



Course Syllabus

Research in Counseling and Educational Settings

COUN 601

Instructor:

E-mail address:

Telephone:

Office:

Office hours:

Pexip:

Audio:

Course Description: This course will provide an in depth understanding of various types of research occurring in educational and behavioral health care settings. Basic knowledge of how to utilize a needs assessment and program evaluation to guide program planning and evaluate effectiveness will be provided. Furthermore, the course will address basic qualitative, quantitative, and mixed-methods research designs with an expectation of this information being used to produce a research proposal. This course addresses the knowledge and skills for becoming critical consumers of research in education and behavioral health care settings.

Course Objectives: Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards (*f.8*):

1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (*f.8.a*)
2. Identification of evidence-based counseling practices needs assessments (*f.8.b*)
3. Needs assessments (*f.8.c*)
4. Development of outcome measures for counseling programs (*f.8.d*)
5. Evaluation of counseling interventions and programs (*f.8.e*)
6. Qualitative, quantitative, and mixed research methods (*f.8.f*)
7. Designs used in research and program evaluation (*f.8.g*)
8. Statistical methods used in conducting research and program evaluation (*f.8.h*)
9. Analysis and use of data in counseling (*f.8.i*)
10. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (*f.8.j*)

Student Learning Outcomes:

Students will demonstrate the ability to:

- Analyze the application of the scientist-practitioner-advocate model in counseling and educational research, needs assessment, and program evaluation studies;
- Understand, interpret, and apply results of research, needs assessment, and program evaluation studies to his/her professional pursuits;

- Undertake the design, conduct, and interpretation of a research, needs assessment, and program evaluation study;
- Understand the ethical issues and practices important in the conduct of research, particularly with human subjects and in light of human diversity;
- Communicate effectively both orally and in writing about research-related issues.

Student Learning Tasks:

- Identify and describe different types of research approaches and designs.
 - Distinguish between experimental and descriptive approaches to research.
 - Distinguish between quantitative and qualitative research approaches.
 - Generate examples illustrating various types of approaches and designs.
- Read, summarize, and critique research reports.
 - Recognize different types of research reports.
 - Discriminate between primary and secondary sources.
 - Identify and summarize different sections of a research report.
- Understand and generate research questions and hypotheses.
 - Operationally define variables and constructs.
 - Distinguish between manipulated and measured variables.
- Identify and understand sampling and assignment techniques.
 - Distinguish between populations and samples.
 - Distinguish between random sampling and random assignment.
 - Recognize different sampling and group assignment procedures.
 - Describe purposive sampling techniques.
- Identify and describe logical fallacies in scientific thinking.
 - Define internal validity and identify threats to internal validity.
 - Define external validity and identify threats to external validity.
 - Define trustworthiness and identify threats to validity in qualitative research.
- Analyze and interpret simple statistics.
 - Practice analysis and interpretation of descriptive and simple inferential statistics.
 - Generate tables and graphs.
 - Propose data analysis plans for research proposal.
- Describe the reliability and validity of measurement instruments.
 - Know where to obtain psychometric information.
 - Understand why reliability and validity are essential properties of measurement tools.
- Write a research proposal.
 - Utilize APA manuscript style (6th ed.)
 - Review the literature and write a literature review.
 - Propose a research design.
 - Articulate strengths and limitations of the research design.

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

Required Texts:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Erford, Bradley. (2015). *Research and evaluation in counseling* (2nd ed.). Stamford, CT: Cengage Learning.
- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*.

