



# SCHOOL OF COUNSELING

## COUN 550 RESEARCH AND PROGRAM EVALUATION

---

**Term/Credits**

Spring 2023 Term 2  
3 semester hours

**Instructor**

Gabriel Dy-Liacco, Ph.D.  
gdy-liacco@divinemercury.edu

---

**Vision:** The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

**Mission:** The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

**NOTE: KEEP A HARD COPY SYLLABUS!** Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

### I. COURSE DESCRIPTION

**COUN 550 Research and Program Evaluation** introduces students to basic research methods and designs, reliability and validity of research, evidence-based practice, needs assessment research, and critical evaluation of published studies. Students will also be introduced to scales of measurement, descriptive statistics, and basic univariate inferential statistics commonly used in counseling research and program evaluation. Students will demonstrate understanding of using ethical and culturally relevant strategies for conducting, interpreting, and reporting research study results and identify evidence-based counseling practices as well as strategies for developing and using outcomes measures in counseling programs.

## II. COURSE OUTCOMES

#	Course Outcomes	Measures of Outcome	SOC Program Objectives, and CACREP Standards*
1.	Appraise the importance of research in advancing the counseling profession	<p>Mod#1 Discussion: Research and Counseling</p> <p>Mod#2 Discussion: Finding and Using Research Literature</p> <p>Mod#3 Assignment: JASP Analysis: Comparing Two Groups with <i>t</i>-Tests and More than Two Groups with ANOVA</p> <p>Mod#4 Assignment: Program Evaluation Project and Presentation: Introduction and Reference Page</p> <p>Mod#4 Assignment: JASP Analysis: Correlations</p> <p>Mod#5 Discussion: Sampling and Research Design</p> <p>Mod#6 Assignment: Program Evaluation Project and Presentation: Treatment Options</p> <p>Mod#8 Final Exam</p>	<p><b>SOC: 1, 3, 4</b></p> <p><b>CACREP Section 2: F.8.a</b></p>
2.	Analyze counseling research to inform counseling practice.	<p>Mod#1 Discussion: Research and Counseling</p> <p>Mod#2 Discussion: Finding and Using Research Literature</p> <p>Mod#3 Assignment: JASP Analysis: Comparing Two Groups with <i>t</i>-Tests and More than Two Groups with ANOVA</p> <p>Mod#4 Assignment: Program Evaluation Project and Presentation: Introduction and Reference Page</p> <p>Mod#4 Discussion: Direction of Effect</p> <p>Mod#4 Assignment: JASP Analysis: Correlations</p>	<p><b>SOC: 1, 3, 4</b></p> <p><b>CACREP Section 2: F.8.a</b></p>

		<p>Mod#5 Discussion: Sampling and Research Design</p> <p>Mod#6 Assignment: Program Evaluation Project and Presentation: Treatment Options</p> <p>Mod#6 Assignment: Chi-Square Analysis</p> <p>Mod#8 Final Exam</p>	
3.	Evaluate evidence-based counseling practices.	<p>Mod#2 Discussion: Finding and Using Research Literature</p> <p>Mod#3 Assignment: JASP Analysis: Comparing Two Groups with <i>t</i>-Tests and More than Two Groups with ANOVA</p> <p>Mod#4 Assignment: Program Evaluation Project and Presentation: Introduction and Reference Page</p> <p>Mod#4 Discussion: Direction of Effect</p> <p>Mod#4 Assignment: JASP Analysis: Correlations</p> <p>Mod#5 Discussion: Sampling and Research Design</p> <p>Mod#6 Assignment: Chi-Square Analysis</p>	<p><b>SOC: 1, 3, 4, 5</b></p> <p><b>CACREP Section 2:</b> F.8.b; 8.e</p>
4.	Develop strategies for using outcome measures in counseling programs to assess client progress.	<p>Mod#2 Discussion: Finding and Using Research Literature</p> <p>Mod#3 Assignment: JASP Analysis: Comparing Two Groups with <i>t</i>-Tests and More than Two Groups with ANOVA</p> <p>Mod#4 Discussion: Direction of Effect Mod#4 Assignment: Correlations</p> <p>Mod#6 Assignment: Program Evaluation Project and Presentation: Treatment Options</p> <p>Mod#6 Assignment: Chi-Square Analysis</p> <p>Mod#7 Assignment: Program Evaluation Project and Presentation</p> <p>Mod#8 Discussion: Assessing Client Progress</p>	<p><b>SOC:1, 3, 4, 5</b></p> <p><b>CACREP Section 2:</b> F.8.d</p>

		Mod#8 Assignment: Integrating Ethics and Research	
5.	Evaluate counseling programs in light of client and community needs assessments	<p>Mod#2 Discussion: Finding and Using Research Literature</p> <p>Mod#3 Assignment: JASP Analysis: Comparing Two Groups with <i>t</i>-Tests and More than Two Groups with ANOVA</p> <p>Mod#4 Discussion: Direction of Effect</p> <p>Mod#4 Assignment: Correlations</p> <p>Mod#6 Assignment: Program Evaluation Project and Presentation: Treatment Options</p> <p>Mod#7 Assignment: Program Evaluation Project and Presentation</p> <p>Mod#8 Discussion: Assessing Client Progress</p> <p>Mod#8 Assignment: Integrating Ethics and Research</p>	<p><b>SOC: 1, 2, 3, 4, 5</b></p> <p><b>CACREP Section 2:</b> F.8.e</p>
6.	Differentiate among qualitative, quantitative, and mixed research methods	<p>Mod#3 Discussion: Evaluating Qualitative Research</p> <p>Mod#3 Assignment: JASP Analysis: Comparing Two Groups with <i>t</i>-Tests and More than Two Groups with ANOVA</p> <p>Mod#4 Discussion: Direction of Effect</p> <p>Mod#4 Assignment: Program Evaluation Project and Presentation: Introduction and Reference Page</p> <p>Mod#4 Assignment: JASP Analysis: Correlations</p> <p>Mod#5 Discussion: Sampling and Research Design</p> <p>Mod#8 Final Exam</p>	<p><b>SOC: 1, 4</b></p> <p><b>CACREP Section 2:</b> F.8.f</p>
7.	Evaluate types of designs and statistical analyses used in research and program evaluation	<p>Mod#1 Assignment: Quiz</p> <p>Mod#2 Assignment: Quiz</p> <p>Mod#3 Discussion: Evaluating Qualitative Research</p>	<p><b>SOC: 1, 4</b></p> <p><b>CACREP Section 2:</b> F.8.h., i.</p>

