

**George Mason University  
College of Education and Human Development  
Counseling Program**

EDCD 601.001 – Introduction to Research in Counseling  
3 Credits, Spring 2024  
Thursdays, 4:30 – 7:20 PM  
Fairfax campus – Krug Hall Room 107

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Enhances knowledge of and involvement in counseling research by introducing techniques and principles to design, implement, and evaluate research projects and program development in community and school settings.

**Course Overview**

This course will provide an introduction to research methods, questions, and trends in the field of counseling. Readings and discussions will be used to explore the research process and highlight its role in the field of counseling. Students will be required to write a research proposal. Students will be encouraged to plan a proposal that could serve as the basis for an independent study, dissertation, or development of a school- or community-based counseling program. Consistent with the mission of the Counseling and Development Program, the course strives to develop in students a perspective that incorporates a focus on multiculturalism, advocacy, leadership, social justice and/or internationalism.

**Course Delivery Method**

This course will be delivered using hybrid (ZOOM and asynchronous online) and in-person lecture.

**Course Objectives**

This course is designed to enable students to do the following:

1. Articulate relevant social justice, multicultural, and ethical issues related to research in counseling (CACREP 2.F.8.j)
2. Demonstrate an understanding of current research in counseling, the importance of research in counseling, and how to use research in counseling practice (CACREP 2.F.8.a)
3. Demonstrate an understanding of methodological and theoretical issues in counseling research, including quantitative, qualitative, and mixed methods designs (CACREP 2.F.8.f)

4. Summarize and critically evaluate counseling and related research (CACREP 2.F.8.a)
5. Synthesize literature that informs a counseling-related topic
6. Describe appropriate methods for answering a research question (CACREP 2.F.8.g; 2.F.8.i)
7. Understand and critique evidenced-based counseling practice (CACREP 2.F.8.b)
8. Understand statistical methods used in research and program evaluation (CACREP 2.F.8.h)
9. Write using the APA style.

**Professional Standards**

***Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016***

<b>CACREP Standard</b>	<b>Course Objective Coverage</b>	<b>Course Activities</b>
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP 2.F.8.a)	This Standard is part of Course Objective #2, which is addressed in Classes 1 and 3 on “Introduction to Research in Counseling” and “Summarizing & Critiquing Research”; as well as Course Objective #4, addressed in Class 3.	Assigned readings that discuss this Standard include: Chapters 3 & 12 in <i>Educational research</i>
identification of evidence-based counseling practices (CACREP 2.F.8.b)	This Standard is part of Course Objective #7, which is addressed in Class 8 on “Evidence-Based Counseling Practice”	Assigned readings that discuss this Standard include: Gone (2009), Kazdin (2008), & Shedler (2018).
qualitative, quantitative, and mixed research methods (CACREP 2.F.8.f)	This Standard is part of Course Objective #3, which is addressed in Classes 2, 6, and 10 on “Research Approaches”, “Quantitative Research Designs & Mixed Methods”, and “Qualitative Research Design & Analysis”	Assigned readings that discuss this Standard include: Chapters 1, 7, and 8 in <i>Educational research</i> ; article on mixed methods by Leech & Onwuegbuzie
designs used in research and program evaluation (CACREP 2.F.8.g)	This Standard is part of Course Objective #6, which is addressed in Class 9 on “Descriptive and Inferential Statistics; Methods”	Course content includes lecture/discussion on writing a methods paper; Assigned readings that discuss this Standard include: Chapter 9 in <i>Educational research</i>  Additionally, this Standard is measured as part of the Methods Paper Key

		Assignment, which assesses KPI A.8.a.1
statistical methods used in conducting research and program evaluation (CACREP 2.F.8.h)	This Standard is part of Course Objective #8, which is addressed in Class 9 on “Descriptive and Inferential Statistics; Methods”	Course content includes lecture/discussion on statistics; Assigned readings that discuss this Standard include: Chapter 9 in <i>Educational research</i>
analysis and use of data in counseling (CACREP 2.F.8.i)	This Standard is part of Course Objective #6, which is addressed in Class 9 on “Descriptive and Inferential Statistics; Methods”	Assigned readings that discuss this Standard include: Chapter 9 in <i>Educational research</i>  Additionally, this Standard is measured as part of the Methods Paper Key Assignment, which assesses KPI A.8.a.1
ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j)	This Standard is part of Course Objective #1, which is addressed in Classes 10, 11 & 12 on “Tuskegee Syphilis Experiment” and “Institutional Review Board (IRB)”	Course content that addresses this Standard includes: Tuskegee Syphilis Experiment video, reflection, and discussion; CITI training for IRB and IRB documents/process review/discussion