New York, NY: The Guilford Press. Retrieved from
<http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-26926-000&site=eds-live>

Required Software:

SPSS Statistical Software: Further information will be provided

Required Readings all uploaded to Blackboard:

- Astramovich, R, Coker, J., & Hoskins, W. (2005). Training school counselors in program evaluation. *Professional School Counseling, 9*, 49-54.
- Barnhardt, R. & Kawagley, A.O. (2005). Indigenous knowledge systems and Alaska Native ways of knowing. *Anthropology and Education Quarterly, 36*, 8-23.
- Carey, J. C., Dimmitt, C., Hatch, T. A., Lapan, R. T., & Whiston, S. C. (2008). Report of the national panel for evidence-based school counseling: Outcome research coding protocol and evaluation of student success skills and second step. *Professional School Counseling, 11*, 197-206. doi:10.5330/PSC.n.2010-11.197
- Gruman, D. H., Marston, T., & Koon, H. (2013). Bring mental health needs into focus through school counseling program transformation. *Professional School Counseling, 16*(5), 333-341. Retrieved from <https://search-proquest-com.proxy.library.uaf.edu/docview/1448006393?accountid=14470>
- Harding, A., Harper, B., Stone, D., O'Neill, C., Berger, P., Harris, S., & Donatuto, J. (2012). [Commentary on] Conducting Research with Tribal Communities: Sovereignty, Ethics, and Data-Sharing Issues. *Environmental Health Perspectives, 120*, 6-10. doi:10.1289/ehp.1103904
- Hays, D. G., & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling & Development, 89*, 288-295.
- Hays, D. G., Wood, C., Dahl, H. D., Kirk-Jenkins, A. (2016). Methodological rigor in Journal of Counseling & Development qualitative research articles: A 15-year review. *Journal of Counseling & Development, 94*, 172-183.
- Hergenrather K., Geishecker S., McGuire-Kuletz M., Gitlin D., & Rhodes S. (2010). An introduction to community-based participatory research. *Rehabilitation Education, 24*(3-4), 225-238.
- Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development, 89*, 296-300.
- Lusky, M. B., & Hayes, R. L. (2001). Collaborative consultation and program evaluation *Journal of Counseling and Development, 79*, 26-38.
- Kopp, J. P., Zinn, T. E., & Finney, S. J. (2011). The development and evaluation of the academic entitlement questionnaire. *Measurement and Evaluation in Counseling and Development, 44*, 105-129.
- Palinkas, L. A. (2014). Qualitative and mixed-methods in mental health services and implementation research. *Journal of Clinical Child & Adolescent Psychology, 43*, 851-861.
- Rowell, L. (2006) Action research and school counseling: Closing the gap between research and practice. *Professional School Counseling, 9*, 376-384.

- Sahota, P. (2007). Research regulations in Alaska Native and American Indian communities policy and practice considerations. *National Congress of American Indians Policy Research Center*. https://depts.washington.edu/ccph/pdf_files/.pdf
- Schiele, B. E., Weist, M. D., Youngstrom, E. A., Stephan, S. H., & Lever, N. A. (2014). Counseling self-efficacy, quality of services and knowledge of evidence-based practices in school mental health. *Professional Counselor*, 4, 467-480.
- Tuhiwai Smith, L. *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed.). New York, NY: Zed Books.
- Thebane, L., & Akhtar-Danesh, N. (2008). Guidelines for reporting descriptive statistics in health research. *Nurse Researcher*, 15, 72-81.
- Wilson, S. S. (2017, October 4). Research as ceremony : articulating an indigenous research paradigm (Version 1). figshare. <https://doi.org/10.4225/03/59d448220e4c3>

Optional Readings/Texts:

- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five traditions* (3rd ed.). Thousand Oaks, CA: Sage.
- Field, A. (2014). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Thousand Oaks, CA: Sage.
- Grbich, C. (2007). *Qualitative data analysis: An introduction*. London: Sage.
- Maxwell, J. G. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Siedman, I. (2006). *Interviewing as qualitative research*. New York, NY: Teachers College Press.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Grounded theory procedures and techniques* (3rd ed.). Newbury Park, CA: Sage.
- Yin, R. (2013). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Course Evaluation: Students will be evaluated on the following (list of assignments and grading criteria):

1. **Class Attendance (30 points) and Participation (30 points):** Be sure attend the 6 scheduled video conferences (every other week), view the 6 recorded videoconferences on alternate weeks, be punctual, and call-in prepared with assignments turned in by their due dates. Video conferences will begin promptly at 7:00 PM and end at 9:00 PM. Each video conference is worth 5 points for calling in and doing so on-time. If missing class is unavoidable, please notify me by email 24 hours before the class session. Absence does not relieve responsibility of completing all assignments before the due date or for comprehending the material presented during the class session. Excessive absences may result in the student needing to retake the course.