		<p>Mod#3 Assignment: Quiz</p> <p>Mod#3 Assignment: JASP Analysis: Comparing Two Groups with <i>t</i>-Tests and More than Two Groups with ANOVA</p> <p>Mod#4 Discussion: Direction of Effect</p> <p>Mod#4 Assignment: Program Evaluation Project and Presentation: Introduction and Reference Page</p> <p>Mod#4 Assignment: JASP Analysis: Correlations</p> <p>Mod#4 Assignment: Quiz</p> <p>Mod#5 Discussion: Sampling and Research Design</p> <p>Mod#5 Assignment: Quiz</p> <p>Mod#6 Discussion: Type I and Type II Errors</p> <p>Mod#6 Assignment: Chi-Square Analysis</p> <p>Mod#6 Assignment: Quiz</p> <p>Mod#7 Assignment: Program Evaluation Project and Presentation</p> <p>Mod#7 Assignment: Quiz</p> <p>Mod#8 Final Exam</p>	
8.	Appraise ethical and culturally and religiously relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	<p>Mod#1 Discussion: Research and Counseling</p> <p>Mod#2 Discussion: Finding and Using Research Literature</p> <p>Mod#5 Assignment: Program Evaluation Project and Presentation: Prevalence and Correlates / Variables</p> <p>Mod#6 Assignment: Program Evaluation Project and Presentation: Treatment Options</p> <p>Mod#6 Discussion: Type I and Type II Errors</p> <p>Mod#7 Assignment: Program Evaluation Project and Presentation</p>	<p><b>SOC: 1, 3, 4</b></p> <p><b>CACREP Section 2:</b> F.8.j</p>

		Mod#8 Assignment: Integrating Ethics and Research	
<b>9.</b>	Evaluate the influence of worldviews and value systems, including a Catholic-Christian view of the person, on research and program evaluation.	Mod#1 Discussion: Research and Counseling Mod#2 Discussion: Finding and Using Research Literature Mod#6 Discussion: Type I and Type II Errors Mod#6 Assignment: Program Evaluation Project and Presentation: Treatment Options Mod#7 Assignment: Program Evaluation Project and Presentation Mod#8 Assignment: Integrating Ethics and Research	<b>SOC: 1, 3, 4, 5</b> <b>CACREP</b> <b>Section 2:</b> F.8.j
<b>KPI</b>	#8 Analyze counseling research and ethically apply the findings in an evidence-based practice and program evaluation.	80% of students will achieve a Proficient or above score on the rubric section on treatment options supported by the research literature in the COUN 550 Program Evaluation Project and Presentation: Treatment Options [Knowledge]	Section 2: F. 8.b identification of evidence-based counseling practices.

\*SOC = School of Counseling Program Objectives, listed below; KPI – Key Performance Indicator for SOC program; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

### ***Program Objectives***

**Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:**

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client’s life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

### **III. COURSE TEXTBOOKS AND MATERIALS**

#### **A. Required**

1. Houser, R. (2020). *Counseling and educational research: Evaluation and application* (4th ed.). Sage.

## **B. Recommended**

2. Pyrczak, F. & Tcherni-Buzzeo, M. (2019). *Evaluating research in academic journals* (7th ed.). New York, NY: Routledge.

## **IV. COURSE REQUIREMENTS**

### **A. Class Attendance and Participation**

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

### **B. Assigned Readings**

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

**C. Discussions:** Participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues’ posting. Each discussion assignment is worth 30 points.

- i. 12 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
- ii. 9 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal response or reaction to the topic being discussed. Personal application is reflective and substantive.
- iii. 6 points Responses to Colleagues’ Posts (Mastery) – Responses show a strong understanding of colleagues’ posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
- iv. 3 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**D. Article Analysis** is assigned in Module 1 and due in Module 2. Students develop a 400- to 600-word paper that summarizes the Baggerly (2004) article and the Ano and Pargament (2013) article provided in the Module 1 resources. Students also provide a critique of the Introduction and Literature review sections of each article. This assignment is worth 30 points.

- i. 15 points Main Idea (Mastery) - Provides a substantive and thorough summary and analysis of the article. Clearly exhibits depth of understanding and original

critical thinking about key elements of analyzing a research article. Research question(s), main methods and results are clearly stated.

- ii. 12 points Personal Application (Mastery) - Summary demonstrates a superior introspection on the student's understanding of the process of analyzing a research article. Personal application is substantive.
- iii. 3 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**E. Reflective Essay** is assigned in Module 7 and due in Module 8. Students consider how ethical codes and standards, legislation, and the Catholic-Christian Meta-Model of the Person might influence them as they conduct their own research on the topic. In addition, students consider the potential dangers or pitfalls of their research topic (legal, ethical, or moral), and how the ACA Code of Ethics, other professional mental health organizations' codes of ethics, and the CCMMP guide the ethical implementation of their potential research. This assignment is worth 30 points.

- i. 15 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment. Clearly ties the reflection to the concepts presented in the course. Reflection demonstrates deep thinking on the topic.
- ii. 12 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on the influence of ethical codes and standards, legislation, and the Catholic-Christian meta-model on their own research. Personal application is substantive.
- iii. 3 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**F. JASP Analyses** are due in Module 3, Module 4, and Module 6. In Module 3, students use a data set provided in the resources and run an independent *t*-test analysis to compare two groups and an ANOVA analysis to compare more than two groups. Students write up the results of each data analysis as they would write in the results section of a paper using APA formatting and including a table of the results. In Module 4, students use JASP to run a correlation on variables that might be correlated with student depression scores. Students then describe the results of their data analysis in approximately two paragraphs, describing the research question, variables used, and the findings, including a correlation table in APA format. In Module 6, students run a Chi Square analysis. These assignments are worth 40 points each.

### 1. **Module 3 *t*-test and ANOVA Analysis**

- i. 18 points Main Idea: JASP Analysis: Correct Data Analysis and Choice of Variables (Mastery) - Accurately executed a *t*-test and ANOVA analyses using two categorical variables and two continuous variables; Clearly exhibits an understanding of the process of comparing two groups using a *t*-test and more than two groups using an ANOVA test.
- ii. 18 points Main Idea: JASP Analysis: The Research Question and Results Write-Up (Mastery) - Clear statement of a research question(s) that can be answered with a *t*-test and an ANOVA; Description of the results of the data analysis were well written, thorough, and complete like the results section of a paper; Summary



demonstrate critical thinking; *t*-test and ANOVA tables were included and appropriately formatted for APA format.