Additional professional standards addressed in this course:

- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.2
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.1.a, 1.b
- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Research”
- This course addresses the CAEP Proficiency A1. 3 Employment of data analysis and evidence to develop supportive school environments (see Methods paper assignment).

### Required Texts

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Schreiber, J., & Asner-Self, K. (2011). *Educational research*. Wiley.

### Additional Readings

Gelso, C. J. (1979). Research in counseling: Methodological and professional issues. *The Counseling Psychologist*; 8(3), 7-36. <https://doi.org/10.1177/001100007900800303>

Gone, J. P. (2009). A community-based treatment for Native American historical trauma: Prospects for evidence-based practice. *Journal of Consulting and Clinical Psychology*, 77(4), 751-62. <https://doi.org/10.1037/a0015390>

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist*, 63(3), 146–159. <https://doi.org/10.1037/0003-066X.63.3.146>

Leech, N. L. & Onwuegbuzie, A. J. (2010). Guidelines for conducting and reporting mixed research in the field of counseling and beyond. *Journal of Counseling and Development*, 88(1), 61-69. <https://doi.org/10.1002/j.1556-6678.2010.tb00151.x>

Shedler, J. (2018). Where is the evidence for “evidence-based” therapy? *Psychiatric Clinics of North America*, 41(2), 319-329. <https://doi.org/10.1016/j.psc.2018.02.001>

### **\*Additional readings provided in class/blackboard**

#### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

#### **• Assignments and/or Examinations**

##### **Research Proposal (3-part Assignment)**

Students will select a research topic of interest and complete the three components of a research proposal: 1) introduction, 2) literature review, and 3) methods sections. An annotated bibliography will be used to begin the development of the proposal and introduce students to literature on their topic of interest. Research topics are expected to reflect student interests and an aspect of the Counseling program mission, which emphasizes social justice, multiculturalism, advocacy, leadership, and internationalism in counseling.

##### ***1) Annotated Bibliography***

The annotated bibliography is one of the first steps in the research process. The purpose is to become familiar with literature related to your topic of interest. In this assignment, you will develop skills in locating appropriate articles, as well as summarizing and evaluating the content. Using your database search skills (and assistance as necessary) you will locate five research articles from peer-review (scholarly) journals. Review each article and write an annotation for each (between 175 and 200 words each, not including the citation). **FORMAT notes:** Following the article citation, each annotation should include a summary of the content and an evaluation of the article’s usefulness and rigor. Include the total word count for the annotation at the end of each annotation. You must adhere to current edition of APA guidelines. (100 points)

##### ***2) Introduction and Review of the Literature***

The *introduction* component of a research paper introduces the reader to your research issue. The purpose of the introduction is to provide a clear and concise overview of your research study including: the research issue/problem in counseling, a rationale for examining this

research issue, and the purpose of your study. The introduction should be one page but this will depend on font and writing style. The *review of the literature* will allow you to integrate the knowledge developed from your annotated bibliography to more fully understand your research topic. The literature review should conclude with a restatement of your purpose and your research question(s). The literature review should be four pages. In addition to the one-page introduction and four-page review of the literature, you will include a title page and reference page(s). You must adhere to current edition of APA guidelines. (100 points)

**3) *Methods Paper (section)* (Key Assignment: KPI A.8.a.1; CACREP 2.F.8.g & 2.F.8.i; CAEP Proficiency A1. 3)**

In this section, you will describe the research methods that you will use to address your research question. You will apply course material and additional readings as necessary. This section should allow other researchers to replicate your study. The methods section should be between two and three pages (not including title and reference pages). You must adhere to current edition of APA guidelines. (100 points)

**(DOK's) Reading and in-class Demonstrations-Of-Knowledge (DOK's)**

To ensure understanding of readings on research and content presented, students will be given open-book DOK activities in class. These allow for checks in understanding and questions over the readings. The DOK dates are as follows:

