



University of North Texas at Dallas

Summer 2016

SYLLABUS

EPSY 5050 Foundations of Educational Research Methodology 3Hrs	
Department of Counseling & Human Services	School of Human Services and Counseling
<b>Instructor Name:</b>	Trigg A. Even, PhD, LPC-S, NCC
<b>Office Location:</b>	Founders Hall Room 331
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<b>Office Hours:</b>	Every Monday 12:00-1:00 and 4:30-5:30 and By Appointment Every Other Monday 5:30-9:30
<b>Virtual (BB) Office Hours</b>	By Appointment
<b>Classroom Location:</b>	Founders Hall Room 306
<b>Class Meeting Days &amp; Times:</b>	ONLINE (Blackboard) and Monday 5:30-9:50 as scheduled
<b>Course Catalog Description:</b>	Overview of the process of conducting research, from formulating research questions to sampling, data collection, analysis, and drawing inferences. The main focus is on being able to understand, evaluate, and utilize published research, both qualitative and quantitative. Final product is a detailed critique of published research.
<b>Prerequisites:</b>	COUN 5680 Basic and COUN 5710 Theories with a grade of "B" or better; COUN 5765 Appraisal in Counseling is Recommended
<b>Required Text:</b>	Erford, B.T. (2015). <i>Research and evaluation in counseling</i> (2 <sup>nd</sup> ed.). Cengage Learning. ISBN: 978-1285454894  Erford, B.T., Hays, D.G., & Crockett, S. (2015). <i>Mastering the National Counselor Exam and the Counselor Preparation Comprehensive Exam</i> (2 <sup>nd</sup> ed.). Pearson Education. ISBN: 978-0133488821
<b>Recommended/ Previous Text(s):</b>	Cozby, P.C., & Bates, S.C. (2012). <i>Methods in behavioral research</i> (11 <sup>th</sup> ed.). McGraw Hill Education. ISBN: 0078035155  Hatch, T. (2014). <i>The use of data in school counseling: Hatching results for students, programs, and the profession</i> . Corwin: A Sage Company. ISBN: 9781452290256.  Mills, G. E., & Gay, L. R. (2014). <i>Educational Research: Competencies for analysis and application</i> . New York: Pearson. ISBN: 9780134041032
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a>  UNT Dallas Bookstore: phone: (972) 780-3652; web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a>

Blackboard LMS: [www.learn.untDallas.edu](http://www.learn.untDallas.edu)

**Course Goals or Overview:**

This course is designed as an initial Master's level research methods course often required in education, psychology, and behavioral sciences programs. It is important for persons in most professions to be able to critically evaluate research studies. Our emphasis will be on understanding the various approaches to research and developing the ability to critically evaluate the literature. The course will cover a range of research design methods and issues, including quantitative research, qualitative research, mixed methods research, single subject designs, program evaluation, and outcomes assessment.

This course is offered in "hybrid" format. As such, between 50-75% of the course will be in Blackboard.

<b>CACREP (2009) Program Standards</b>	<b>Student Learning Outcome (SLO)</b>	<b>Evaluation</b>
8a	1. Explains the importance of research in advancing professions such as counseling and education	Discussion Board 1
8c	2. Describes concepts of validity and reliability as well as threats to validity and reliability	Discussion Board 2
8b	3. Describes and critically evaluates various quantitative, qualitative, mixed methods, single-subject, program evaluation, and outcomes assessment research designs	Research Study Evaluations #1-3
8c	4. Discern and critically evaluate both statistical and qualitative coding methods used in conducting research and program evaluation	Research Study Evaluations #4-5
8d	5. Critically evaluates and applies the principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	Research Evaluation #6  Group Research Design Project
8e	6. Apply research findings to inform evidence-based practice	Evidence-based Practice Research Paper
8f	7. Explain ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Discussion Board 3
8e	8. Construct a literature review and a basic research proposal	Group Research Design Project
<b>CACREP (2009) School Counseling Standards</b>		
I.1	9. Critically evaluates research relevant to the practice of school counseling.	Research Study Evaluations #1-3
I.2	10. Discusses models of program evaluation for school counseling programs.	Discussion Board 4
I.3	11. Demonstrates knowledge of basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).	Group Research Design Project
I.4	12. Locates sources of current data to inform decision making and	Group Research Design Project