- iii. 4 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

## 2. Module 4 Correlations Analysis

- i. 18 points Main Idea: JASP Analysis: Correct Data Analysis and Choice of Variables (Mastery) - Accurately executed a correlation analysis using two continuous variables in relation to the depression variable; Clearly exhibits an understanding of the process of examining correlations among variables.
- ii. 18 points Main Idea: JASP Analysis: The Research Question and Results Write-Up (Mastery) - Clear statement of a research question(s) that can be answered with a correlation; Description of the results of the data analysis were well written, thorough, and complete like the results section of a paper; Summary demonstrate critical thinking; Correlation table was included and appropriately formatted for APA format.
- iii. 4 points Grammar (Mastery) - Proper length. No grammar errors (spelling, punctuation, etc.). Proper APA citations with no more than 1 error.

## 3. Module 6 Chi-Square Analysis

- i. 18 points Main Idea: JASP Analysis: Correct Data Analysis and Choice of Variables (Mastery) - Accurately executed a chi-square test of independence using two categorical variables; Clearly exhibits an understanding of the process of chi-square test of independence among variables.
- ii. 18 points Main Idea: JASP Analysis: The Research Question and Results Write-Up (Mastery) - Clear statement of a research question(s) that can be answered with a with a chi-square test of independence; Description of the results of the data analysis were well written, thorough, and complete like the results section of a paper; Summary demonstrate critical thinking; Chi-square test of independence table was included and appropriately formatted for APA format.
- iii. 4 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**G. Program Evaluation Paper** is introduced in Module 3 and due in Module 7. For this assignment, students select one of five mental health issues on which to focus: depression in college students, anxiety in women, pornography addiction in men, eating disorders in adolescents, or PTSD in military personnel and an aspect of diversity (gender, cultural, ethnic, or religious). They then develop an 8- to 10-page paper (in addition to the title page, abstract, and references) that addresses the following:

- A definition of the issue [due in Module / Week 4]
- The prevalence of the issue in general and in your selected population [due in Module / Week 4]
- Literature review that discusses correlates and variables, factors that have been related to the problem (including typical onset of the problem as well as factors related to the development of the problem) [due in Module / Week 5]
- Treatment options [due in Module / Week 6]

- Practices and programs that are most effective for treating people from your selected population with the issue [due in Module / Week 7 with the completed paper]

Students submit drafts of specific sections of their paper in Modules 4, 5, and 6 with a one cohesive and complete document due in Module 7. This project is worth a total of 200 points.

1. **Module 4: Introduction and References:** The introduction section should define the issue, provide an overview of the issue, provide an overview of the selected population, and discuss the prevalence of the issue in general and in the selected population. In addition, this portion of the assignment should include a minimum of eight (8) research articles including one meta-analysis and at least three articles that address their population of interest. This portion of the assignment is worth 50 points.
  - i. 25 points Main Idea (Mastery) - Clearly exhibits depth of understanding and original critical thinking about the issue including its prevalence, in general and in the selected population. Goes beyond what is required in some meaningful way. Provides a substantial and thorough overview of their selected population with the issue. Excellent definition of the population and problem that demonstrates critical thinking and a synthesis of the research literature. Includes more than eight research articles with one being a meta-analysis and more than three of those articles address the chosen population of interest.
  - ii. 20 points Personal Application (Mastery) - Paper demonstrates a superior introspection on the student's understanding of the chosen issue, its prevalence, and new insights gained by participating in the assignment. Personal application is substantive and insightful.
  - iii. 5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.
2. **Module 5: Literature Review:** In the literature review, students should discuss the correlates / variables and factors that have been related to the problem (e.g., typical onset of the problem as well as factors related to the development of the problem) as referenced in the literature. This section of the paper should build upon the Introduction section and utilize the research articles identified in the Module 3 assignment and is worth 50 points.
  - i. 25 points Main Idea (Mastery) - Provides a substantial and thorough description of the current research literature on the issue in general and in the selected population Literature review clearly exhibits depth of understanding and original critical thinking about the correlates / variables and factors related to the development of the issue in general and in the selected population. Goes beyond what is required in some meaningful way. Literature review is well supported by references to research articles that address the topic.
  - ii. 20 points Effectiveness of Communicating a Narrative Literature Review (Mastery) - Excellent literature was used in the review. Exceptionally clear flow of argument with good transitions between paragraphs (does not read like an annotated bibliography). Very well written literature review that moves from topic to topic and not just from study to study. Thoroughly addresses the weaknesses and gaps of the current research literature on the topic. Excellent and

clear conclusions about the literature at the end of the review that demonstrate a high level of critical thinking.

- iii. 5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.
3. **Module 6: Treatment Options:** This section should be a part of the body of the paper (structured according to the nature of the theme, using appropriate literature to support arguments and employing subheadings to outline the development of the narrative) and describe relevant treatment options noting the variables of the cultural, ethnic, or religious population that would possibly mediate or moderate the student's specific population's experience of the specific problem or disorder. This assignment is worth 50 points.
- i. 25 points Main Idea (Mastery) - Clearly exhibits depth of understanding and original critical thinking about the treatment options to address the issue in general and for the selected population. Goes beyond what is required in some meaningful way. Demonstrates an advanced understanding of the treatment options available for the chosen issue. Section is well supported by the research literature with numerous studies cited. Evidence that articles have been read and analyzed critically; strength and limitations of studies have been noted.
  - ii. 20 points Treatment Options (Mastery) - Each treatment option is described clearly, concisely, with sufficient depth. Outcome studies are included and also described clearly and concisely. Shows they understand why and how the treatment worked. Demonstrates understanding of both strengths and limitations of the treatments described. Demonstrates understanding of both strengths and limitations of the treatments described in relation to their selected population. Describes mediators and moderators of treatment effects related to culture, age, religion, ethnicity, and gender where applicable.
  - iii. 5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.
4. **Module 7: Program Evaluation Paper:** The final program evaluation paper is due in Module 7 and should be one coherent document that incorporates feedback on the previous sections submitted in Modules 3, 4, and 5. The final paper should include the following and is worth 50 points:
- A definition of the issue [from Module 4]
  - The prevalence of the issue in general and in your selected population [from Module 4]
  - Correlates / variables involved
  - Treatment options [from Module 6]
  - Practices and programs that are most effective for treating people from the selected population with the issue. [due in Module 7 with the completed paper]

