



**College of Education
and Human Development**

EDCG 5333 Research in Counseling
Fall 2025

Instructor: A. Stephen Lenz, PhD, LPC-S

Class Time & Location: Classroom Hall, Room 203

E-mail: stephen.lenz@tamus.edu

Office Hours: M 2:15-5:15pm; Wednesday 2-4pm; by appointment

Zoom Link: <https://tamus.zoom.us/j/9906112839>

Office Location: Classroom Hall, Room 214D

Required Textbooks:

Barrio Minton, C. A., & Lenz, A. S. (2019). *Practical approaches to applied research and program evaluation for helping professionals*. Routledge.

American Psychological Association. (2020). *Publication manual of the APA* (7th ed.). Author.

Required Articles:

Ellis, P. (2010). *The essential guide to effect sizes. Statistical power, meta-analysis, and the interpretation of research results*. Oxford University Press.

Lenz, A. S. (2018). Reconsidering the value assigned to counseling research paradigms and outcomes. *Counseling Outcome Research and Evaluation*, 9(1), 1–4.
<https://doi.org/10.1080/21501378.2017.1423202>

Lenz, A. S. (2020). Estimating and reporting clinical significance in counseling research: Inferences based on percent improvement. *Measurement and Evaluation in Counseling and Development*, 53(4), 289–296. <https://doi.org/10.1080/07481756.2020.1784758>

Lenz, A. S. (2024). Developments in the reporting of score reliability within counseling assessment, research, and evaluation. *Measurement and Evaluation in Counseling and Development*, 57(2), 89-92. <https://doi.org/10.1080/07481756.2024.2333692>

Lenz, A. S. (2025). Making sense of test score validity in counseling assessment. *Measurement and Evaluation in Counseling and Development*, 58(1), 1-6.
<https://doi.org/10.1080/07481756.2025.2445995>

Wester, K., & McKibben, B. (2019). Integrating mixed methods approaches in counseling outcome research. *Counseling Outcome Research and Evaluation*, 10(1), 1–11. <https://doi.org/10.1080/21501378.2018.1531239>

Recommended Textbooks: N/A

Course Description:

Course addresses basic concepts associated with research as well as historical development of research methodologies. Focus will be on counseling related research. Emphasis will be on developing an understanding of various research designs and the exploration of threats to validity and reliability. Students will be expected to critically evaluate existing research and understand how research impacts counseling practices. A literature review, produced as a major assignment in a 3-hour, 5000-level research course, must be completed. This course is writing intensive, and students are expected to cultivate knowledge about methods of research and program evaluation but also the evidence base for a counseling intervention of their choice. American Psychological Association manual style writing will be emphasized.

Expected Student Learner Outcomes (SLO's):

Through lectures, discussion, and other class projects, students will be able to do the following:

1. Students will understand the characteristics and purposes supporting quantitative, qualitative research, and mixed methods research.
2. Students will be able to explain the major ideas that have influenced the development of quantitative, qualitative, and mixed methods research.
3. Students will be able to identify characteristics that distinguish and are similar for quantitative, qualitative, and mixed methods research in each step of research process.
4. Students will be able to define and identify a research problem and explain its importance to a study.
5. Students can identify how quantitative, qualitative, and mixed methods research problems differ.
6. Students will understand the steps and the significance of the research process.
7. Students will be able to understand and evaluate a variety of research designs.
8. Students will demonstrate mastery of knowledge through effective written and oral communication.

2024 CACREP Standards:

Section 3.G: Assessment and Diagnostic Practices

3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
4. Reliability and validity in the use of assessments

Section 3.H: Research and Program Evaluation

1. The importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. Identification and evaluation of the evidence base for counseling theories,

interventions, and practices

3. Qualitative, quantitative, and mixed methods research designs
4. Practice-based and action research methods
5. Statistical tests used in conducting research and program evaluation
6. Analysis and use of data in research
7. Use of research methods and procedures to evaluate counseling interventions
8. Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. Culturally sustaining and developmentally relevant outcome measures for counseling services
10. Ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
11. Culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

TEA School Counseling Standards:

Domain II – Planning and Implementing the Developmental Guidance and

Counseling Program Competency 007 – Assessment

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

CLASS ASSIGNMENTS

Developing and Confirming SPIDER and PICO Research Questions

Students will develop a research question that can be addressed using qualitative (SPIDER) and quantitative (PICO) literature based on materials provided within course discussions and activities. These two assignments will prompt you to identify each of the SPIDER and PICO elements and integrate them into question format. These assignments are submitted in BlackBoard.