	accountability (e.g., school improvement plan, school report card).	
I.5	13. Reviews outcome research data and best practices identified in the school counseling research literature.	Evidence-based Practice Research Paper
J.1	14. Applies relevant research findings to inform the practice of school counseling.	Evidence Based Practices Presentation
J.2	15. Analyzes and uses data to enhance school counseling programs.	Group Research Design Project
<b>CACREP (2009) CMHC Standards</b>		
I.1	16. Critically evaluates research relevant to the practice of clinical mental health counseling.	Research Study Evaluations #1-3
I.2	17. Discusses models of program evaluation for clinical mental health counseling programs.	Discussion Board #4
I.3	18. Demonstrates knowledge of evidence-based treatments and basic strategies for evaluating outcomes in clinical mental health counseling.	Evidence-based Practice Research Paper
J.1	19. Applies relevant research findings to inform the practice of clinical mental health counseling.	Evidence Based Practices Paper Presentation
J.2	20. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Group Research Design Project
J.3	21. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	Group Research Design Project

### Catalog Description

Overview of the process of conducting research, from formulating research questions to sampling, data collection, analysis and drawing inferences. The main focus is on being able to understand, evaluate and utilize published research, both qualitative and quantitative. Final product is a detailed critique and presentation of published research on evidence-based practices and an original research design.

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in the classroom or on the blackboard.

Week	Date	Module	Topic	Readings	DUE SAT Midnight
1	6/6/16 In Class	1	Introduction to the course, group research assignments, Pre-Test Survey Module 1 Intro to Research	Erford (2015) Ch. 1-3	Discussion 1 COMPS Quiz 1
2	6/13/16 Online	2	Module 2 Research Ethics	ACA Code of Ethics AARC RUST Document	Discussion 3 COMPS Quiz 2 & 3
3	6/20/16 In Class	3	Module 3 Research Design	Erford (2015) Ch. 5-6	COMPS Quiz 4 & 5 Research Eval 1
4	6/27/16 Online	3	Research Design continued	Erford (2015) Ch. 7-8	Discussion 2 COMPS Quiz 6 Research Eval 2
5	7/4/16 Online	4	Module 4: Review of Basic Stats and Normal Distribution	Erford (2015) Ch. 12-13	COMPS Quiz 7 & 8
6	7/11/16 In Class	5	Module 5: Data Collection and Analysis	Erford (2015) Ch. 11, 14	Research Eval 3
7	7/18/16 Online	5	Data Collection and Analysis continued	Erford (2015) Ch. 16-18	COMPS Quiz 9 Research Eval 4
8	7/25/16 Online	6	Module 6: Program Evaluation and Outcomes Measurement	Erford (2015) Ch. 9-10	Discussion 4 Research Eval 5 EBP Paper
9	8/1/16 In Class	6	Program Evaluation and Outcomes Measurement continued	Erford (2015) Ch. 4	COMPS Quiz 10 Research Article 6 <b>EBP Symposium In Class 8-1-16</b>
10	8/8/16 In Class	7	Module 7: Findings, Implications, and Reporting Post-Test Survey	Erford (2015) Ch. 3 (last part)	<b>Group Research Design Projects In class on 8-8-16</b>

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**COMPS Review Quizzes:** Students will review materials for the comprehensive exam and national counselor exam. Upon completion of each review section, students will complete an open-book multiple-choice quiz on material covered in the comps review manual. Quizzes will be posted in Blackboard.

**Discussion Questions:** Students will respond to 4 sets of discussion questions regarding material covered in class and in the book. Responses to the discussion questions shall be posted on Blackboard. It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board. You are required to respond to two members of the class in the discussion board. Your responses should be at least 150 words.