1. ***(January 18)***
2. ***(February 1st)***
3. ***(February 15th)***
4. ***(February 29th)***
5. ***(March 14th)***
6. ***(March 21st)***
7. ***(April 11)***
8. ***(April 25)***

Total points: 100

**Writer Development**

To facilitate the development of scholarly writing skills, students will participate in two writing/editing activities during the semester:

1. **Peer Review:** All students will complete a review of a peer's literature review paper. Partners/groups will work to determine the specific timeline for the review, but it must be completed by the due date listed. Feedback should be electronic and not handwritten. Original document with feedback included (i.e. word track changes, comment boxes, notes in the margin, separate attached document etc.) and uploaded to Bb. (15 points)
2. **Writing Center:** All students will visit the GMU Writing Center. Students may choose when and for what purpose based on what would be most helpful (e.g., meeting one-on-one to edit a specific paper, attending a workshop on APA format, etc.). Students are encouraged to make plans early in the semester (when it may be more helpful for course assignments), but have until the last day of regular classes (before finals week) to turn in the confirmation of their Writing Center visit via Bb. Visits may be virtual but students are responsible for obtaining documentation for their visit. (15 points)

### **CITI Training**

Students will complete the CITI training on Human Subjects Ethics. See information here: <https://oria.gmu.edu/topics/human-subjects/training/>. The training can be completed at any time during the course; the certificate of completion is due by the last day of class. This training takes approximately 2 - 4 hours depending on reading speed (25 points)

**Professional Practice Assignment** (50 points) Presenting research is a major component of advocacy and social justice. In this professional practice assignment students will have an opportunity to practice presenting research. Details on the presentation available in Blackboard.

1. Present your research to the class or
2. Student's proposal for alternative research activity to be approved by instructor (proposals due by Feb 1<sup>st</sup>)

### **Participation & Reflection Activities**

Students in Counseling courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; demonstrate preparedness for each class meeting; and demonstrate completion of tasks. This component includes activities in and out of class, such as written reflections and memos. Points can be earned as follows:

Research articles & analysis	9
Social Justice (SJ) Reflection	5
Tuskegee (TSE) Reflection	5
Action Research & Program Evaluation Reflection	14
Attending class/meeting (3 points per session)	21
Participating meaningful (3 points per session)	21
<b>Total Points</b>	<b>75</b>

### **Other Requirements**

#### **Course Expectations**

**APA Format:** Students in Counseling courses are expected to adhere to the current edition of APA guidelines for written papers. In this course, "student paper" format is expected (instead of "professional paper" format).

**Electronic Devices:** Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class unless you have an emergency. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) are generally permitted, but you may submit a request in writing if you need to do have consistent access to your phone during class. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

**Attendance:** In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

**Course Requirements:** Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments and tasks as assigned, (3) arrive on time and stay for the entire class period, (4) participate in discussions and work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

**Assignments:** Course assignments should be **submitted electronically** via Blackboard unless otherwise noted on the syllabus. Late assignments will not be accepted. You should contact the instructor if an emergency situation arises and you need to request accommodation. Additional assignments and/or assessments may be added at the instructor’s discretion.

When submitting assignments to Blackboard, you should review the SafeAssign report which will indicate if there are any concerns of plagiarism. You should also review the document after it’s uploaded to Blackboard to ensure that the information and formatting uploading correctly. It is recommended that you upload in a PDF file so that the formatting is retained. If you find errors after submission but before the due date, you are permitted to upload a new due document, as assignments are set to allow multiple attempts. **Only the last attempt submitted before the due date will be graded.**

• **Grading**

Course Assignment/Requirement	Points	% of Grade
Annotated Bibliography	100	17%
Introduction and Literature Review	100	17%
Methods Section	100	17%
Professional Practice assignment	50	9%
Readings – In-Class Demonstrations of Knowledge (DOK’s)	100	17%
Writer Development	30	5%
CITI Training	25	5%
Participation & Reflection Activities	75	13%
<b>Total</b>	<b>580</b>	<b>100%</b>

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

**A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]**

How to calculate your grade:		
Grade	Lower Limit %	Lower Limit points
A	94%	545
A-	90%	522