The paper will follow APA guidelines and formatting (i.e. Times New Roman 12-point font, double spaced, 1" margins) and include:

- Title page
- Abstract (120 words max.)
- Introduction (overview of the topic and your selected population) [from

Module 4]

- Body of the paper (structured according to the nature of the theme, using appropriate literature to support arguments and employing subheadings to outline the development of the narrative)
  - Conclusion [based on your research, discuss what you think would be the most effective treatment approach with your selected population]
  - Personal application [must include references to the CCMMP and intellectual virtues]
  - List of References [updated from Module 4]
- i. 25 points Main Idea (Mastery) - Clearly exhibits depth of understanding and original critical thinking about the prevalence of the issue in general and in the selected population. Goes beyond what is required in some meaningful way. Provides a substantial and thorough description of the correlates present and variables involved. Demonstrates an advanced understanding of the treatment options available for the chosen issue. Provides a substantial and thorough reflection of practices and programs that are most effective for treating their selected population with the issue. Includes a logical and well thought out conclusion that discusses what the student thinks would be the most effective treatment approach with their selected population. Includes more than eight research articles with one being a meta-analysis and more than three of those articles address the chosen population of interest
  - ii. 20 points Personal Application: CCMMP and the Intellectual Virtues (Mastery) - Paper demonstrates a superior introspection on the student's understanding of the chosen issue and new insights gained by looking at their participation in the assignment through the lens of the CCMMP and the intellectual virtues. Personal application is substantive and insightful.
  - iii. 5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**H. Program Evaluation Presentation** is due in Module 7 and presented in the Module 7 Discussion. Students will create a 10- to 20-minute narrated PowerPoint presentation based on their Program Evaluation Paper. The presentation should present the student's findings in a succinct and engaging manner and include all references. In addition, at the end of the video, after presenting their research findings, students should include a personal reflection on their experience (e.g. CAPS) with conducting program research. Students will present their project to the class asynchronously and critically evaluate at least two colleague's presentations. This presentation is worth 80 points.

- i. 40 points Main Idea of Post (Mastery) – Clearly exhibits depth of understanding and original critical thinking about the prevalence of the issue in general and in the selected population. Presentation substantially and creatively engages the audience into understanding the chosen population and the effect their issue has on them. Provides a substantial and thorough discussion of their findings. Reference list includes more than eight research articles with one being a meta-analysis and more than three of those articles address the chosen population of interest. Presentation clearly demonstrates critical thinking, is visually appealing, well organized, and narration is clear.

- ii. 32 points Personal Application (Mastery) – Presentation demonstrates a superior introspection on the student’s understanding of the chosen issue and new insights gained by participating in the assignment. Personal application is substantive and insightful.
  - iii. 8 points Grammar (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.
- I. Quizzes** are assigned in Modules 1 through 7. Quizzes are based on the textbook readings. Points will depend on how many chapters are covered on the quiz. The breakdown will be: Module 1 - 20 points; Module 2 - 30 points; Module 3 - 40 points; Module 5 - 40 points; and Module 7 - 50 points. Quizzes are open book.
- J. Final Exam** is assigned in Module 8 and is worth 120 points.

## V. GRADING POLICY

The following scale is used by the School of Counseling as the established criteria for grading assignments.

*Final course grade for passing is 86%, B.*

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

Requirement		Items	Item Points	Total Points	Hours
<b>Assigned Readings</b>					<b>32.18</b>
<b>1</b>	Houser (Course Text)				12.49
<b>2</b>	See Materials section				19.69
<b>Written Assignments</b>				<b>700</b>	<b>105.17</b>
<b>1</b>	Discussions	8	30	240	35.17
<b>2</b>	Article Analysis	1	30	30	6
<b>3</b>	Reflective Essay	1	30	30	5

Requirement		Items	Item Points	Total Points	Hours
4	JASP Assignments	3	40	120	14
5	Program Evaluation Paper	4	50	200	35
6	Program Evaluation Presentation	1	120	120	10
<b>Assessments/Exams</b>				<b>300</b>	<b>11</b>
1	Quizzes	5	20-50	180	10
2	Final Exam	1	120	120	6
			<b>Totals</b>	<b>1000</b>	<b>157.35</b>

**VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook and Instructor Policies for all policies. These are only listed to highlight key policies for this course)**

**METHODS OF INSTRUCTION**

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

## ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

## LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

## LATE ASSIGNMENT ACCEPTANCE POLICY

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

## STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercury.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

## SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

## VII. CLASS SCHEDULE AND ASSIGNMENTS

Textbooks:

Houser, R. (2020). *Counseling and educational research: Evaluation and application* (4th ed.). Sage.

Module / Week	Topic	Author	Reading	Graded Assignments
1	Understanding Client Stories: The Importance of Research	SOC Ashley, B. M. (2000).  Houser, R. (2020).	Syllabus  <i>Choosing a world-view and value-system: An ecumenical apologetics.</i> ● Ch 1 (pp. 3-22)  <i>Counseling and educational research: Evaluation and application</i> (4th ed.). ● Ch 1, Science and the Research Process (pp. 3–22) ● Ch 2, Ethics and Research (pp. 23–36)	<b>Discussion:</b> Research and Counseling  <b>Assignment:</b> Houser Open Book Reading Quiz  <b>Looking Ahead:</b> Summarizing a Research Article and Analyzing the Introduction and Literature Review (due in Module 2)



Module / Week	Topic	Author	Reading	Graded Assignments
		Titus, C. S., Vitz, P. C., Nordling, W. J., & The IPS Group. (2016)	Preamble (pp. 1)	
		Baggerly, J. (2004).	The effects of child-centered group play therapy on self-concept, depression, and anxiety of children who are homeless.	
		Ano, G. G. & Pargament, K. I. (2013).	<i>Predictors of spiritual struggles: An exploratory study</i>	
		Klausli, J. (2016).	<i>Questions for evaluating research articles</i> [PDF].	
		Klausli, J. (2016).	<i>Summarizing a research article template.</i>	
		Payne, H. (2017).	<i>Welcome to the course!</i> (video)	
		Payne, H., & Keyes, B. (2017).	<i>The Importance of Research to the Counseling Profession</i> (video)	
		Klausli, J. (2017).	<i>How to Read a Research Article</i> (video)	