CITI Basic Research Training

Students will compete the *Intro to RCR for A&M-San Antonio and Social & Behavioral Research- Basic Course* ethics training offered through the CITI Program (www.citiprogram.org) using the log in instructions found at the end of this syllabus. Once you have completed the training with at least a 90% passing score download your completion certificate and upload it within the submission link in BlackBoard.

Learning Checks

Students will complete 10 learning checks prior to the beginning of several listed course topics starting with the second-class meeting. Each preparation check will consist of multiple-choice items that reflect the main points, terminology, and concepts associated with masters-level content and/or assigned reading relevant to the topic of the week. Students will complete these preparation checks via BlackBoard prior to the beginning of each class meeting that addresses

the related course module.

Research Article Summaries

Students will complete 8 article summaries (1 assessment-related, 1 qualitative, 1 predictive, 1 SCRD, 1 SGS, 1 BGS, 1 meta-analysis, 1 mixed method) related to their literature review topic. For each of the required summaries, you will select an article that you have identified and reviewed for your literature review and summarize it based on key features. The articles selected should be sourced from a counseling or psychology journal and representative of the quantitative, qualitative, and mixed methods approaches covered synonymously with the course schedule. That is, each article should be related to the methodology covered in that week's class. For example, if the topic of the week between-groups designs, your article should either report on a study using a related design such as a randomized trial or quasi-experimental design. In instances when you are having difficulty locating such a study, communicate early with Dr. Lenz or a university librarian for support. Submission of your summaries will be completed in BlackBoard and require you to include an APA7 citation, identify key research features (PICO, SPIDER), and describe how the study and its findings are relevant to your literature review. It is strongly recommended that students use these summaries as an opportunity to complete the initial planning and information extraction for their literature review.

Midterm Examination. Students will complete a midterm examination composed of multiple-choice and short answer items sourced from your assigned reading, course materials, and lecture content via BlackBoard. This examination is open-book/ open-note and will be completed outside of the course meeting time. This is an individual examination, not a partner or group assignment.

Program Evaluation Report

You will search the literature to identify a published program evaluation study. Using a 6-paragraph narrative format, you will:

- 1) Introduce the concept, importance, and utility of program evaluation within the counseling profession;
- 2) Describe the population of focus and key features (inputs, activities, outputs, measures)
- 3) Describe the evaluation design implemented by the authors and identify its strengths/limitations
- 4) Summarize the key findings in quantitative and/or qualitative terms, but also using plainly spoken interpretations that would connect to a non-scientific audience
- 5) Identify and discuss the implications of the findings including limitations to internal validity and the generalizability of findings
- 6) Summarize the alignment of the evaluation article that you identified with what you have learned in this course.

This assignment will require you to include an APA7 formatted title page and reference list.

Literature Review (Key Performance Indicator)

Students will complete a semester long research project that consists of a thorough

literature review associated with a research topic and research questions approved by the professor. The purpose is to investigate a topic of your interest with focus on counseling intervention and/or evidence-based counseling techniques. Students are required to provide a narrative review of quantitative, qualitative, and mixed methods research articles published within the last 10 years in counseling journals related to their selected topic. Exceptions to resources for the 10-year rule include seminal works and technical manuals.

Literature review instructions

- 1) Select a relevant counseling topic relevant to your program of study and a related evidence-based counseling interventions/technique that is of interest to you. Note: Not all counseling interventions or techniques are strongly supported by research (evidence based). This is OK, some interventions or techniques lend themselves to being researched more readily than others (i.e. cognitive behavioral techniques vs. psychodynamic interventions); however, there should be some support in the peer-reviewed literature.
- 2) Visit the online Texas A&M University Library database to determine if there is adequate peer reviewed literature available on the topic that you chose.
- 3) Submit your chosen topic to your professor for approval.
- 4) Select:
 - 4 quantitative research articles
 - 2 qualitative research articles
 - 1 mixed methods research article
 - 1 program evaluation article

Your review should include a minimum of 8 peer-reviewed articles. **Note that mixed methods research articles may not be published on every topic of interest.** In these cases, additional program/treatment evaluation articles may be substituted.

Evaluation of the Literature Review

The professor will complete the rubric included at the end of this document to assess the quality of the Research in Counseling Final Project. Points correspond to the rating scale.