B+	87%	504
B	84%	487
B-	80%	464
C	70%	406
F	anything lower	

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

### Professional Dispositions (PD) Assessment

Professional Dispositions Assessments are completed by instructors in all required courses. A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. Students in “advanced or internship level” courses should demonstrate the dispositions always or almost always. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
<b>Basic (Pre-Practicum)</b>	Core: 602, 601, 525, 603, 609, 606, 604, 656 CMHC: 654, 652, 658 SC: 613, 611, 626
<b>Intermediate (Practicum)</b>	Core: 608, 660, 628, 619, 610, 797 CMHC: 750 SC: 751
<b>Advanced (Internship)</b>	CMHC: 792, 794 SC: 793, 795

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year



for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

### Class Schedule

- DOK's and assignments are due by the end of the day (EOD; 11:59pm) for ONLINE ASYNCHRONOUS classes unless noted otherwise.
- DOK's and/or assignments are due by end of class (7:20pm) for IN PERSON or Synchron online classes unless noted otherwise.
- Online classes are asynchronous unless written as ZOOM (you can complete your work at any time as long as it is before the deadline above) *except* for the Library Orientation (see below).

Class	Date	Format	Topic(s)	Reading Due	Assignment Due	Course Obj. #
1	Jan 18	IN PERSON	Introduction to Research in Counseling	"WEIRD" article	<b><u>DOK-activity</u></b>	2
2	Jan 25	ONLINE ASYNCH.	Research Approaches  Library Orientation (see below)	ER Chs. 1 & 2  Research article on topic: Gelso article	Reading ER Ch. 1 & 2 and Qual/Quant Designs  <b>Gelso: Bring to next in-person class: Research article &amp; analysis</b>	3

	TBA	<b>Christopher Lowder, Education Librarian, will hold an online training specifically for our class.</b> The training will be about an hour and is highly recommended. The librarian will cover information important to our course and the program in general, including finding articles, searching within specific journals, and accessing the mental measurements yearbook.				
3	Feb 1st,	IN PERSON	<p>Summarizing &amp; Critiquing Research</p> <p>Conceptualizing research: Research problems &amp; questions (<i>with partner</i>)</p> <p>APA style: <i>Bring your APA manual to class</i></p>	<p>ER Chs. 3 &amp; 12</p> <p>APA Chs. 4, 6, &amp; 7</p>	<p>Reading <b><i>DOK activity:</i></b></p> <p><u>Research question draft</u></p> <p>ER Ch. 3</p>	2, 4, 5
4	Feb 8th	ONLINE ASYNCH.	<p>Sampling and Data Sources</p>	<p>ER Ch. 4 &amp; 6</p> <p>APA Ch. 1, 2, &amp; 3</p>	<p>Reading ER Ch. 4 &amp; 6 and Qual/Quant Sampling</p> <p><b>Tasks:</b></p> <p>Annotated bibliography reference page</p>	
5	Feb 15	IN PERSON	<p>Believability</p> <p>Organizing your literature (<i>w/ partner</i>)</p> <p><i>Group meeting sign up</i></p>	<p>ER Ch. 5</p> <p>Article on PCL-C by Ruggiero et al. (2003) on Bb</p>	<p>Reading <b><i>DOK activity</i></b></p> <p>ER Ch. 5 and Believability</p> <p><b>Annotated Bibliography</b></p>	9
6	Feb 22	ONLINE ASYNCH.	<p>Quantitative Research Designs</p> <p>Mixed Methods</p> <p><i>Group meeting sign up</i></p>	<p>ER Ch. 7</p> <p>Mixed Methods article by Leech &amp; Onwuegbuzie (Bb)</p>	<p>Reading ER Ch. 7, Quant. Designs, &amp; Mixed Methods</p>	3