Module / Week	Topic	Author	Reading	Graded Assignments
2	Understanding My Counseling: How Research Improves Counseling	Houser, R. (2020).	<i>Counseling and educational research: Evaluation and application</i> (4 <sup>th</sup> ed.). <ul style="list-style-type: none"> <li>● Ch 3 (pp. 37-62)</li> <li>● Ch 7 (pp. 102-126)</li> <li>● Ch 18 (pp. 313-325)</li> </ul>	<b>Discussion:</b> Finding and Using Research Literature  <b>Assignment:</b> Houser Open Book Reading Quiz
		Rubin, A., & Bellamy, J. (2012).	Practitioner's guide to using research for evidence-based practice (2 <sup>nd</sup> ed.). <ul style="list-style-type: none"> <li>● Ch 4 (pp. 71-98)</li> </ul>	<b>Assignment:</b> Summarizing a Research Article and Analyzing the Introduction and Literature Review

Module / Week	Topic	Author	Reading	Graded Assignments
		Duncan, B.	The Partners for Change Outcome Management System (PCOMS) revisiting the client's frame of reference. <i>Psychotherapy</i> , 52(4), 391–401.	<b>Looking Ahead:</b> JASP Analysis: Describing Data and Comparing Two or More Groups (due in Module 3)
		Ano, G. G., & Pargament, K. I. (2013).	Predictors of spiritual struggles: An exploratory study. <i>Mental Health, Religion, &amp; Culture</i> , 16(4), 419–434.	
		Baggerly, J. (2004).	The effects of child-centered group play therapy on self-concept, depression, and anxiety of children who are homeless. <i>International Journal of Play Therapy</i> , 13(2), 31–51.	
		Dy-Liacco, G. S. (2019).	<i>Tables for JASP results write-ups t-tests and ANOVA</i>	
		Handout	<i>Describing categorical and continuous variables in JASP</i>	
		JASP. (2019).	<a href="#">How to use JASP</a>	
		Goss-Sampson, M. A. (2020).	Statistical analysis in JASP: A guide for students. [PDF]	
		Payne, H. & Keyes, B. (2017).	<i>Using Research to Evaluate My Own Effectiveness</i> (Video)	
		Klausli, J. (2017).	<i>Introduction to descriptive statistics</i> (Video)	
		Lindenloot. (2019).	<i>Video 1: Opening a data file in JASP</i> (Video)	
		JASP. (n.d.).	<i>Using preloaded data files in JASP</i> [Animated GIF]	
		Lindenloot. (2019).	<i>Video 2: Descriptive statistics with JASP</i> (Video).	

Module / Week	Topic	Author	Reading	Graded Assignments
3	The Details of Stories: Information Needed to Answer Questions	<p>Houser, R. (2020).</p> <p>Aselton, P. (2012).</p> <p>Pugh, N. E., Hadjistavropoulos, H.D., Hampton, A. J. D., Bowen, A. &amp; Williams, J. (2015).</p> <p>Wilson, N., d'Ardenne, P., Scott, C., Fine, H., &amp; Priebe, S. (2012).</p> <p>JASP</p> <p>Klausli, J., &amp; Dy-Liacco, G. S. (2022).</p> <p>Handout</p> <p>American Psychological Association. (2022).</p> <p>Dy-Liacco, G&gt; S. (2019).</p> <p>Dy-Liacco, G. S. (2019).</p>	<p><i>Counseling and educational research: Evaluation and application</i> (4th ed).</p> <ul style="list-style-type: none"> <li>● Ch 4 (pp. 63–78)</li> <li>● Ch 8 (pp. 127–136)</li> <li>● Ch 9 (pp. 139–161)</li> <li>● Ch 10 (pp. 162–185)</li> </ul> <p>Sources of stress and coping in American college students who have been diagnosed with depression. <i>Journal of Child and Adolescent Psychiatric Nursing</i>, 25, 119–123.</p> <p>Client experiences of guided internet cognitive behavior therapy for postpartum depression: A qualitative study. <i>Arch Women's Mental Health</i>, 18, 209–219.</p> <p>Survivors of the London bombings with PTSD: A qualitative study of their accounts during CBT treatment. <i>Traumatology</i>, 18(2), 75–84.</p> <p>Downloading JASP and opening the dataset. [PDF]</p> <p>Data Set [JASP file]</p> <p>Describing categorical and continuous variables in JASP</p> <p><a href="#">APA style tables and figures.</a></p> <p><i>Templates for JASP results write-ups t-tests and ANOVA.</i></p> <p><i>Hypothesis testing decision tree.</i></p>	<p><b>Discussion:</b> Evaluating Qualitative Research</p> <p><b>Assignment:</b> Houser Open Book Reading Quiz</p> <p><b>Assignment:</b> JASP Analysis: Comparing Two and More Group Means with <i>t</i>-Tests and ANOVA</p> <p><b>Looking Ahead:</b> Program Evaluation Project and Presentation (due in Module 7)</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Klausli, J. (2017).	<i>Hypothesis testing</i> (video)	
		Lindenloot. (2019).	<i>Video 5: One-way between subjects ANOVA</i> (Video)	
		Research by Design. (2020).	<i>How to do an independent samples t-test in JASP</i> (Video).	