In-Class Participation

The counseling profession is one of introspection and reflection; it is also one of communication and supportive dialogue. Therefore, a modest portion of the overall grade in this course will be associated with your ability to respectfully initiate and support the conversation related to course content during 10 of our class meetings. While not a steadfast rule, it is suggested that you aim for initiating conversation (asking a question, reflecting a statement, making a link between content and developments in the community, recent news or current events, a personal experience) at least once per course meeting with the instructor, a peer, or the whole group and at

least one constructive response to a peer or the instructor. This in-class participation is worth 20 points of your overall grade.

Points	Overall Rating	Rating Scale	Description
27-30	Mastery	4	Able to perform without supervision on a consistent basis at a high level
24-26	Proficient	3	Able to perform without supervision on a consistent basis
21-23	Developing	2	Able to perform with supervision on a consistent basis
18-20	Beginning	1	Able to perform with supervision on an inconsistent basis
≤ 17	Inadequate	0	Unable to perform with supervision

Course Requirements and Assignments

ASSIGNMENT	POINTS	CACREP & TEA STANDARDS
Developing SPIDER & PICO Research Questions	10 pts	3.H.1; 3.H.2; 3.H.3; 3.H.7; 3.H.8
Confirming SPIDER & PICO Research Questions	10 pts	3.H.1; 3.H.2; 3.H.3; 3.H.7; 3.H.8
CITI Training	10 pts	3.H.10; 3.H.11
Article Summaries	40 pts	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.5; 3.H.6; 3.H.7; 3.H.9; 3.H.11; T007
Learning Checks	30 pts	3.G.3; 3.G.4; 3.H.3; 3.H.4; 3.H.5; 3.H.9
Program Evaluation Report	20 pts	3.H.8
Literature Review	30 pts	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.5; 3.H.6; 3.H.7; 3.H.9; 3.H.11; T007
Midterm Examination	40 pts	3.G.3; 3.G.4; 3.H.1; 3.H.3; 3.H.4; 3.H.5; 3.H.6; 3.H.9; 3.H.10; T007
In-Class Participation	10 pts	N/A
TOTAL	200 pts	

Course Grading Policy

A = 200-190

B = 189-180

C = 179-170

D = 169-160

F = less than 160

IMPORTANT POLICIES AND RESOURCES

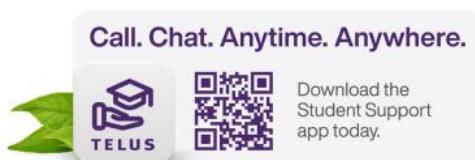
Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are **free and confidential** (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331.

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#).

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed

to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and

nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade.
youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may receive permission to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances clearly stated by the instructor, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 10% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to

their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M University-San Antonio's standards of academic integrity.

Important Dates:

August 25	First Day of Classes
August 25	First Day of EDCG 5333
September 1	Labor Day Holiday- No classes
November 14	Last day to drop with an automatic "W"
November 25	Last day to drop a course or withdraw from the University
November 26	Study day - No classes
November 27-29	Thanksgiving Holiday - No classes
December 4	Last day of scheduled classes for weekday classes
December 5	Study day - No classes
December 6-12	Final examinations
December 19	Grades available in JagWire

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>

Class Attendance: A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs. For this course specifically, a third absence will reduce a students' course grade by a letter grade with a fourth absence requiring review for drop from the course.

Late Assignments: Late assignments will be subjected to a letter grade deduction for each day that submissions are past due, unless an alternative deadline has been approved by the instructor ahead of the due date.

Research on Human Subjects: Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online: <http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

Incompletes: The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester.

Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the

contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course: Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Course Schedule

