try my best to return e-mails within 24 hours. Again, be sure to include the course name and section in the subject line and state your full name at the end of the email.

TOPICS TO BE COVERED

SECTION I: INTRODUCTION TO THE RESEARCH PROCESS

1. Science and the Research Process
2. Ethics and Research
3. Quantitative Research Designs
4. Qualitative Research Methods
5. Mixed Methods Research
6. Single-Case or Single-Subject Research
7. Basics of Statistical Methods
8. Basics of Qualitative Research Data Analysis

SECTION II: EVALUATING ARTICLES IN THE PROFESSIONAL LITERATURE

9. Evaluating the Literature Review
10. Evaluating the Purpose Statement and Hypotheses
11. Evaluating the Methods Section: Sampling Methods
12. Evaluating the Methods Section: Instruments
13. Evaluating the Methods Section: Procedures
14. Evaluating the Results Section
15. Evaluating the Discussion Section

SECTION III: THE APPLICATION OF RESEARCH AND EVALUATION

16. Evidence-Based Research and Application
17. Conducting Research: Cultural Issues
18. Developing a Research Proposal and Conducting Research in Practice
19. Development and Application of Program Evaluation Research
20. Advances in Technology and Research
21. Current and Future Issues in Counseling and Educational Research

GRADING AND EVALUATION PROCEDURES

The following grading scale will be used to evaluate students' knowledge of the course:

Letter Grade	Grade Range
A	93 - 100
B	85 - 92
C	77 - 84
D	69 - 76
F	68 and below

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 –

<https://www.tntech.edu/handbooks/student/academicpolicies.php>

ATTENDANCE POLICY & CLASS PARTICIPATION

Participation and attendance is required. Participation in class is essential to the value of the learning experience within this course. A candidate's grade may be affected negatively by low participation.

STUDENT RESPONSIBILITIES

The following dispositions are taken from the Counseling and Psychology Graduate Handbooks and summarize the responsibilities accepted by the student participating in this course.

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

ASSIGNMENTS AND RELATED POLICY

The following assignments are how students will be assessed for knowledge:

1. Online Quizzes

You will take quizzes on the book chapters covered in the course. See the course schedule for the due dates of the quizzes.

You can only take a quiz once. Once you start a quiz you must complete it. You will have one hour to complete each quiz. Your quiz grades will appear in the iLearn Grade Center after the submission.

Quizzes will consist of multiple choice and true/false questions.

Each quiz is worth 100 points and includes 25 questions. Therefore, each question is worth 4 points.

These online quizzes must be taken alone without the help or assistance of another individual.

2. Journal Article Critique

Read one empirical article (attach article to paper when you turn in assignment) in your area of interest and write a 3-5 page paper evaluating the article.

Include the following:

1. Evaluation of the Introduction: definition of the problem, literature review, rationale for conducting the study, the hypothesis, and how well hypothesis generation follows logically from the description of the problem.
2. Evaluation of Methods: adequate sample size, adequate information on procedure (could you replicate?), adequate measures (reliable and valid?)
3. Evaluation of Research Design used: is the design appropriate to research question? if variables were manipulated what were they? What is the Independent Variable? The Dependent Variable?
4. Evaluation of Statistics/Results: are the statistics appropriate to the data and research question?
5. Evaluation of the Discussion: are the results reviewed and incorporated into the current body of literature? discussion of limitations, directions for future research, clinical/practical implications of research.
6. Are there any ethical issues present in this article? If so, were they addressed?

Please see rubric attached on ilearn.

PLEASE NOTE: This paper must be submitted individually onto both iLearn and the Tk20 assessment program.

3. Program Evaluation Paper

Design a program evaluation for a mental health or school program. This should include a description of the steps of evaluation, a review of literature relevant to your program, methodology, including a description of intervention/treatment components and a logic model with measurable outcomes for the program. This is a group paper and is to be completed in groups of 3- 4 students. It should be 8-10 double-spaced pages (not including references) and should be prepared using APA style. Please see the rubric attached on ilearn. **PLEASE NOTE:**

This paper must be submitted individually onto both iLearn and the Tk20 assessment program.