7	Feb 29	Hybrid: Zoom- Live	<u>Group Conferences</u>  Peer Reviews Assigned in Blackboard – schedule with partner(s)	APA Chs. 6, 7, & 8	<b><u>DOK Activity:</u></b> Bring to group meeting: research outline  Peer Review Assigned (Due week 9)	
	March 7th	Spring Break				
8	March 14th	ONLINE ASYNCH.	Social Justice in Research  Evidenced-Based Counseling Practice (EBCP)	SJ: Video and reading  EBCP: video and article (all on Bb)	SJ Reflection  <b><u>DOK Activity:</u></b> APA Style Quiz and EBCP	7, 9
9	March 21	IN PERSON	Qualitative Research Design & Analysis  Tuskegee Syphilis Experiment (TSE) Video	ER Chs. 8 & 10	<b><u>DOK activity:</u></b> Ethics and Decision Making  ER Ch. 8 & 10  TSE reflection  <b>Peer reviews are due</b>	1, 3
10	March 28	ONLINE ASYNCH.	Descriptive and Inferential Statistics  Methods	ER Ch. 9  Leech	Reading ER Ch. 9  Writing Time/Independent Work	6, 8
11	April 4th	<u>Indep. work</u>	Time to complete CITI training, visit Writing Center, or work ahead on other tasks		<b>Introduction &amp; Literature Review Due</b>	
12	April 11	IN PERSON	Qualitative Research Applications	ER Chs. 8	<b><u>DOK Activity:</u></b> Focus Groups and interviews  Introduction: AR & PE assignment	1

13	April 18	ONLINE ASYNCH.	Institutional Review Board (IRB)  Action Research (AR)	Review IRB forms  AR; Prezi & article	<b>Methods Due</b>  Tasks: AR & PE assignment	1
14	April 25	Hybrid – via Zoom	Review of IRB  Professional Practice Assignment	ER Ch. 11	Reading ER Ch. 11  <b>DOK Activity</b> Bring to ZOOM: Program Evaluation reflection to use  <b>Due:</b> CITI Certificate; Professional Practice Assignment  AR & PE Reflection	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **Counseling Program Mission Statement**

Mason’s Counseling Program infuses values integral to the preparation of professional counselors—social justice, multiculturalism, internationalism, advocacy, and leadership—into its celebrated curriculum. Graduates are prepared to assume leadership roles; be proactive change agents; and become advocates for social, economic, and political justice. By working through interdisciplinary teams as well as infusing teaching, research, service, and professional practice, the Mason counseling program will prepare the next generation of counselors to serve the collective needs of individuals through local, national, and international contexts.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

#### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

### Assessment Rubric(s)

Written Assignment are required to include a title page and references page(s) in accordance with APA (current ed.) format. Your paper should be double-spaced in 12 pt. Times New Roman font with 1-inch margins. Assignments should be uploaded to Bb in Assignments. PDF format is recommended to ensure formatting is maintained during submission.

#### *A.8.a.1 – CMHC & SC: Methods Paper in 601 – Key Assignment*

Upload to Bb Assignments and to VIA (linked through Bb Assessments)

Area Assessed	%	<b>Exceeds Standards 4</b> <b>A [100-94]; A-</b> <b>[93-90]</b>	<b>Meets Standards 3</b> <b>B+ [89-87]; B</b> <b>[86-84]</b>	<b>Approaching Standards 2</b> <b>B- [83-80]; C [79 - 70]</b>	<b>Below Standards 1</b> <b>F [69 and below]</b>
1. Research question KPI A.8.a.1; CACREP 2.F.8.g	10	Presents a clear, concise, answerable research question(s) at the beginning of the paper.	Presents a research question(s) with a few limitations at the beginning of the paper.	Presents a research question(s) with many limitations at the beginning of the paper.	Does not present a research question.
2. Alignment KPI A.8.a.1; CACREP 2.F.8.g	15	All components described are appropriate for and aligned with the research question(s).	Most components described are appropriate for and aligned with the research question(s).	Some components described are appropriate for and aligned with the research question(s).	Components are not aligned with or appropriate for the research question(s).
3. Participants KPI A.8.a.1; CACREP 2.F.8.g	15	Provides a detailed description of the intended participants in the study, including sample size and inclusion/exclusion criteria.	Provides a detailed description of the intended participants in the study. A few errors.	Provides a description of the intended participants in the study. Many errors.	Provides little or no description of the participants.
4. Data sources KPI A.8.a.1; CACREP 2.F.8.g	15	Thoroughly and completely describes what data sources will be used in the study with no errors.	Thoroughly and completely describes what data sources will be used in the study with a few errors/limitations.	Describes what data sources will be used in the study with a many errors/limitations.	Provides little or no description of the data sources.