Video conference dates are listed on the course calendar. Students will attend video conferences every other week in person. On the alternate week, recorded sessions will be available and should be viewed.

Reading assignments, participating in class discussions online and during the video conference, and responding to the assignments posted by classmates are important. A total of 30 participation points are possible toward your final grade. *Speak out and share your perspectives; it enriches the class experience for all of us!*

- **Blackboard Discussion Introduction (3 points):** Post an introduction of yourself on the introduction blackboard discussion board **due by 7:00 PM Alaska Standard Time on TBA**. In this introduction, please introduce yourself and pretend you were just awarded a grant for \$500,000.00 to conduct research with human subjects. Describe the topic on which you would conduct this research and the population you with whom you would focus. In a culturally competent way, provide a rationale for the topic and population of your intended research. In your post, please include a picture that symbolizes how you think or feel about research.
2. **CITI Training (10 points):** Complete required CITI training for UAF's Institutional Review Board. **Due by 7:00 PM on TBA**
 3. **Quizzes (60 points):** A total of 12 weekly quizzes (5 pts each) will be required and completed on Blackboard. **Quizzes are due each Tuesday by 7:00 PM.** These quizzes will be utilized as learning tools to ensure that students gain familiarity and competency surrounding key concepts and terms as related to quantitative and qualitative analysis and research methods, needs assessment, and program evaluation. The quizzes will require student to analyze, synthesize, and explain how various types of research designs, methods, and analyses are being applied in the clinical mental health and educational research.
 4. **Blackboard Posts and Responses (39 points):** A total of 12 weekly discussion board posts are required. Each post must contain approximately 250-300 words, tie in specific information from the readings two (2) times with two (2) citations, and end with a question for consideration or further reflection. Each post is worth 2 points each week. Posts are **due every Sunday by 7:00 PM.**

Students must author a response to one (1) classmate consisting of approximately 100-150 words each week. Responses should tie in information from the readings at least one (1) time and, therefore, include one (1) citation. Each response is worth 1 point.

Responses are due every Wednesday by 7:00 PM.

Students assigned to group one (1) will post to question one (1) every week. Students assigned to group two (2) will post to question two (2) every week. Students in group one (1) should respond to posts from group two (2) and vice versa. The rationale for this system is that it exposes students to course content that is specific and relevant to both questions every week. It is a way to help ensure course content is covered for each student. **Please respond to students in your section of the course.**

Students in Group 1	Students in Group 2
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Post to question 1 Sundays by 7 PM	Post to question 2 Sundays at 7 PM
Respond to 1 post from a student in Group 2 by Wednesdays by 7 PM	Respond to 1 post from a student in Group 1 by Wednesdays by 7 PM