4. Program Evaluation Presentation

Your program evaluation proposal is to be presented with your group as a power-point presentation following the paper format (20 minutes). Please note that your team contract and peer review will help determine your final grade for this assignment.

5. Research Reflection Paper

You will write a reflection paper (2 to 3 pages) at the end of the semester in which you reflect on your learning over the course of PSY 6930. In the paper you should reflect on your most significant areas of learning over the course of the semester in regards to research and discuss the role(s) that you think research will play in your professional life moving forward. This assignment will be graded with a provided rubric.

6. Final Grade Calculations

These assignments will be used to determine candidate achievement of the course objectives. All required assignments will be given a specific grade. Grades will be computed using the following scale:

QUIZZES 35%

ARTICLE CRITIQUE 30%

PROGRAM EVALUATION PAPER 25%

PROGRAM EVALUATION PRESENTATION 5%

RESEARCH REFLECTION PAPER 5%

LATE ASSIGNMENTS

All assignments should be completed on or before the announced due date. Ten percent will be deducted from an assignment when it is late. After one week, assignments will be accepted by the discretion of the professor. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

CLASS PLAN BY WEEKS OR DAYS

Please see Course Schedule for the class plan.

UNIVERSITY PLAGIARISM POLICY

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line databases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course.

<https://www.tntech.edu/handbooks/student/academicpolicies.php>

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

PSY 6930-041 COURSE SCHEDULE

SUMMER 2021 (SUMMER 2)

Class	Date	Content	Readings & Assignments
1	6/28	<p>Introductions & Syllabus</p> <p>Selecting an Article</p> <p>Selection of Groups</p>	<p>Discuss Syllabus & Course Requirements</p> <p>Class Introductions</p>
2	6/30	<p>Science and the Research Process</p> <p>Ethics and Research</p> <p>Quantitative Research Designs</p>	<p>Read Chapters 1 – 3 by 6/30 at 1 PM</p> <p>QUIZ 1 (COVERING CHAPTERS 1 – 3) DUE 7/4 BY 11:59 PM (due date revised in class on 6/28)</p>
3 NO CLASS MEETING	7/5 NO CLASS MEETING; VIEW THE RECORDED LECTURE COVERING CHAPTERS 4 – 6 BY NEXT CLASS	<p>RECORDED LECTURE:</p> <p>Qualitative Research Methods</p> <p>Mixed Methods Research</p> <p>Single-Case or Single-Subject Research</p>	<p>Read Chapters 4 – 6 by 7/7 at 1 PM</p> <p>Watch Recorded Lecture by 7/7 at 1 PM</p> <p>QUIZ 2 (COVERING CHAPTERS 4 – 6) DUE 7/7 BY 11:59 PM</p>
4	7/7	<p>Basics of Statistical Methods</p> <p>Basics of Qualitative Research Data Analysis</p> <p>Evaluating the Literature Review</p>	<p>Read Chapters 7 – 9 by 1 PM 7/7</p> <p>QUIZ 3 (COVERING CHAPTERS 7 – 9) DUE 7/8 BY 11:59 PM</p>
5	7/12	<p>Evaluating the Purpose Statement and Hypotheses</p>	<p>Read Chapters 10 – 12 by 1 PM 7/12</p> <p>QUIZ 4 (COVERING CHAPTERS 10 – 12) DUE 7/13 BY 11:59 PM</p>

