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COUN 545.02: Counseling Research & Progress Evaluation

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COUN 545: Counseling Research
University of Montana Department of Counseling
Fall 2022 Course Syllabus

Instructor:

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Office hours: Wednesdays 9-12, Thursdays 10-11, and by appointment

Co-Instructor:

Adrienne Tauses, ABD, LCSW

Email: Adrienne.tauses@umontana.edu

Class Location and Time:

Phyllis J. Washington College of Education, 352

Tuesdays, 9:00-11:50

Required Texts:

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2017). *Counseling research: Quantitative, qualitative, and mixed methods* (2nd ed.). Pearson.

Publication Manual of the American Psychological Association (7th ed.). (2019). American Psychological Association.

Course Objectives:

The course objectives encompass an area of critical importance to the practice of professional counseling: research design & program evaluation. The following specific objectives for this course are the 2016 Core CACREP standards for these areas:

2.F.8. Research and Program Evaluation

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling

- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CACREP Key Performance Indicators (KPIs) measured in this course

- 2.F.7.g. Students can demonstrate statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (**KPI 9**; quizzes)
- 2.F.8.a. Students can describe the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (**KPI 10**; literature review)

School Counseling Specialty:

- 5.G.3.d. Students can describe approaches to design and evaluate school counseling programs (**KPI 17**; final research proposal)

Method of Instruction:

- a) Experiential learning
- b) Professor lectures
- c) Guest lectures
- d) Class discussion
- e) Presentation of audiovisual material when appropriate
- f) Internet-based learning
- g) Student presentations.

Disability Accommodations:

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted the [Office of Disability Equity](#) located in Aber Hall, first floor, please do so in order to verify your disability and to coordinate your reasonable modifications.

Expectations of Teaching and Learning:

This is an in-person class, and student attendance and participation are expected. If you face extenuating circumstances that prevent you from attending class in person, please communicate that to me as soon as reasonably possible to request an accommodation. Here's the current campus guidance for the fall semester as it relates to COVID-19:

- The university encourages COVID-19 vaccines and boosters, which are offered for both students and employees at the Health Services Pharmacy inside Curry Health Center.

- Masks are only required inside Curry Health Center and in some medical/research laboratories on campus. This requirement will be clearly posted. Required or not, we respect those choosing to wear a mask to reduce the spread of respiratory viruses.
- COVID testing for students is available at Curry Health Center. Free at-home tests can be [ordered online](#) or there may be tests available through the Health Services Pharmacy, call 243-5171.

Remote Learning Accommodations

In the event that you test positive or are exposed to a COVID-positive case and required to quarantine, a Zoom option is available to attend class. I ask that you only use this option for health-related reasons, as the best learning environment is when everyone is present in person. When attending class on Zoom, please be prepared to engage in class discussion, and ensure that your environment is free from distractions. Plan to have your video enabled, and your microphone muted except when you are speaking. Please notify me ahead of time if you need to attend class via Zoom so that I can be sure to engage you in class activities appropriately.

Personal Awareness

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate. Aspects of this course are designed to be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way to increase your personal awareness, and refine your counselor identity. Note: your evaluation in this class is ***not*** dependent on chosen levels of self-disclosure.

Readings

The readings for this class provide the foundation for the class. Students are expected to come to class having read the material and be prepared to discuss it and engage in activities focused around the readings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.

Late Assignments

Unless other arrangements are made with the course professor, course assignments are due on the date indicated in the syllabus. ***Assignments are subject to a 2-point deduction for each day late.*** Please call or e-mail the instructor if you are experiencing difficulties in turning in an assignment on time.

Academic Integrity

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. All students need to be familiar with the Student Conduct Code. The Code is available for review online at the following link: <https://www.umt.edu/student-affairs/community-standards/default.php>

Respectful Behavior

I believe in creating a learning environment where students experience a sense of safety and trust to support risks of self-expression and class dialogue. This is an environment we must work together to create. Therefore, interacting respectfully (turning off cell phones, etc.) and maintaining a curious and engaged way of being with one another is essential.

Electronic Device Notice

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise. My informal policy is that if your cell phone rings during class, you have the privilege of bringing treats for everyone during the next class period.