5. **Data Set Assignments (60 points):** Using the assigned data set provided, students will perform required statistics on SPSS to answer research prompts. Students will post results and explanations on Blackboard for *four* key assignments (15 points each). Students will provide a critique of their classmates' data analysis and explanations of results.
6. **Student Prospectus (80 points):** Students will individually turn in a final prospectus (APA 6th ed. style). Included in this prospectus is the following components:
 - a. Introduction – Identify research question(s) or problem statement and provide a brief rational for the study, approximately one (1) page.
 - b. Literature Review - A literature review relating to the topic of investigation must be completed, amounting to ten (10) pages with 15-20 sources.
 - c. Method – Explain the research design and theoretical framework and underpinnings (traditions and/or paradigms) guiding the investigation, operationalize research question(s), and state hypothesis(es), comprised of two (2) pages.
 - d. Plan for dissemination – Describe how this investigation will add to the field. For a project, describe your intended audience for this work and offer an overview of the application that will address the gap you discovered. For a thesis, discuss how findings from this study could be shared with the field at large. For both the project and thesis, identify the steps you will take to disseminate. This section should comprise approximately two (2) pages.
7. **Quantitative Article Review (15 points):** Students will each select one peer reviewed quantitative research article. A two to three (2-3) page written summary of the article will be provided that describes the research question, research design, data and statistical analysis utilized, key findings, and strengths and limitations of the study using quantitative language. This summary will be posted on Blackboard for classmate review and critique.
8. **Qualitative Article Review (15 points):** Students will choose one peer reviewed journal article that demonstrates good and/or poor use of qualitative research. A two to three (2-3) page written summary of the article will be provided that describes the research question, research design, data analysis, key findings, strengths and weakness of the study using qualitative language, and suggestions for improving its research design. This summary will be posted on Blackboard for classmate review and critique.
9. **Class Qualitative Study:** As a group, students will conduct a qualitative study this semester as part of the course requirements. The following components will be included:
 - a. **Annotated Bibliography (6 points):** Each student will locate 3 unique articles about the assigned topic of the study and complete a portion of a class assignment, which is a comprehensive annotated bibliography.

- b. **Literature Review (12 points):** The class will be broken into small groups of 2-3 students and assigned a portion of a comprehensive literature review to author which, as a whole, will inform this study.
- c. **Conduct and Transcribe a Participant Interview (20 points):** Each student will be asked to conduct a 60 minute interview with a research subject. The student will be expected to explain the study to the participant, gain the participant's consent to participate, and return a signed copy of the participant informed consent form to the instructor. The interview must be recorded and transcribed verbatim. All identifying information must be removed from the transcript.
- d. **Author a Methods Section, Code, and Analyze Transcripts (25 points):** With your group members, you will work together author the methods section for this study as well as code and analyze your interviews. To do so, you will build a codebook and apply it to your interviews.
- e. **Author Results, Discussion, and Conclusion Sections (25 points):** Students will use their codebook and coded interviews to co-author a results section based on their analyses. Using their result section, they will tie their key findings back to the literature and co-author a discussion section. Finally, they will co-write a conclusion.
- f. **Submit a manuscript (20 points):** By group, students will edit and use the class-authored literature review for their manuscript which will also contain the group-authored methods, results, discussion, and conclusion sections. The final paper must contain references as well.

Grading:

Your course grade will be determined by the following point system:

Grading Scale

Class Attendance/Participation	60 points	465 points and up (93%)	A
CITI Training	10 points	450-464.9 points (90-92.9%)	A-
Quizzes (12 @ 5 points)	60 points	440-449.9 points (88-89.8%)	B+
Blackboard Posts/Response w/ intro	42 points	415-439.9 points (83-87.9%)	B
Data set assignment (4 @ 15 points)	60 points	400-414.9 points (80-82.9%)	B-
Student Prospectus	80 points	390-399.9 points (78-79.9%)	C+
Quantitative Article Review	15 points	365-389.9 points (73-77.9%)	C
Qualitative Article Review	15 points	340-359.9 points (68-69.9%)	D+
Class and Group Qualitative Study	108 points	315-339.9 points (63-67.9%)	D
Final Exam	50 points	300-314.4 points (60-62.9%)	D-
Total	500 Points	Less than 300 points	F

Note: In many academic disciplines students are evaluated solely on their academic performance. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding

their professional characteristics in order to continue on in the program. The faculty will evaluate the student's professional characteristics in relation to their ability to become a viable member of the counseling community. Students will meet with the faculty following each evaluation and the results of the evaluation will be discussed. *Insubordinate and argumentative behavior in response to feedback in one or more environments may be a basis for dismissal from the Counseling Program.*

Course Policies: Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

Incomplete Grades: An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Disability Services: Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (907-474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact the instructor regarding the necessary accommodations.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available via distance.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

Discrimination, harassment and violence. The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated

on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 907-474-7721.