		Evaluating the Methods Section- Sampling Methods Evaluating the Methods Section- Instruments	
6	7/14	Evaluating the Methods Section- Procedures Evaluating the Results Section Evaluating the Discussion Section	Read Chapters 13 - 15 by 1 PM 7/14 QUIZ 5 (COVERING CHAPTERS 13 - 15) DUE 7/15 BY 11:59 PM ARTICLE CRITIQUE DUE BY 11:59 PM 7/15
7	7/19	Evidence-Based Research and Application Conducting Research: Cultural Issues Developing a Research Proposal and Conducting Research in Practice	Read Chapters 16 - 18 by 1 PM 7/19 QUIZ 6 (COVERING CHAPTERS 16 - 18) DUE 7/20 BY 11:59 PM
8	7/21	Development and Application of Program Evaluation Research Advances in Technology and Research Current and Future Issues in Counseling and Educational Research	Read Chapters 19 - 21 by 1 PM 7/21 QUIZ 7 (COVERING CHAPTERS 19 - 21) DUE 7/22 BY 11:59 PM
9	7/26	Program Evaluation Group Presentations	PROGRAM EVALUATION PAPER DUE 7/26 BY 1 PM Program Evaluation Group Presentations In-Class
RESEARCH REFLECTION PAPER DUE 7/29 BY 5 PM			

**This schedule is tentative and subject to change during the course.*

****Highlighted due dates beginning with Quiz 3 reflect a decision made on 7/6 to extend Quiz due dates by 24 hours for the remainder of the semester***

Grading Rubric for Article Critique Paper

	Exceeds Expectations/ Demonstrates Competencies 20-19	Meets Expectations/ Demonstrates Competencies 18-17	Nears Expectations/ Developing Competencies 16-15	Below Expectations/ Insufficient/ Unacceptable 14 – below	TOTAL SCORE
Evaluation of Introduction	Student provides an evaluation of the following: definition of the problem, literature review, rationale for conducting the study, the hypothesis, and how well hypothesis generation follows logically from the description of the problem.	One of the following is missing from the evaluation: definition of the problem, literature review, rationale for conducting the study, the hypothesis, and how well hypothesis generation follows logically from the description of the problem.	Two of the following is missing from the evaluation: definition of the problem, literature review, rationale for conducting the study, the hypothesis, and how well hypothesis generation follows logically from the description of the problem.	Three or more of the following is missing from the evaluation: definition of the problem, literature review, rationale for conducting the study, the hypothesis, and how well hypothesis generation follows logically from the description of the problem.	
Evaluation of Methodology & Research Design Student understands research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research. (CACREP Professional Identity standard section II G.8.b.).	Student has provided an evaluation of the following: adequate sample size, adequate information on procedure (could you replicate?), adequate measures (reliable and valid?), is the design appropriate to research question? if variables were manipulated what were they? What is the IV? The DV?	One of the following is missing from the evaluation: adequate sample size, adequate information on procedure (could you replicate?), adequate measures (reliable and valid?), is the design appropriate to research question? if variables were manipulated what were they? What is the IV? The DV?	Two of the following is missing from the evaluation: adequate sample size, adequate information on procedure (could you replicate?), adequate measures (reliable and valid?), is the design appropriate to research question? if variables were manipulated what were they? What is the IV? The DV?	Three or more of the following is missing from the evaluation: adequate sample size, adequate information on procedure (could you replicate?), adequate measures (reliable and valid?), is the design appropriate to research question? if variables were manipulated what were they? What is the IV? The DV?	
Evaluation of Statistics/Results Student communicates understanding of statistical methods used in conducting research and program evaluation. (CACREP Professional Identity standard section II G.8.c.).	Student provides thorough rationale for why the statistics are appropriate to the data and research question.	Student provides rationale for why the statistics are appropriate to the data and research question but lacks clarity.	Student has met minimal requirements as described with minimal progress in providing rationale for why the statistics are appropriate to the data and research question.	Student has not met the requirements for this assignment as described and that reflects little, if any progress in providing rationale for why the statistics are appropriate to the data and research question.	