**Research Study Evaluations:** Students will submit six (6) research study evaluations (using the attached form below) based on a journal article that describes a research study on each of the following specific methods: quantitative, qualitative, mixed methods, single-case designs, action research, and outcome-based

research/program evaluation. It is highly recommended that students choose the same topic (i.e. eating disorders, gifted students, ADHD, marital satisfaction) for the variety of research studies so that they can use the studies in their research paper. The two page evaluation for each research study will follow this format:

- A. Summary of the Literature Review describing what was already known about the topic.
- B. Research questions
- C. Research Design: Evaluate if the research design was appropriate to answer the research question and the strengths and limitations of the research design
- D. Statistics or Protocol: Determine if the statistical method or protocol was appropriate for the research design; were statistical assumptions met or appropriate protocol used?
- E. Research Findings: What were the significant research findings? Did tables or diagrams display needed information
- F. Research discussion and conclusion: Did the discussion and conclusion logically follow the research findings.

**Group Action Research Project:** Students will form groups of three or four based on specialization. They will determine an important question that professional counselors at a local school or agency are seeking. For example, a local school counselor may want to determine if after small group counseling has helped students increase scores on standardized tests. A local counseling coordinator at an agency may want to determine which counselors have clients with lower recidivism rates. After determining the question, students will develop a doable research design to collect the data or analyze existing data to answer the question. Students will submit the attached form below and will discuss their project on the last day of class.

**Evidence-based Practice Research Paper:** Students will demonstrate the ability to locate sources of data and critically evaluate research related to evidence-based practices in school or clinical mental health counseling. Students will write a white paper on a specific topic related to counseling (i.e. eating disorders, gifted students, ADHD, marital satisfaction) with the following outline.

- A. Definition and statistics on the counseling issue
- B. Statement of the need to review research studies to determine evidence-based practice
- C. Review of 4 research studies. (1 paragraph for each study)
- D. Synthesis of findings and recommendations for evidence-based practice.
- E. References

**Research Symposium Presentation:** Using the evidence-based practices white paper, students will prepare and deliver an original poster, roundtable, or oral presentation for an audience of peers in a student research symposium.

**Grading Matrix:**

Instrument	Value Points	Measures SLO
Quizzes (10 x 10 pts)	100	1-21
Discussion Questions (4 x 25 pts)	100	1, 2, 7, 10, 17
Research Study Evaluations (6x 40 pts)	240	3-5, 9, 16
Group Action Research Project	160	5, 8, 11, 12, 15, 20, 21
Evidence-based Practice Research Paper	200	6, 13, 18
Research Symposium Presentation	200	14, 19
<b>TOTAL</b>	<b>1000</b>	

**Grade Determination:**

900-1000=A

899-800=B

799-700=C  
699-600=D  
599 and below=F

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

### **Assignment Policy:**

**All assignments and discussions that are due must be submitted by 11:30 PM on the due date. Students are expected to turn in all assignments on time. Late assignments will receive a 5% deduction per day that it is late.**

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

### **Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

### **Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

### **Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*



## Rubrics and Forms

### Discussion Question Rubric

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Response to Questions or Prompts</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong understanding by integrating numerous concepts from textbook or class</li> <li>• Original and insightful that leads to rich discussion (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates strong understanding by integrating numerous concepts from textbook or class</li> <li>• However, not original and insightful (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate strong understanding of the readings (3)</li> </ul>
<b>Response to 2 other students</b>	<ul style="list-style-type: none"> <li>• Elaborates on other's ideas or provides contrasting view (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to others with simple agreement or disagreement of particular comments (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Short response that does not indicate thought (3)</li> </ul>