Mandated Reporting. If a faculty, staff or SOE student working in a school or clinical setting has reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, the individual (student, staff, faculty) has the responsibility to make the report to the Alaska Office of Children's Services (OCS) hotline and is empowered to do so. Should the individual desire the support and assistance of the program lead/department head and/or SOE director in making the report, these individuals are available to assist with fulfilling the requirements of mandatory reporting (see <http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/report.aspx>)

The SOE program lead/department head and SOE director will be available to the mandatory reporter before, during, and following the report, for support and assistance as required. Mandatory reporters should report the incident to their respective program lead or department head, who will in turn report the incident to the SOE director. Mandatory reporting of suspected child abuse or neglect must be reported immediately, which means as soon as reasonably possible, and no later than within 24 hours.

State law (A.S. 47.17.020) requires that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, shall immediately report the harm. A.S. 47.17.290 defines "reasonable cause to suspect" as "based on all the facts and circumstances known to the person that would lead a reasonable person to believe that something might be the case." It is not your responsibility to determine if the information you receive is accurate or whether the child is a reliable source. It does not matter how long ago the act happened, where it happened, or whether or not you believe it happened.

“Who do I call?”

If you suspect a child was abused or neglected, immediately contact the Office of Children's Services (OCS) hotline. You can call at any time, any day of the week.

Care enough to call: 1-800-478-4444

Email: reportchildabuse@alaska.gov

or Fax: 907-269-3939

If you are unable to reach OCS, you must contact the law enforcement agency responsible for your area. If you live in an urban area with municipal police department, the responsible agency would be the municipal police department. If you live in an area covered only by Alaska State Troopers, they would be the responsible agency. If you live in a village with Village Public Safety Officers (VPSOs) and Village Police Officers (VPOs), you should contact both the local law enforcement (VPSO and VPOs) and the Troopers covering your village.

In an emergency situation where the child is facing an immediate danger, you should call 911, and take whatever actions you can without putting yourself at risk of harm to make the child safe until authorities take over.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Date	Class Content	Readings	Assignments	CACREP 2016 Standards
Module	Ethics in Research Research Protocol with AN/AI communities Nature of Research & Inquiry Characteristics of a Research Study Locating, Reviewing, and Writing Research	Barnhardt & Kawagley (2005) Erford (2015) Ch. 1-4 (will be scanned to BB) Hays & Singh Ch. 3 (will be scanned to BB) Sahota (2007) Wilson (2017) Forward-Ch. 2	CITI Training Introduction BB Post BB Post BB Response Quiz	f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j
Module	Quantitative Research Design in Counseling Using Action Research and Single-Subject Research Designs Descriptive Statistics Indigenous Research Methods	Erford (2015) Ch. 7-8, 12 Thebane et al., (2008) Wilson (2017) Ch. 3	Date Set Assignment 1 BB Post BB Response Quiz	f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j
Module	Deriving Standardized Scores Statistical Hypothesis Testing Using SPSS for Statistical Analysis Indigenous Research Methods	Erford (2015) Ch. 13-14, 15 Tuhwai Smith (2012) Intro Wilson (2017) Ch. 4-5	Data Set Assignment 2 BB Post BB Response Quiz 3 Class Qualitative Study: Annotated Bib Entry (3 s)	f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j
Module	Univariate inferential Statistics Correlation & Regression Critical Thinking:	Erford (2015) Ch. 16-17 Carey et al. (2008) Shiele et al. (2014) Tuhwai Smith (2012) Ch. 1	Data Set Assignment 3 BB Post BB Response Quiz Student Prospectus: Research Question	f.8.a; f.8.e; f.8.g; f.8.h; f.8.i