Module / Week	Topic	Author	Reading	Graded Assignments
4	The How of Stories: Types of Research Needed to Answer Questions	Houser, R. (2020).	<i>Counseling and education research: Evaluation and application</i> (4th ed). • Ch 16 (pp. 295-303)	<b>Discussion:</b> Direction of Effect (What Leads to What?)  <b>Assignment:</b> Program Evaluation Project and Presentation: Introduction and Reference Pages  <b>Assignment:</b> Correlation Analysis
		Klausli, J., & Dy-Liacco, G. S. (2022).	Data Set [JASP file]	
		Dy-Liacco, G. S. (2019).	<i>Templates for JASP results write-ups correlations.</i>	
		Handout	Describing categorical and continuous variables in JASP	
		Barnhofer, T., Crane, C., Brennan, K., Duggan, D. S., Crane, R. S., Eames, C., ... Williams, J. M. G. (2015).	Mindfulness-based cognitive therapy (MBCT) reduces the association between depressive symptoms and suicidal cognitions in patients with a history of suicidal depression.	<b>Looking Ahead:</b> Program Evaluation Project and Presentation: Literature Review (due in Module 5)
		Vanhalst, J., Luyckx, K., Tepels, E., & Goossens, L. (2012).	Disentangling the longitudinal relation between loneliness and depressive symptoms: Prospective effects and the intervening role of coping	
		American Psychological Association. (2022).	<a href="#">APA style: Write with clarity, precision, and inclusion.</a>	

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>OWL at Purdue. (2021).</p> <p>Golash-Boza, T. (2022).</p> <p>Walden University. (n.d.).</p> <p>American Psychological Association. (2022).</p> <p>Research by Design. (2020).</p>	<p><a href="#">General APA guidelines.</a></p> <p><a href="#">How to write a literature review: Six steps to get you from start to finish.</a></p> <p><a href="#">Grammar: Sentence structure and types of sentences.</a></p> <p><a href="#">APA style tables and figures.</a></p> <p>How to do a Pearson correlation in JASP (Video)</p>	

Module / Week	Topic	Author	Reading	Graded Assignments
5	Telling Clients' Stories: Making Results Count for Broader Audiences	<p>Houser, R. (2020).</p> <p>Rubin, A., &amp; Bellamy, J. (2012).</p> <p>American Psychological Association. (2022).</p> <p>OWL at Purdue. (2021).</p> <p>Golash-Boza, T. (2022).</p> <p>Walden University. (n.d.).</p> <p>Payne, H. &amp;</p>	<p><i>Counseling and education research: Evaluation and application</i> (4th ed).</p> <ul style="list-style-type: none"> <li>● Ch 11 (pp. 186–206)</li> <li>● Ch 12 (pp. 207–230)</li> <li>● Ch 13 (pp. 231–261)</li> </ul> <p><i>Using research for evidence-based practice</i> (2<sup>nd</sup> ed.)</p> <ul style="list-style-type: none"> <li>● Ch 8 (pp. 177–212)</li> </ul> <p><a href="#">APA style: Write with clarity, precision, and inclusion.</a></p> <p><a href="#">General APA guidelines.</a></p> <p><a href="#">How to write a literature review: Six steps to get you from start to finish.</a></p> <p><a href="#">Grammar: Sentence structure and types of sentences.</a></p>	<p><b>Discussion:</b> Sampling and Research Design</p> <p><b>Assignment:</b> Houser Open Book Reading Quiz</p> <p><b>Assignment:</b> Program Evaluation Project and Presentation: Literature Review</p> <p><b>Looking Ahead:</b> Program Evaluation Project and Presentation: Treatment Options (due in Module 6)</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Keyes, B. (2017)	<i>Using Research Results</i> (Video)	

Module / Week	Topic	Author	Reading	Graded Assignments
6	The Similarities of Client Stories: Understanding Relationships	<p>Urdan, T. C.</p> <p>Houser, R. (2020).</p> <p>Klausli, J., &amp; Dy-Liacco, G. S. (2022).</p> <p>VanHalst, J., Luyckx, K., Teppers, E., &amp; Goossens, L. (2012).</p> <p>Dy-Liacco, G. S. (2019).</p> <p>Mitze-Circiumara, L. (2019).</p> <p>Social and Behavioral Sciences at Bethel Univ. (2019).</p> <p>MyOutcomes. (2013).</p>	<p><i>Statistics in plain English</i></p> <ul style="list-style-type: none"> <li>• Ch 14</li> </ul> <p><i>Counseling and educational research: Evaluation and application</i> (4th ed).</p> <ul style="list-style-type: none"> <li>• Ch 14 (pp. 262–292)</li> <li>• Ch 15 (pp. 279–292)</li> </ul> <p>Data set [JASP file]</p> <p>Disentangling the longitudinal relation between loneliness and depressive symptoms: Prospective effects and the intervening role of coping.</p> <p><i>Template for JASP results write-up chi-square.</i></p> <p><i>JASP Tutorial: Chi-square test with contingency table</i> (Video)</p> <p><i>Chi-square test in JASP</i> (Video).</p> <p><i>Clinical practice: Art vs. science vs. business</i> (Video)</p>	<p><b>Discussion:</b> Type I and Type II Errors</p> <p><b>Assignment:</b> Chi-Square Analysis</p> <p><b>Assignment:</b> Program Evaluation Project and Presentation: Treatment Options</p> <p><b>Looking Ahead:</b> Program Evaluation Project and PowerPoint Presentation</p>

Module / Week	Topic	Author	Reading	Graded Assignments
7	The Differences of Client Stories: Understanding Group Differences	<p>Houser, R. (2020).</p> <p>Duncan, B. L., &amp; Reese, R. J. (2015).</p> <p>Duncan, B. L. (2014).</p> <p>American Counseling Association</p> <p>American Mental health Counselors Association (AMHCA). (2020).</p> <p>U. S. Department of Health and Human Services.</p> <p>Divine Mercy University (Producer). (2017).</p> <p>Gerig, M. (2022).</p>	<p><i>Counseling and educational research: Evaluation and application</i> (4th ed).</p> <ul style="list-style-type: none"> <li>• Ch 5 (pp. 79–89)</li> <li>• Ch 6 (pp. 90–101)</li> <li>• Ch 20 (pp. 337–345)</li> </ul> <p>The Partners for Change Outcome Management System (PCOMS) revisiting the client's frame of reference. <i>Psychotherapy</i>, 52(4), 391–401.</p> <p><i>On becoming a better therapist: One client at a time</i> (2nd ed.).</p> <ul style="list-style-type: none"> <li>• Ch 5 (pp. 127-145)</li> </ul> <p>2014 ACA Code of Ethics</p> <ul style="list-style-type: none"> <li>• Preamble, Purpose, Sections A–C, and Section G</li> </ul> <p><i>AMHCA code of ethics.</i></p> <p><a href="#"><u>The Belmont report.</u></a></p> <p><i>Research Ethics and the Institutional Research Board</i> (video)</p> <p><i>The role of intellectual virtues in research and the practice of professional counseling</i> (Video).</p>	<p><b>Discussion:</b> PowerPoint Presentation of Program Evaluation</p> <p><b>Assignment:</b> Program Evaluation Project Paper Final Submission</p> <p><b>Assignment:</b> Houser Open Book Reading Quiz</p> <p><b>Looking Ahead:</b> Reflection Essay: Integrating Ethics and Research</p>