### Research Study Evaluation Form

Your Name: _____		Date: _____
Circle One:    Article 1: Quantitative or SSRD    (Core focus on research type and its alignment with the design) Article 2: Qualitative or Mixed-Methods (Core focus on research type and its alignment with design) Article 3: Descriptive Statistics (Core focus on the author’s use of data to describe the participants) Article 4: Quantitative Data Collection and Analysis (Core focus on data collection/analysis methods) Article 5: Qualitative Data Collection and Analysis (Core focus on data collection/analysis methods) Article 6: Conclusions and Implications (Core focus on conclusions and implications section)		
APA Citation of the Research Journal Article You are Reviewing (1 pt):		
Type of Research Design (1 pt) :		
Content	Objective Information	Subjective Evaluation (Comments and Score) <b>2 = Strong</b> <b>1= Adequate</b> <b>0 = Inadequate</b>
<b>1. Literature Review</b> (5 pts)	What are the specifics that are already known about the topic?	Was literature review focused and comprehensive?
<b>2. Research questions</b> (5 pts)	What were the research questions?	Were they focused and logical?
<b>3. Research Design</b> (5 pts.)	Describe the research design including: (a) Recruitment of participants or how data was obtained (b) Setting/Context (c) Measures/Assessment instruments (d) Treatment Strategies or Process (e) How were threats to internal and external validity and reliability managed? (Randomized control trial? Triangulation?)	Evaluate if the research design is appropriate to answer the research questions? Was there an adequate sample size or method of obtaining data? Was the setting and context appropriate? Were the measures valid and reliable? Were the treatment strategies or process clear? Were threats to internal and external validity and reliability adequately managed?
<b>4. Data Analysis</b> (5 pts.)	How were the data analyzed?	Was the data analysis method (statistics or protocol) appropriate for the research design?
<b>5. Research Findings</b> (5 pts.)	What were the significant research findings?	Were research findings clear and logical? Did they answer the research question? Did tables or diagrams display needed information?
<b>6. Research discussion and conclusion</b> (5 pts)	How did the findings compare to previous literature? What were the major implications/recommendations from this study? How do these findings impact the field (i.e. make a difference in the world)?	Did the discussion and conclusion logically flow from the research findings? Were all questions in the box to the left clearly addressed?

	What were the limitations? What are the recommendations for future studies?	
Total Score:		
<b>Summary of Your Evaluation:</b> Strengths of the Study (3 pts): Limitations of the Study (3 pts): Overall do you consider this a strong research study? (2 pts)		

**Grading of Research Study Evaluation:** Full points if accurate & detailed. Half points if not.

**Blackboard Rubric for Evaluating Research Study Evaluations**

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>APA Reference of Article</b>	Points: <b>.7 (1.75%)</b> APA reference has more than two formatting errors.	Points: <b>.8 (2%)</b> APA reference has only 1 or 2 minor formatting errors.	Points: <b>1 (2.5%)</b> APA reference has zero formatting errors.
<b>Type of Research Design</b>	Points: <b>.7 (1.75%)</b> Student failed to identify the type of research design.	Points: <b>.8 (2%)</b> Major type is correct (quantitative, qualitative, etc.) but the sub-type is not identified or is incorrect	Points: <b>1 (2.5%)</b> Both the major type and sub-type are correctly identified.
<b>Literature Review</b>	Points: <b>2 (5%)</b> Literature review is summarized, but is missing evaluative comments.	Points: <b>4 (10%)</b> Literature review is synthesized concisely and includes brief evaluative comments. Student could have evaluated in more depth.	Points: <b>5 (12.5%)</b> Literature review is well-synthesized, cited, and well-organized. Evaluative/critical commentary by the student has depth and shows critical reflection.
<b>Research Questions</b>	Points: <b>2 (5%)</b> Research questions are not listed in coherent fashion. No indication is given that the student identified the key research questions or attempted to critique them.	Points: <b>4 (10%)</b> Research questions are identified and student wrote brief evaluative comments. Student could have evaluated in more depth.	Points: <b>5 (12.5%)</b> Research questions are clearly identified and listed in coherent fashion. Evaluative/critical commentary by the student has depth and shows critical reflection.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Research Design</b>	<p>Points: <b>2</b> (5%)</p> <p>Elements of research design are not clearly identified or discussed. Little indication is given that the student identified the key research design elements or attempted to critique them.</p>	<p>Points: <b>4</b> (10%)</p> <p>Research design elements are identified and student wrote brief evaluative comments. Student could have evaluated in more depth.</p>	<p>Points: <b>5</b> (12.5%)</p> <p>Research design elements are clearly identified and discussed. Evaluative/critical commentary by the student has depth and shows critical reflection.</p>
<b>Data Analysis</b>	<p>Points: <b>2</b> (5%)</p> <p>Data analysis was not discussed or evaluated.</p>	<p>Points: <b>4</b> (10%)</p> <p>Data analysis procedures are identified and student wrote brief evaluative comments. Student could have evaluated in more depth.</p>	<p>Points: <b>5</b> (12.5%)</p> <p>Methods of data analysis are clearly identified and discussed, appropriate to the major research type. Evaluative/critical commentary by the student has depth and shows critical reflection.</p>
<b>Research Findings</b>	<p>Points: <b>2</b> (5%)</p> <p>Research findings are not discussed. Little indication is given that the student identified the key research findings or attempted to critique them.</p>	<p>Points: <b>4</b> (10%)</p> <p>Research findings are identified and student wrote brief evaluative comments. Student could have evaluated in more depth.</p>	<p>Points: <b>5</b> (12.5%)</p> <p>Research findings are clearly identified and discussed, appropriate to the major research type. Evaluative/critical commentary by the student has depth and shows critical reflection.</p>
<b>Research Discussion and Conclusions</b>	<p>Points: <b>2</b> (5%)</p> <p>Research discussion, conclusions, and implications section is not discussed. Little indication is given that the student identified the key implications or attempted to critique them.</p>	<p>Points: <b>4</b> (10%)</p> <p>Research discussion, conclusions, and implications section is identified and student wrote brief evaluative comments. Student could have evaluated in more depth.</p>	<p>Points: <b>5</b> (12.5%)</p> <p>Research discussion, conclusions, and implications section is clearly identified and discussed, appropriate to the major research type. Evaluative/critical commentary by the student has depth and shows critical reflection.</p>