<p>Evaluation of the Discussion</p> <p>Understands how to critically evaluate research relevant to the practice of clinical mental health counseling (CACREP Clinical Mental Health Counseling Standard I.1).</p>	<p>Student provides all the following: are the results reviewed and incorporated into the current body of literature? discussion of limitations, directions for future research, clinical/practical implications of research.</p>	<p>One of the following is not evaluated: are the results reviewed and incorporated into the current body of literature? discussion of limitations, directions for future research, clinical/practical implications of research.</p>	<p>Two of the following are not evaluated: are the results reviewed and incorporated into the current body of literature? discussion of limitations, directions for future research, clinical/practical implications of research.</p>	<p>Three or more of the following are not evaluated: are the results reviewed and incorporated into the current body of literature? discussion of limitations, directions for future research, clinical/practical implications of research.</p>	
<p>Ethical Considerations & Abstract</p> <p>Understands the ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP Professional Identity standard section II G.8.f).</p>	<p>Student discusses the ethical issues presented in this article? Student provides rationale for the ethical and culturally relevant strategies for interpreting and reporting the results in this research.</p>	<p>Student discusses the ethical issues presented in this article? Student provides rationale for the ethical and culturally relevant strategies for interpreting and reporting the results in this research but lacks clarity.</p>	<p>Student has met minimal requirements as described with minimal progress in providing rationale for the ethical and culturally relevant strategies for interpreting and reporting the results in this research.</p>	<p>Student has not met the requirements for this assignment as described and that reflects little, if any progress in providing the ethical and culturally relevant strategies for interpreting and reporting the results in this research.</p>	
TOTAL SCORE					

ADDITIONAL HELPFUL INFORMATION:

Critique Of Quantitative Research Article

1. What are the underlying assumptions concerning this research concerning the nature of science and how we know what we know?
2. What are the research questions?
3. What is the research design?
4. If the study is experimental, it is making a causal rather than relational claim. Have the authors shown:
 - A. That the iv and dv co occur,
 - B. That the iv came first,
 - C. That alternative explanations for iv causing dv have been ruled out?
5. How are the variables operationalized or measured?
6. Are the responses to the measures reliable and valid? (construct validity)
7. Is the sample representative of the population of interest? (external validity)
8. Is there sufficient power to obtain significant results? (statistical conclusion validity)

9. What are the statistical analyses? Does it match the research question?

10. What are the results? Match the results with your hypotheses that you identified above. Don't

Worry about additional results for now. If the results are significant, can you determine the effect size? Did the authors have sufficient power to find a significant difference if it was there?

11. Is the discussion of the results in line with the results?

Critique Of Qualitative Research Article

1. What type of qualitative study is it? Is it an ethnography, case study, biography, portrait, phenomenology, or grounded theory?

2. What are the underlying assumptions concerning this research concerning the nature of science and how we know what we know?

3. Is the purpose of the study to explore the unique or the particular in depth?

4. To what extent did the findings match reality or are they credible or adequate. That is, did they use triangulation, member checks, peer examination, involving participants in all phases of the research process, clarifying researcher bias at outset, prolonged engagement in the field)? (translation of internal validity)

5. How transferable or applicable or comparable is the information as judged by use of thick, rich description, examination of the typical or modal category, or use of cross-site analysis? (translation of external validity)

6. How dependable or consistent are the results as judged by the extent to which the authors used purposive sampling, triangulation, clear audit trail? (translation of reliability)