	Outcome Research & Evidence-Based Practice Research		Annotated Bib (10 s)	
Module	Nonparametric Tests of Statistical Inference Indigenous Research Methods Review: How to Write A Lit Review	Erford (2015) Ch. 18 Tuhiwai Smith (2012) Ch. 2 Wilson (2017) Ch. 6-7	Data Set Assignment 4 BB Post BB Response Quiz ID Counselor for Interview Class Qualitative Study: Lit Review Entry ID Research Participant	<i>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</i>
Module	Multivariate Statistical Analyses Foundations of Qualitative Inquiry Indigenous Research Methods	Erford (2015) Ch. 19 Hays & Singh (2012) Ch. 1, 2 Tuhiwai Smith (2012) Ch. 3	Quantitative Article Review BB Post BB Response Quiz Student Prospectus: Literature Review (10 p)	<i>f.8.a; f.8.e; f.8.h; f.8.i</i>
Module	Qualitative Research: Research Design CBPR	Hays & Singh (2012) Ch. 4-6 Hergenrather et al. (2010)	BB Post BB Response Quiz Student Prospectus: Proposed Methods	<i>f.8.a; f.8.e; f.8.h; f.8.i; f.8.j</i>
Module	Qualitative Research: Data Collection	Hays & Singh (2012) Ch. 8-9	BB Post BB Response Quiz Class Qualitative Study: Interview Participant Student Prospectus: Proposed plan for dissemination	<i>f.8.a; f.8.e; f.8.h; f.8.i</i>
Module	Qualitative Research: Trustworthiness Mixed Methods	Hays & Singh (2012) Ch. 7 Hays & Wood (2011) Hunt (2011) Palinkis (2014)	BB Post BB Response Quiz Class Qualitative Study: -Transcribe Interview -With partner(s), co-author methods section.	<i>f.8.a; f.8.e; f.8.h; f.8.i</i>
Module	Qualitative Research:	Hays & Singh (2012) Ch. 10-11	Qualitative Article Review	<i>f.8.a; f.8.e; f.8.h; f.8.i; f.8.j</i>

	Data Analysis	Hays, Wood, Dahl, & Kirk-Jenkins (2016)	BB Post BB Response Quiz Class Qualitative Study: With partner(3), build codebook and code 2-3 interviews Student Prospectus: Final	
Module	Program Evaluation: Foundations Needs Assessment	Erford (2015) Ch. 9 Astramovich et al., (2005) Lusky & Hayes (2001) Rowell (2008)	BB Post BB Response Quiz Class Qualitative Study: Co-author results section.	f.8.a; f.8.b; f.8.c; f.8.f; f.8.j
Module	Program Evaluation: Types of Evaluation Writing Reports	Erford (2015) Ch. 10 Auger et al. (2013) Kopp et al. (2011)	BB Post BB Response Quiz Class Qualitative Study: Co-author discussion & conclusion.	f.8.a; f.8.b; f.8.c; f.8.f; f.8.j
Final			Class Qualitative Study: Turn in final paper (class authored and edited lit review, methods, results, discussion, conclusion, references. Student Prospectus: Response to feedback. Final Exam	f.8.a; f.8.c; f.8.d; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j

Evaluation Component	CACREP 2016 Standard Assessed
CITI Training	f.8.i; f.8.j

Quizzes, Blackboard Posts/Responses	<i>f.8.a; f.8.b; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>
Data set assignments	<i>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</i>
Quantitative Article Review	<i>f.8.a; f.8.b; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>
Qualitative Article Review	<i>f.8.a; f.8.e; f.8.h; f.8.i; f.8.j</i>
Class Qualitative Study	<i>f.8.a; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>
Student Prospectus	<i>f.8.a; f.8.b; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>