Date	Topics, Assignments, & Due Dates	Assigned Materials	Related Standards
Aug-25	Where Sciences Meets Practice Program Development, Scientific Inquiry, & Program Evaluation	ML Ch. 1 & 4	3.H.1; 3.H.2
Sep-1	Labor Day		
Sep-8	Asking Research and Evaluation Questions Reviewing the Literature Due: Developing SPIDER & PICO Research Questions (Sep-14)	ML Ch. 5 & 14	3.H.1; 3.H.2; 3.H.7; 3.H.8
Sep-15	Ethical & Cultural Considerations Due: CITI Training (Sep-21)	ML Ch. 20, Belmont Report, & <i>ACA Code of Ethics</i> , Section G	3.H.2; 3.H.10; 3.H.11
Sep-22	Methodological Concepts Mixed Method Designs Due: Learning Check 1 (Sep-22)	ML Ch. 2 Lenz (2018) Wester & McKibbon (2019)	3.H.3; 3.H.4; 3.H.7; 3.H.8
Sep-29	Measurement & Statistical Concepts Due: Learning Check 2 (Sep-29) Due: Confirming SPIDER & PICO Research Questions (Oct-5)	ML Ch. 3 Ellis (2012) Lenz (2020)	3.H.5; 3.H.6; 3.H.10; T007
Oct-6	Psychometrics & Evaluating Measures Due: Learning Check 3 (Oct-6) Due: Article Summary 1 (Oct-12)	ML Ch. 15 Lenz (2024) Lenz (2025)	3.H.5; 3.H.6; 3.H.9; 3.H.10; 3.H.11; T007
Oct-13	Midterm Examination		3.G.3; 3.G.4; 3.H.1; 3.H.3; 3.H.4; 3.H.5; 3.H.6; 3.H.9; 3.H.10; T007
Oct-20	Surveying Groups of People Due: Learning Check 4 (Oct-20) Due Article Summary 2 (Oct-26)	ML Ch. 6	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.7; 3.H.10; 3.H.11
Oct-27	Understanding Lived Experiences Due: Learning Check 5 (Oct-27) Due Article Summary 3 (Nov-2)	ML Ch. 7	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.7; 3.H.10; 3.H.11

Nov-3	Predicting Relationships between Variables Due: Learning Check 6 (Nov-3) Due Article Summary 4 (Nov-9)	BML Ch. 8	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.7; 3.H.10; 3.H.11
Nov-10	Estimating Change within an Individual Due: Learning Check 7 (Nov-10) Due Article Summary 5 (Nov-16)	BML Ch. 9	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.7; 3.H.10; 3.H.11
Nov-17	Estimating Change within a Single Group Due: Learning Check 8 (Nov-17) Due Article Summary 6 (Nov-23)	BML Ch. 10	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.7; 3.H.10; 3.H.11
Nov-24	Estimating Differences between Groups Due: Learning Check 9 (Nov-24) Due Article Summary 7 (Nov-30)	BML Ch. 11	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.7; 3.H.10; 3.H.11
Dec-1	Combining Findings Across Studies or Sites Due: Learning Check 10 (Dec-1) Due Article Summary 8 (Dec-4) Due: Program Evaluation Summary (Dec-4)	BML Ch. 12	3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.7; 3.H.10; 3.H.11
Dec-8	Due: Literature Review		3.H.1; 3.H.2; 3.H.3; 3.H.4; 3.H.5; 3.H.6; 3.H.7; 3.H.9; 3.H.11; T007

Instructions for Accessing the Basic CITI Program

Please follow the instructions below to complete the Social & Behavioral Research certification modules.

Go to the CITI home page at www.citiprogram.org



To Enroll in a Course:

1. You will be presented with a series of questions or options to enable you to enroll in the **Learner Group** appropriate to your interests or your role in Human Subject Research / Lab-Animal Welfare or other curriculum as decided by your institution.
2. Your institution has prescribed your course curriculum. Your role in research does not affect your curriculum choices. The course(s) you are enrolled in depends only on your answers to the "Select Curriculum" questions.
3. The next page is the **Main Menu**. This page lists the courses you have chosen. The Main Menu also provides a number of **Learner Tools** designed to help you.
 - The **Add a Course or Update Learner Groups** link allows you to go to the enrollment questions and change your "Learner Group" by providing new responses to the enrollment questions.
 - The **View Previously Completed Coursework** link allows you to see your past scores, view expirations, and print completion reports.
 - The **Update Institution Profile** link allows you to update your institution-specific details, such as your institutional ID or employee number, email, department, role in research, etc.
 - The **View Instructions page** link brings you back to this page.
 - The **Remove Affiliation** link allows you to unaffiliate with an institution if you are no longer required to be certified under them and wish to no longer receive email notifications regarding courses under the institution. Please be aware that you will not have access to previous scores or completion reports obtained under the institution unless you remain affiliated.
 - You may affiliate with another institution. The software will sum the requirements of both institutions so that you need not retake modules common to the requirements of both institutions.
4. Click the **Title of the Course** to begin or continue the course.
5. Please **Complete the Integrity Assurance Statement** presented at the top after clicking a course title. The system will allow you to start taking the course modules after completing it.
6. Complete the Required modules and associated quizzes.
7. Complete the required number of Elective modules and associated quizzes
8. When you complete all Required Modules in your curriculum and any necessary Elective Modules, you will be shown a list of **Optional Modules**. You may return to the course site at a future time to review these modules. Please be aware that Optional Modules **do not** count towards nor appear on a completion report.
9. When you complete all required modules successfully, you may print your completion report through the link: **Print Report** from your Main Menu or your **Previously Completed Coursework** page.