5. Procedures KPI A.8.a.1; CACREP 2.F.8.g	15	Thoroughly and completely describes the procedures used for data collection from beginning to end of the study with no errors.	Thoroughly and completely describes the procedures used for data collection with a few errors/ limitations.	Describes the procedures used for data collection with many errors/ limitations.	Provides little or no description of the procedures.
6. Data analysis KPI A.8.a.1; CACREP 2.F.8.g; 2.F.8.i	15	Thoroughly and clearly describes how data will be analyzed following data collection to address the research question(s) with no errors.	Thoroughly and completely describes how data will be analyzed following data collection to address the research question(s) with a few errors/limitations	Describes how data will be analyzed following data collection to address the research question(s) with many errors (e.g., lacks clarity or does not address RQ).	Provides little or no description of how data will be analyzed.
7. APA format	15	Adheres to APA format (current ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (current ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (current ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.

\*\* The methods section is typically between two and three pages (not including title and reference pages). Research proposals for intervention studies will likely be slightly longer.

***CAEP Assessment Information:*** The purpose of this assessment is to evaluate a student's ability to identify data collection and data analysis in creating a research

*proposal that addresses counseling topics related to the development of multicultural social justice counseling competencies/interventions. With this assessment, students will be introduced to the use of data collection and data analysis in counseling research which will provide the foundation for future program coursework.*

*Specifically, based on the identification of a topic of interest, students will:*

- *Identify a research question (rubric component #1).*
- *Develop the components of research methods proposal that would enable them to answer this research questions. This includes a description of the participants in the proposed study (rubric component #3), the data sources that would be collected from participants (rubric component #4), and the data analysis techniques that would be used to analyze the data and answer the research question (rubric component #5).*
- *Ensure that all components of the research methods are aligned with the research question and each other (rubric component #2).*

**Additional assignment rubrics use the following scale:**

**4: A [100-94]; A- [93-90]; exceeds standards:** The student meets the criteria described consistently and/or completely.

**3: B+ [89-87]; B [86-84]; meets standards:** The student meets the criteria; few errors.

**2: B- [83-80]; C [79 - 70]; approaching standards:** The student partially meets criteria; some errors.

**1: F [69 and below]; below standards:** The student does not meet the criteria; numerous errors.

**Annotated Bibliography Rubric**

Area Assessed	%
1. <b>Length:</b> 175-200 words per annotation; <b>word count</b> included at the end of each annotation	10%
2. <b>References parameters:</b> 5 empirical research articles from peer-reviewed journals published in the last 10 years	10%
3. Citations in <b>APA (current ed.) format</b>	20%
4. <b>Summary</b> addresses the research purpose/question(s), methods/approaches, and findings	30%
5. <b>Evaluation</b> includes the usefulness or rigor and thoughtfulness and reflection on content	20%
6. <b>Writing style and grammar:</b> Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable.	10%

**Introduction & Literature Review Rubric**

Area Assessed	%
1. <b>Writing style:</b> Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable. Past tense is used to discuss prior research; future tense may be used to discuss the proposed study.	10
2. <b>APA Format:</b> Accurately cites sources according to APA (current ed.) format both in-text and in the reference page.	10
3. <b>Articles:</b> A minimum of 10 articles from peer-reviewed journal is required, including at least 5 peer-reviewed research articles (published in the last 10 years) and at least 2 articles from American Counseling Association (ACA) journals per-approved (can be non-research).	10
4. Statements are supported with <b>citations</b> from the literature.	15



5. The <b>introduction</b> provides an overview of the proposed study, the need for the study, and the relevance of the study; all components of the research question(s) are addressed.	15
6. <b>Linearity:</b> The literature review addresses all components of the research question(s), thus showing the need for the study, and does not have irrelevant information.	15
7. <b>Integration and organization:</b> the literature review is well organized, flows logically, integrates research on the relevant topics (not just a series of annotated bibliographies).	15
8. A clear, answerable <b>research question</b> is provided at the end of the introduction <b>OR</b> at the end of the literature review.	10

**\*\* The page max is 7 pages, not including the title page and the references page(s). For every half page over the max, 5% will be deducted from your grade.**