7. Is the discussion in line with the results?

PROGRAM EVALUATION PAPER RUBRIC

CRITERIA	Exceeds Expectations/ Demonstrates Competencies (25-23)	Meets Expectations/ Demonstrates Competencies (22-20)	Nears Expectations/ Developing Competencies (19-18)	Below Expectations/ Insufficient/ Unacceptable (17-below)	TOTAL
<p>ABSTRACT & INTRODUCTION</p> <ul style="list-style-type: none"> • DESCRIPTION OF CHOSEN TOPIC/PROBLEM • LITERATURE REVIEW (USING PSYCH INFO OR OTHER DATA BASES) INCLUDING CRITIQUE OF THE LITERATURE • RATIONAL FOR CONDUCTING THE EVALUATION (INCLUDING HOW YOU ARE EXPANDING CURRENT KNOWLEDGE) • SPECIFIC, DETAILED RESEARCH EVALUATION QUESTION(S) <p>(CACREP Professional Identity standards section II G.8.a. d, e).</p>	<p>STUDENT PROVIDES AN EVALUATION OF THE FOLLOWING: DEFINITION OF THE PROBLEM, LITERATURE REVIEW, RATIONALE FOR CONDUCTING THE STUDY, THE HYPOTHESIS, AND HOW WELL HYPOTHESIS GENERATION FOLLOWS LOGICALLY FROM THE DESCRIPTION OF THE PROBLEM, AND SPECIFIC, DETAILED RESEARCH QUESTION(S).</p>	<p>ONE OF THE FOLLOWING IS MISSING FROM THE EVALUATION: DEFINITION OF THE PROBLEM, LITERATURE REVIEW, RATIONALE FOR CONDUCTING THE STUDY, THE HYPOTHESIS, AND HOW WELL HYPOTHESIS GENERATION FOLLOWS LOGICALLY FROM THE DESCRIPTION OF THE PROBLEM AND SPECIFIC, DETAILED RESEARCH QUESTION(S).</p>	<p>TWO OF THE FOLLOWING IS MISSING FROM THE EVALUATION: DEFINITION OF THE PROBLEM, LITERATURE REVIEW, RATIONALE FOR CONDUCTING THE STUDY, THE HYPOTHESIS, AND HOW WELL HYPOTHESIS GENERATION FOLLOWS LOGICALLY FROM THE DESCRIPTION OF THE PROBLEM AND SPECIFIC, DETAILED RESEARCH QUESTION(S).</p>	<p>THREE OR MORE OF THE FOLLOWING IS MISSING FROM THE EVALUATION: DEFINITION OF THE PROBLEM, LITERATURE REVIEW, RATIONALE FOR CONDUCTING THE STUDY, THE HYPOTHESIS, AND HOW WELL HYPOTHESIS GENERATION FOLLOWS LOGICALLY FROM THE DESCRIPTION OF THE PROBLEM, AND SPECIFIC, DETAILED RESEARCH QUESTION(S).</p>	
<p>METHODS</p> <ul style="list-style-type: none"> • EVALUATION DESIGN (PRE-TEST/POST-TEST; POST-TEST ONLY) • LOGIC MODEL (APPENDIX) • DATA COLLECTION PLAN <ul style="list-style-type: none"> ○ PARTICIPANTS (AGE, GENDER, ETC) ○ PROCEDURE (INFORMED CONSENT, SAMPLING, DATA COLLECTION METHODS) ○ MEASURES/ INSTRUMENTATION (DESCRIPTION OF ALL VARIABLES RELEVANT TO YOUR RESEARCH QUESTION/ HYPOTHESIS(ES), THE OPERATIONALIZATION OF YOUR VARIABLE(S) INCLUDING A DESCRIPTION OF MEASURES INCLUDING RELIABILITY AND VALIDITY INFORMATION) 	<p>STUDENT PROVIDES A DESCRIPTION OF THE EVALUATION DESIGN, LOGIC MODEL, AND DATA COLLECTION PLAN.</p>	<p>ONE OF THE FOLLOWING IS MISSING FROM THE SECTION: THE EVALUATION DESIGN, LOGIC MODEL, OR DATA COLLECTION PLAN.</p>	<p>TWO OF THE FOLLOWING ARE MISSING FROM THE SECTION: THE EVALUATION DESIGN, LOGIC MODEL, OR DATA COLLECTION PLAN.</p>	<p>THREE OR MORE OF THE FOLLOWING ARE MISSING: THE EVALUATION DESIGN, LOGIC MODEL, OR DATA COLLECTION PLAN.</p>	