Module / Week	Topic	Author	Reading	Graded Assignments
8	The Meaning of Clients' Stories: Applying Findings	Houser, R. (2020).	<p><i>Counseling and educational research: Evaluation and application</i> (4th ed).</p> <ul style="list-style-type: none"> <li>• Ch 17 (pp. 304–312)</li> </ul>	<p><b>Discussion:</b> Assessing Client Progress</p> <p><b>Assignment:</b></p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Young E. (2017).	<ul style="list-style-type: none"> <li>• Ch 19 (pp. 326–336)</li> <li>• Ch 21 (pp. 346–354)</li> </ul> <p><a href="#">Iceland knows how to stop teen substance abuse but the rest of the world isn't listening.</a>  <i>Mosaic: The Science of Life</i></p>	Program Evaluation Project Final version of your PowerPoint presentation  <b>Assignment:</b> Reflection Essay: Integrating Ethics and Research  <b>Final Exam</b>
		Gerig, M. (2022).	<p><i>The role of intellectual virtues in research and the practice of professional counseling</i> (Video).</p>	

## VIII. REFERENCE LIST

### **Required Reading:**

(2022). Describing categorical and continuous variables in JASP [Handout]. Divine Mercy University.

(2022). Post hoc in ANOVA. Divine Mercy University.

American Counseling Association. (2014). [2014 ACA Code of Ethics](http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4).  
<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American Mental Health Counselors Code of Ethics. Retrieved from  
<http://www.amhca.org/page/codeofethics>

American Psychological Association. (2022). APA style: Write with clarity, precision, and inclusion. <https://apastyle.apa.org/>

American Psychological Association. (2022). *APA style tables and figures*.  
<https://apastyle.apa.org/style-grammar-guidelines/tables-figures>

Ano, G. G. & Pargament, K. I. (2013). [Predictors of spiritual struggles: An exploratory study](#).  
*Mental Health, Religion, & Culture, 16*(4), 419–434.

Aselton, P. (2012). Sources of stress and coping in American college students who have been diagnosed with depression. *Journal of Child and Adolescent Psychiatric Nursing, 25*, 119–123.

Ashley, B. M. (2000). *Choosing a world-view and value-system: An ecumenical apologetics*. Staten Island, NY: Alba House Books, St. Paul's Publishing.



- Baggerly, J. (2004). The effects of child-centered group play therapy on self-concept, depression, and anxiety of children who are homeless. *International Journal of Play Therapy*, 13(2), 31–51.
- Barnhofer, T., Crane, C., Brennan, K., Duggan, D. S., Crane, R. S., Eames, C., ... Williams, J. M. G. (2015). [Mindfulness-based cognitive therapy \(MBCT\) reduces the association between depressive symptoms and suicidal cognitions in patients with a history of suicidal depression.](#) *Journal of Consulting and Clinical Psychology*, 83(6), 1013–1020.
- Duncan, B. L. (2014). *On becoming a better therapist: Evidence-based practice one client at a time* (2nd ed.). American Psychological Association.
- Duncan, B. L., & Reese, R. J. (2015). The Partners for Change Outcome Management System (PCOMS) revisiting the client's frame of reference. *Psychotherapy*, 52(4), 391-401.
- Dy-Liacco, G. S. (2019). *Hypothesis testing decision tree*. Divine Mercy University.
- Dy-Liacco, G. S. (2019). *Templates for JASP results write-ups chi-square*. Divine Mercy University.
- Dy-Liacco, G. S. (2019). *Templates for JASP results write-ups correlations*. Divine Mercy University.
- Dy-Liacco, G. S. (2019). *Templates for JASP results write-ups t-tests and ANOVA*. Divine Mercy University.
- Golash-Boza, T. (2022, Feb. 3). *How to write a literature review: Six steps to get you from start to finish*. Wiley. <https://www.wiley.com/network/researchers/preparing-your-article/writing-a-literature-review-six-steps-to-get-you-from-start-to-finish>
- Goss-Sampson, M. A. (2020). *Statistical analysis in JASP: A guide for students*. JASP.
- Houser, R. (2020). *Counseling and education research: Evaluation and application* (4<sup>th</sup> ed.). Sage.
- JASP. (2018). Downloading JASP and opening a dataset. <https://jasp-stats.org/download/>
- JASP. How to use JASP. <https://jasp-stats.org/how-to-use-jasp/>
- Klausli, J., Dy-Liacco, G. S. (2022). Data Set [JASP file]. Divine Mercy University.
- Klausli, J. (2016). *Questions for evaluating research articles* [PDF]. Divine Mercy University.
- Klausli, J. (2016). *Summarizing a research article* template. Divine Mercy University.
- OWL at Purdue. (2021). *General APA guidelines*. [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

- Pugh, N. E., Hadjistavropoulos, H.D., Hampton, A. J. D., Bowen, A. & Williams, J. (2015). Client experiences of guided internet cognitive behavior therapy for postpartum depression: A qualitative study. *Arch Womens Mental Health*, 18, 209-219
- Rubin, A. & Bellamy, J. (2012). *Practitioner's guide to using research for evidence-based practice* (2<sup>nd</sup> ed.). John Wiley & Sons.
- Titus, C. S., Vitz, P. C., Nordling, W. J., & The IPS Group. (2016) *Theological and Philosophical Premises for a Catholic Christian Meta-Model of the Person*. Divine Mercy University.
- Urduan, T. C. (2017). *Statistics in plain English* (4<sup>th</sup> ed.). Routledge.
- U. S. Department of Health and Human Services. (1979). The Belmont report. <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>
- Vanhalst, J., Luyckx, K., Tepels, E., & Goossens, L. (2012). Disentangling the longitudinal relation between loneliness and depressive symptoms: Prospective effects and the intervening role of coping. *Journal of Social and Clinical Psychology*, 31(8), 810-834.
- Walden University. (n.d.). *Grammar: Sentence structure and types of sentences*. <https://academicguides.waldenu.edu/writingcenter/grammar/sentencestructure>
- Wilson, N., d'Ardenne, P., Scott, C., Fine, H., & Priebe, S. (2012). Survivors of the London bombings with PTSD: A qualitative study of their accounts during CBT treatment. *Traumatology*, 18(2), pp. 75-84.
- Young, E. (2017, Jan. 17). Iceland knows how to stop teen substance abuse but the rest of the world isn't listening. *Mosaic: The Science of Life*. <https://mosaicscience.com/story/iceland-prevent-teen-substance-abuse>

### **Required Media:**

- Divine Mercy University (Producer). (2017). *Research ethics and the Institutional Review Board* [Video].
- Gerig, M. (2022). *The role of intellectual virtues in research and the practice of professional counseling* [Video]. Divine Mercy University.
- JASP. *Download JASP*. <https://jasp-stats.org/download/>
- JASP. *Using preloaded data files in JASP* [Animated GIF]. <https://jasp-stats.org/wp-content/uploads/2018/06/datalibrary.gif>
- Klausli, J. (2017). *How to read a research article* [Video]. Divine Mercy University.
- Klausli, J. (2017). *Hypothesis testing* [Video]. Divine Mercy University.

