

KPI ASSIGNMENT: Research Design Proposals								
KPI4 = I								
Level of KPI indicated by: I = Introductory; R= Reinforcement; M= Mastery								

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)
KPI4 Research & Scholarship: Knowledge and skills necessary for effective research and scholarship. Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research.	Does not meet expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Is approaching expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Meets expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.	Surpasses expectations for level of training and experience when: (a) applying necessary knowledge and skills of effective research and scholarship (b) engaging in research and scholarship (c) the ability to carry-out quantitative and qualitative research.

Required Text: Merriam, S.B. & Tisdell, E.J. (2016). *Qualitative research: A guide to design and implementation* (4th Ed.). Jossey-Bass. Performance Evaluation Criteria and Procedures Your grades will be based on your participation in class, your performance on the article reviews, and completion of three research design proposals (justification and methods only). Your grade for the semester is based on the following: Class Participation (Including IRB Training) Article Reviews Research Design Proposals 10 points 90 points (30 pts. each) 180 points (60 pts. each)

Grades will be assigned according to college policy:

93-100 A 90-92 A87-89 B+ 83-86 B 80-82 B70-79 C <70 F

Article Review Assignments (3)

A crucial aspect of being a counselor educator is the ability to read, understand, interpret and utilize research. With funding agencies and insurance companies calling for evidence-based practice, it is vital that counselors can identify relevant research and incorporate findings into their practice. The three article review assignments in this course provide an opportunity for you to explore research in a specific area. Choose a research area that rouses your curiosity, calls to you, motivates you to conduct your own research on the topic, and, most importantly, contributes to the counseling field. These article reviews may assist you in getting a jump on your literature review for your research proposal in Psychology 609 and may also give you a start on your dissertation.

You will select a research article that reflects the research design we have most recently discussed (see syllabus). Saturday before class, please post your article so that the instructor and your peers can review your article (with specific attention to methods). During the Tuesday roundtable, you will provide a brief overview of the introduction and literature review covered in the article (including the stated research questions) and an in depth discussion of the methods. In addition, you will outline strengths and weaknesses of the article to include issues such as limitations, threats to validity and potential sources of bias. Ultimately, you will communicate to your peers whether you feel the conclusions of the article are supported.

Research Design Proposals (3)

Another crucial aspect of being a professional counselor is the ability to design research projects (small and large) that help to answer important questions in the field. You may need to do this to garner administrative/political support for your program, to acquire funds for your unit or students, or to ensure you are providing the best services possible to your clients.

Your research design proposal assignments are designed to allow you to take the research you have read for the article review assignments and to propose how to take that specific line of research to the next step. Your proposal should be written as if you were going to carry out the research study. You will submit a 2 to 3 page summary of the previous research and justify why your proposed research questions are the logical next steps for your particular area of research. You will develop three separate proposed methods sections. One proposal will be completely quantitative, one completely qualitative and the final proposal will reflect a mixed methods approach to instrument design.

IRB (CITI) Training

Students should complete the online IRB (CITI) training during the first week of the course. Students with valid training (good for three years) do not need to complete the training again. However, you will need to provide verification that your training is still valid. Students needing to complete the training may do so following the instructions posted at:
<https://www.jmu.edu/researchintegrity/irb/irbtraining.shtml>

Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Attendance

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When

you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>. Inclement Weather By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe!

Don't take unnecessary risks to make it to class. We want you alive! Religious Accommodations Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Student Success Center, Suite 1202. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and

consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.