(CACREP Professional Identity standards section II G.8.a. d, e).					
<p>DATA ANALYSIS STRATEGIES</p> <ul style="list-style-type: none"> • DESCRIPTIVE • INFERENTIAL • EXPECTED RESULTS <p>(CACREP Professional Identity standards section II G.8.a. d, e).</p>	STUDENT PROVIDES A THOROUGH EVALUATION OF THE DESCRIPTIVE, INFERENTIAL, AND EXPECTED RESULTS IN THE SECTION.	ONE OF THE FOLLOWING IS MISSING FROM THE SECTION: DESCRIPTIVE, INFERENTIAL, OR EXPECTED RESULTS.	TWO OF THE FOLLOWING ARE MISSING FROM THE SECTION: DESCRIPTIVE, INFERENTIAL, OR EXPECTED RESULTS.	THREE OF THE FOLLOWING ARE MISSING FROM THE SECTION: DESCRIPTIVE, INFERENTIAL, OR EXPECTED RESULTS.	
<p>DISCUSSION</p> <ul style="list-style-type: none"> • SUMMARY OF PURPOSE OF PROJECT AND EXPECTED RESULTS • LIMITATIONS INCLUDING SAMPLING, INTERNAL AND EXTERNAL VALIDITY PROBLEMS ETC., • POTENTIAL COUNSELING IMPLICATIONS – HOW THIS RESEARCH MAY INFORM COUNSELING PRACTICE <ul style="list-style-type: none"> ○ SCHOOL STUDENTS: THIS INCLUDES DISCUSSION OF SCHOOL IMPROVEMENT PLAN/REPORT CARD AS PART OF INFORMING DECISION MAKING AND INCREASING ACCOUNTABILITY • DESCRIPTION OF HOW THE INFORMATION WILL BE DISSEMINATED <p>(CACREP Professional Identity standards section II G.8.a. d, e).</p>	STUDENT PROVIDES A DETAIL DESCRIPTION OF THE DISCUSSION: SUMMARY, LIMITATIONS, POTENTIAL IMPLICATIONS, AND DESCRIPTION OF HOW THE INFORMATION WILL BE DISSEMINATED.	ONE OF THE FOLLOWING IS MISSING FROM THE SECTION: SUMMARY, LIMITATIONS, POTENTIAL IMPLICATIONS, AND DESCRIPTION OF HOW THE INFORMATION WILL BE DISSEMINATED.	TWO OF THE FOLLOWING ARE MISSING FROM THE SECTION: SUMMARY, LIMITATIONS, POTENTIAL IMPLICATIONS, AND DESCRIPTION OF HOW THE INFORMATION WILL BE DISSEMINATED.	THREE OF THE FOLLOWING ARE MISSING FROM THE SECTION: SUMMARY, LIMITATIONS, POTENTIAL IMPLICATIONS, AND DESCRIPTION OF HOW THE INFORMATION WILL BE DISSEMINATED.	
TOTAL SCORE					

REFERENCES (MINIMUM OF 10 SOURCES IN LITERATURE REVIEW – PEER REVIEWED JOURNAL ARTICLES PREFERRED; DO NOT USE ONLINE SOURCES SUCH AS WIKIPEDIA)

ALTHOUGH THIS IS A GROUP PROJECT, EACH STUDENT NEEDS TO WORK ON ALL ASPECTS OF THE PAPER—E.G., THE ARTICLES IN THE LITERATURE REVIEW NEED TO BE READ BY ALL STUDENTS; THE RESEARCH DESIGN BY ALL STUDENTS; ANALYSES AND LIMITATIONS DISCUSSED BY ALL STUDENTS.

Research Reflection Paper Rubric (80 Points Possible)

Criteria	Exceeds Expectations 40 – 38 points	Meets Expectations 37 – 34 points	Nears Expectations 33 – 31 points	Below Expectations 30 – 0 points	Points Earned
Most significant areas of learning over the course of the semester in regards to research	Student deeply reflects on specific content the student learned in PSY 6930	Student reflects sufficiently on specific content from PSY 6930	Student reflects on content learned in PSY 6930 to a degree that nears expectations for the assignment.	Student does not provide reflections and/or does not identify specific content learned in PSY 6930.	
Role(s) of research moving forward in professional life	Student exceeds expectations in discussing how they expect research to relate to their professional life in the future	Student discusses future role(s) of research in their work to a degree that meets expectations for the assignment	Student discusses both their future professional life and research, integrating the two in a manner that nears expectations for the assignment	Student does not sufficiently describe ways in which research will relate to their future professional life	
Total Score					
Percentage					