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Summary of the Evaluation (3 components)</b>	Points: <b>3 (7.5%)</b> No summary of the study discussed. Strengths, limitations, and quality of the study were not identified or critiqued.	Points: <b>6 (15%)</b> Student provided evaluative commentary on each of the 3 components (strengths, limitations, and quality). Student could have evaluated in more depth.	Points: <b>8 (20%)</b> Student provided evaluative commentary on each of the 3 components (strengths, limitations, and quality). Evaluative/critical commentary by the student has depth and shows critical reflection.

**Group Action Research Project Form**

**Group Research Design Project Form**

<b>Group Members' Names:</b>		<b>Date:</b>
<b>1. Describe the general topic of inquiry proposed by your research study design. (10 points)</b>		
<b>Content</b>	<b>Information/ Plan</b>	
<b>2. Literature Review (30 pts)</b>	<b>What does the professional literature already say about this topic? (Synthesize and cite existing research findings.)</b>	
<b>3. Research questions (20 pts)</b>	<b>Provide appropriately stated research questions that align with the design and scope of the proposed study.</b>	
<b>4. Research Design (50 pts.)</b>	<b>Describe your proposed the research design including:</b> a) <b>Recruitment of participants or how data will be obtained</b> b) <b>Setting/Context</b> c) <b>Valid and Reliable Measures/Assessment instruments</b> d) <b>Treatment Strategies or Process</b> e) <b>How will threats to internal and external validity and reliability managed?</b> (Randomized control trial? Triangulation?)	
<b>5. Data Analysis (25 pts.)</b>	<b>How will you analyze your data?</b>	
<b>6. Recommendations and Next Steps (25 pts.)</b>	<b>Provide the recommendations and next steps to implement this proposed study.</b>	