The **Basic Course** for Humans Subjects Research and the LabAnimal Welfare **Core Courses** will require 4-6 hours to complete depending on the curriculum prescribed by your organization. You are encouraged to use multiple log on sessions.

To Complete the Course:

- The minimum "passing" aggregate score for the quizzes has been set by your institution. A running tally is compiled in the Grade Book. If you want to improve a score on a quiz, you may repeat any quiz in which you didn't score 100% correct. Scores obtained **after** a completion report has been issued **will not** be reflected on the completion report.
- Print or download a **Completion Report** as evidence that you have met your institutional requirements. A copy will be sent automatically to your institutional administrator. You may return to the course site in the future to obtain a copy of the completion report. The **My Reports** page will allow you to access any completion reports you have earned.
- Submit a voluntary, anonymous user satisfaction survey.

Questions:

- Technical issues should be addressed to support@citiprogram.org, or to 888-529-5929.
- Questions regarding your requirements should be addressed to your IRB training coordinator.

Program Evaluation Review Rubric

Domain	Approaching 3 Points	Approaching 2 Points	Approaching 1 Point	Points Awarded and Related Feedback
Introduce the concept, importance, and utility of program evaluation within the counseling profession 3 points	<p>The manuscript clearly articulates the concept of program evaluation as well as its importance and utility for counseling professionals. Articulated positions are representative yet parsimonious. Citation(s) provided.</p>	<p>Two of the three aspects of program evaluation are identified and well-articulated. Implications for counseling may be missing. Citation(s) provided.</p>	<p>Minimal description of program evaluation provided are identified and well described; many key concepts are missing from the topic introduction. No citations.</p>	
Describe the population of focus and key features (inputs, activities, outputs, measures) 5 points	<p>Article is introduced and cited and includes a brief but accurate depiction of the population of focus and key program elements such as program name, inputs, activities, outputs, and related measures. Includes clear statement of the problem and how the program is intended to address.</p>	<p>Article is introduced and includes a moderately articulated depiction of the population of focus and some key program elements such as program name, inputs, activities, outputs, and related measures. Includes reasonable statement of the problem with some connection to how program is intended to address.</p>	<p>Insufficient depiction of the population of focus and/or key program elements such as program name, inputs, activities, outputs, and related measures. Includes reasonable statement of the problem with some connection to how program is intended to address. No citation to source article.</p>	
Describe the evaluation design implemented by the authors and identify its strengths/limitations	<p>Clear and accurate articulation of the evaluation design. Includes at least 4 examples of strengths (2) and limitations (2) of the design and a statement synthesizing the balance of strengths versus weaknesses. Articulated position about suitability of design to address evaluation question. Citation provided.</p>	<p>Modest articulation of the evaluation design. Includes at some examples of strengths and limitations of the design and a modest depiction of strengths versus weaknesses. Articulated position about suitability of design to address evaluation question. Citation provided.</p>	<p>Minimal articulation of the evaluation design. Includes at minimal examples of strengths and limitations of the design and a minimal or no depiction of strengths versus weaknesses. No articulated position about suitability of design to address evaluation question. No citation</p>	

5 points	evaluation question. Citation provided.		
Summarize the key findings in quantitative and/or qualitative terms, but also using plainly spoken interpretations	Approaching 3 Points Concise and accurate description of the evaluation findings using the technical processes and terms illustrated in course materials; The plainly spoken interpretation of findings is clear, concise, accurate, and representative of the spirit of the results.	Approaching 2 Points Adequate description of the evaluation findings using the technical processes and terms illustrated in course materials; The plainly spoken interpretation of findings is moderately clear, concise, accurate, and/or representative of the spirit of the results.	Approaching 1 Point Inadequate description of the evaluation findings using the technical processes and terms illustrated in course materials; The plainly spoken interpretation of findings is moderately clear, concise, accurate, and/or representative of the spirit of the results.
5 points			
Identify & discuss the implications of the findings including limitations to internal validity & generalizability of findings	Approaching 3 Points Implications of the findings are clearly stated in relation to the problem/ program relationship. Limitations (2) to internal validity and generalizability (2) of findings are identified and described.	Approaching 2 Points Implications of the findings are moderately well stated in relation to the problem/ program relationship. Some limitations to internal validity and generalizability of findings are identified and described.	Approaching 1 Point Implications of the findings are minimally stated in relation to the problem/ program relationship. Minimal limitations to internal validity and generalizability of findings are identified and/or described.
5 points			
Summarize the alignment of the evaluation article that you identified with what you have learned in course	Approaching 3 Points Clear and well-articulated statement of the ways that the evaluation article content is representative and aligned with the concepts and terms of program evaluation covered in the course	Approaching 2 Point Moderately articulated statement of the ways that the evaluation article content is representative and aligned with the concepts and terms of program evaluation covered in the course	Approaching 1 Points Poorly articulated statement of the ways that the evaluation article content is representative and aligned with the concepts and terms of program evaluation covered in the course
2 points			