- Klausli, J. (2017). *Introduction to descriptive statistics* [Video]. Divine Mercy University.
- Klausli, J. (2017). *Standard scores* [Video]. Divine Mercy University.
- Lindenloot. (2019, June 28). Video 1: Opening a datafile in JASP [Video]. Youtube. <https://www.youtube.com/watch?v=4xO5MdFrzGg>
- Lindenloot. (2019, June 28). Video 2: Descriptive statistics with JASP [Video]. Youtube. <https://www.youtube.com/watch?v=PfAB6axt1bA>
- Lindenloot. (2019, July 25). Video 5: One-way between subjects ANOVA. Youtube. <https://www.youtube.com/watch?v=Pq-sLk9tP94>
- Mitze-Circiumara, L. (2019, Nov. 21). Jasp Tutorial: Chi-square test with contingency table [Video]. Youtube. [https://www.youtube.com/watch?v=\\_SSebzcP4Ps](https://www.youtube.com/watch?v=_SSebzcP4Ps)
- MyOutcomes. (2013). *Clinical practice: Art vs. science vs. business* [Video]. [https://www.youtube.com/watch?v=8Eroj-i\\_Tio&feature=youtu.be](https://www.youtube.com/watch?v=8Eroj-i_Tio&feature=youtu.be)
- Payne, H. (2017). *Welcome to the course* [Video]. Divine Mercy University.
- Payne, H. & Keyes, B. (2017). *The importance of research to the counseling profession* [Video]. Divine Mercy University.
- Payne, H. & Keyes, B. (2017). *Using research to evaluate my own effectiveness* [Video]. Divine Mercy University.
- Payne, H. & Keyes, B. (2017). *Using research results* [Video]. Divine Mercy University.
- Research by Design. (2020, April 21). *How to do an independent samples t-test in JASP* [Video]. Youtube. <https://www.youtube.com/watch?v=E05IZCIEvYo&t=44s>
- Research by Design. (2020, May 26). *How to do a Pearson correlation in JASP (13-9)* [Video]. Youtube. [https://www.youtube.com/watch?v=pr\\_h-qsILoQ](https://www.youtube.com/watch?v=pr_h-qsILoQ)
- Social and Behavioral Sciences at Bethel Univ. (2019, Aug. 19). *Chi-square test in JASP* [Video]. Youtube. <https://www.youtube.com/watch?v=jvHhmXWgy1w>

### **Recommended Reading:**

- American Psychological Association. (n.d.). *APA style*. Retrieved from <http://www.apastyle.org/index.aspx>
- American Psychological Association. (n.d.). *APA style blog*. Retrieve from <https://apastyle.apa.org/blog>
- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

American Psychological Association. (n.d.). Academic Writer: Welcome to the writing center. <https://academicwriter-apa-org.divinemercy.idm.oclc.org/write>

Duncan, B. L. (2014). *On becoming a better therapist: One client at a time* (2nd ed.). American Psychological Association

Grammarly. (n.d.). <https://www.grammarly.com/>

Purdue OWL. (n.d.) *APA Formatting: APA sample paper*.  
<https://owl.english.purdue.edu/owl/resource/560/18/>

Pyrczak, F. & Tcherni-Buzzeo, M. (2019). *Evaluating research in academic journals* (7th ed.). New York, NY: Routledge.

Rubin, A., & Bellamy, J. (2012). *Using research for evidence-based practice* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Zotero. (n.d.). Your personal research assistant. <https://www.zotero.org/>

### **Recommended Media:**

Annenberg Learner. (2016). *Against all odds: Census and sampling* [Video].  
<https://www.learner.org/courses/againstallodds/unitpages/unit16.html>

Annenberg Learner. (2016). *Against all odds: Comparing two means* [Video].  
<https://www.learner.org/courses/againstallodds/unitpages/unit03.html>

Annenberg Learner. (2016). *Against all odds: Correlations* [Video].  
<https://www.learner.org/courses/againstallodds/unitpages/unit12.html>

Annenberg Learner. (2016). *Against all odds: Fitting lines to data* [Video].  
<https://www.learner.org/courses/againstallodds/>

Annenberg Learner. (2016). *Against all odds: Introduction to probability* [Video].  
<https://www.learner.org/courses/againstallodds/unitpages/unit18.html>

Annenberg Learner. (2016). *Against all odds: Scatterplots* [Video].  
<https://www.learner.org/courses/againstallodds/>

Annenberg Learner. (2016). *Against all odds: Tests of significance* [Video].  
<https://www.learner.org/courses/againstallodds/unitpages/unit25.html>

Annenberg Learner. (2016). *Against all odds: What is statistics?* [Video]  
[https://www.learner.org/vod/vod\\_window.html?pid=3135](https://www.learner.org/vod/vod_window.html?pid=3135)

Annenberg Foundation. (2016). *Against all odds: Inside statistics, two-way tables*. [Video]  
<http://www.learner.org/courses/againstallodds/unitpages/unit13.html>

Klausli, J. (2017). *How to read a research article* [Video]. Divine Mercy University.

Mitze-Circiumaru, L. (2019, Nov 3). *JASP Tutorial: Independent Samples T-test* [Video]. Youtube. <https://www.youtube.com/watch?v=1j-rgLXjxdE>

Microtraining Associates. (2015). *Research & Program Evaluation: Evidence-Based Practice* [Video]. Retrieved March 17, 2017, from Counseling and Therapy in Video, Volume IV.