**Blackboard Rubric for Evaluating Group Research Design Project**

	<b>Below Expectations</b>	<b>Meets Expectations</b>	
<b>Statement of the Problem/Rationale for the Research</b>	<p>Points: <b>5</b> (3.12%) No clear indication of the need for the research is given.</p>	<p>Points: <b>8</b> (5%) Students clearly articulated the statement of the research problem or request for research without expanding on the rationale.</p>	<p>Points: <b>10</b> (6.25%) Students clearly articulated the statement of the research problem or request for research AND provided expanded discussion on rationale.</p>
<b>Literature Review</b>	<p>Points: <b>15</b> (9.38%) Literature review lacks sufficient coverage (less than 4 citations) and organizational scheme.</p>	<p>Points: <b>24</b> (15%) Adequate literature (4+ citations) is reviewed with a clear synthesis/organizational scheme.</p>	<p>Points: <b>30</b> (18.75%) Substantial literature was reviewed (10+ citations), clearly synthesized with expanded discussion on the gaps in the literature and evidence of critical reflection.</p>
<b>Research Questions</b>	<p>Points: <b>10</b> (6.25%) Research questions are not clearly identified or conceptualized.</p>	<p>Points: <b>16</b> (10%) Research questions are clearly identified and logically aim to fill a gap in the literature. Research questions may need to be revised or improved.</p>	<p>Points: <b>20</b> (12.5%) Research questions are clearly identified, operationalized, address a gap in the literature, and provide evidence that research validity/trustworthiness were considered in the construction of questions.</p>

<p><b>Research Design</b></p>	<p>Points:  <b>25</b> (15.62%)  Research design elements are not clearly identified or discussed and/or need substantial revision.</p>	<p>Points:  <b>40</b> (25%)  Research design elements are clearly identified and logically aligned with the research questions. Some design elements may need to be improved.</p>	<p>Points:  <b>50</b> (31.25%)  Research design elements are clearly identified and logically aligned with the research questions. Evidence for careful consideration of validity/trustworthiness, sampling, measurement/observation, treatment condition(s) as applicable is clearly discussed with expanded use of critical reflection.</p>
<p><b>Data Analysis</b></p>	<p>Points:  <b>12.5</b> (7.81%)  Data analysis is not discussed in the research design and/or needs substantial revision.</p>	<p>Points:  <b>20</b> (12.5%)  Data analysis procedures are adequately identified, aligned with and appropriate to the research questions and the data collection method.</p>	<p>Points:  <b>25</b> (15.62%)  Data analysis procedures are clearly identified and discussed, aligned with and appropriate to the research questions and the data collection method.</p>
<p><b>Recommendations and Next Steps</b></p>	<p>Points:  <b>12.5</b> (7.81%)  Recommendations and implementation is not discussed or is missing key action plan processes.</p>	<p>Points:  <b>20</b> (12.5%)  Recommendations and implementation processes are identified. Some recommendations may need to be revised relative to the design, context, and other methods.</p>	<p>Points:  <b>25</b> (15.62%)  Recommendations and implementation processes are clearly identified, discussed, and expanded on to demonstrate careful consideration for the design, context, and other methodological factors.</p>

**Evidence-based Practice Research Paper Rubric**

<b>Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>
<b>1. Definition and statistics on the counseling issue</b>	<ul style="list-style-type: none"> <li>Detailed and compelling</li> <li>Clear and logical definitions and description</li> <li>Up to date statistics (30 pts)</li> </ul>	<ul style="list-style-type: none"> <li>Clear and logical definitions and description</li> <li>Up to date statistics (25 pts)</li> </ul>	Not clear and logical definitions and description and not up to date statistics (15 pts)
<b>2. Statement of the need to review research studies to determine evidence-based practice. What is the impact on society?</b>	<ul style="list-style-type: none"> <li>Detailed and compelling without being overstated</li> <li>Clear and logical (20 pts)</li> </ul>	Clear and logical but not detailed or vice versa (15 pts)	Not clear and logical or detailed (5 pts)
<b>3. Review of 4 research studies. (1 paragraph for each study)</b>	Detailed and accurate review of 6 research studies (100 pts)	Clear and logical but not detailed or vice versa (80 pts)	Not clear and logical or detailed (60 pts)
<b>4. Synthesis of findings and recommendations for evidence-based practice</b>	Detailed and accurate synthesis (30 pts)	Clear and logical but not detailed or vice versa (25 pts)	Not clear and logical or detailed (15 pts)
<b>5. Grammar, Editing, and References in Proper APA format</b>	Only 1 or 2 mistakes (20 pts)	3 or 4 mistakes (15 pts)	More than 5 mistakes (5 pts)