APA Format and Writing Style 3 points	Approaching 2 Points	Approaching 1 Point	Approaching 0 Points
	Very few errors in format or writing style as depicted in the APA manual	Some errors in format or writing style as depicted in the APA manual, but overall strong	Several errors in format or writing style as depicted in the APA manual; errors disrupt flow of writing

TOTAL SCORE:

Literature Review Rubric

	Inadequate (0-1 points)	Beginning (2 points)	Developing (3- 4 points)	Proficient (5 points)	Mastery (6 points)
Alignment with Research Question	The review fails to address the research question effectively, with most studies irrelevant to the question. There is no clear rationale for the selection of studies.	The review is poorly aligned with the research question, with many studies only tangentially related. The rationale for study selection is largely absent or poorly justified.	The review addresses the research question but may do so superficially or with some misalignment. The connection between the research question and the chosen studies is weak or unclear.	The review is generally aligned with the research question, though some studies may be only loosely connected. The rationale for including certain studies is mostly clear but could be stronger	The literature review is closely aligned with the student's personal research question, thoroughly addressing it with relevant studies. The review provides a clear connection between the research question and the selected studies, justifying their inclusion.
Critical Analysis and Synthesis	Little to no critical analysis or synthesis is evident, with no clear connection to the research question. The review mainly lists studies without discussing their implications.	Analysis is weak or inconsistent, with minimal synthesis related to the research question. The review tends to summarize studies individually rather than integrating findings.	Analysis is adequate but may lack depth or relevance to the research question. The synthesis is present but may be superficial, with limited integration of studies.	Analysis is strong and relevant to the research question, with good synthesis of the literature. Some areas could benefit from deeper analysis or better integration.	The review demonstrates an excellent ability to critically analyze and synthesize the literature in relation to the research question. It effectively integrates findings, highlights trends, identifies gaps, and proposes areas for future research.

Organization and Structure	The review lacks a clear structure, making it difficult to understand. There is no logical flow between sections, and the connection to the research question is unclear.	The review is poorly organized, with a confusing or illogical structure that does not effectively support the research question. Sections do not flow well, and the argument is difficult to follow.	Organization is adequate but may be unclear or loosely connected to the research question in places. The structure is somewhat logical but may be difficult to follow in some sections.	The review is generally well-organized, though some sections may be slightly disjointed or less directly related to the research question. The overall structure is coherent.	The review is well-organized with a clear, logical structure that directly supports the research question. Sections flow smoothly, and transitions are seamless, making the argument easy to follow.
Quality of Writing and APA Style	Writing is poor, with numerous errors and unclear language. The review is difficult to understand due to issues with writing quality. APA style is not followed, with significant errors in formatting, citations, or references.	Writing is unclear or contains frequent errors. The language may be overly simplistic, making it difficult to convey complex ideas. The review shows poor adherence to APA style, with frequent errors in formatting, citations, or references.	Writing is generally clear but may contain several errors or awkward phrasing. The language may occasionally be too simplistic or unclear for graduate-level work. The review follows APA style but with several errors in formatting, citations, or references.	Writing is clear and mostly free of errors. The language is appropriate for the level, but there may be minor issues with clarity or conciseness. The review follows APA style with only minor errors in formatting, citations, or references.	Writing is clear, concise, and free of errors. The language is sophisticated, appropriate for graduate-level work, and effectively communicates complex ideas. The review adheres strictly to APA style, with no errors in formatting, citations, or references.
Quality of Sources	Sources are incomplete or not credible or relevant.	Sources are of questionable relevance or credibility.	Sources are generally relevant, but some may lack some relevance or credibility.	Sources are relevant and mostly aligned with the counseling and psychology fields.	All sources are highly relevant and credible.