E-mail Policy

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Land Acknowledgement:

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

Action statement: We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

—This statement was developed with the Leadership of Dr. Annie Belcourt (Blackfeet, Mandan, Hidatsa, Chippewa), Professor in the School of Community and Public Health Sciences.



Flathead Indian Camping - Southeast of Missoula

Assignments and Grading:

1. Quizzes (100 points)

There will be **four quizzes** in this course. The quizzes will consist of multiple choice questions, true-false questions, and/or short answer questions. Quizzes will be worth 25 points each, and cannot be made up if missed.

2. Attendance and Participation (25 points)

Students are *required to attend all class sessions* and participate actively in activities assigned. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. You should be an *active member* of this class and it is expected that you will be an *engaged learner*, bringing energy and enthusiasm to every class.

3. Completion of the IRB Human Subjects Module (10 points)

You will be required to complete the Human Subjects Protection Course through UM Research and Creative Scholarships: [Human Subjects Protection Course](#). Once you reach the website, **choose Option 3: UM Online Research Ethics Course**. Take three sections: "Section One - Ethical Issues in Research: A Framework;" Section Two - Interpersonal Responsibility;" and, "Section Six - Human Participation in Research." A course such as this is required of anyone conducting research with human subjects in a university setting. The course involves viewing three modules and completing short quizzes. You will be required to supply your passing results to me as an assignment submission on Moodle. A certificate will be awarded for each successful quiz grade. Completion of the course will equate to full credit for this assignment.

4. Preliminary Reference List (5 points)

For this assignment, students will conduct a literature review on a topic of their choosing, and create a preliminary reference list which will lead to the final research project. Students must provide a minimum of 10 references, formatted to APA 6th edition.

5. Development of a research question and hypothesis (5 points)

For this assignment, students will begin exploring a research topic of interest and develop a research question/problem and hypothesis. Time will be spent in class discussing the components of a research question and hypothesis. Students should refer to the literature in their area of interest to assist in development of the research question and hypothesis. The question comes from personal interest, and is developed by exploring what research has been done in the area. A hypothesis can then be proposed from the research previously done in your chosen area. The research hypothesis should clearly state independent and dependent variables, as well as method of evaluation.

6. Draft of Literature Review (20 points)

The first draft of your literature review is meant to be a synthesis of the literature that you have gathered pertaining to your chosen research topic. It will begin by introducing the problem, providing a rationale for addressing the issue – you do this by citing previous research, or lack of research addressing the problem or issue – and then narrowing in focus, leading naturally to your hypotheses. Your first draft should be at least 5 pages in length.

7. Draft of Methods Section of Proposal (10 points)

For this assignment, you will build on your literature review and develop your project. Who will your participants be? How will they be selected? What will be the design of your study? How will you control for threats to internal and external validity? How will you conduct your study? If a person unfamiliar with your project were to read your Methods section, he or she should clearly understand exactly how you plan to conduct the study, from start to finish, from reading your Methods section. Your first draft should be between 3-5 pages in length.

8. Draft of Results Section of Proposal (10 points)

In this section of your project, you will describe how you plan to analyze your results. You will use basic statistical methods discussed in class to measure your outcomes, and I will be available to consult with you as needed. You are also referred to the following websites for valuable and understandable statistical and methodological help: [Balkin Research Methods](#), and [Social Research Methods](#).

It is helpful to include at least one graph or chart visually representing the results you expect to find. All results are written in the future tense – you are projecting your findings and will not actually collect and analyze data.

These preliminary assignments are meant to keep you on track towards your final project, and serve as an opportunity for you to get specific feedback about your proposal before the final project is due.

9. Final Research Proposal (75 points)

Your final project is intended to serve as a synthesis of what you have been learning all semester. It will give you the chance to incorporate your preliminary research review into a clear and concise review of the literature which will support and give purpose to your research question and hypothesis. You will propose a hypothetical research study intended to answer your research question. You will establish variables to measure, determine a method of measuring the outcome of your project, and outline how your project will be executed. Be sure to consider threats to internal and external validity, as well as what controls you might implement to manage these. You will describe how your research will be conducted, and propose the results you expect to find, how you will measure your results (basic statistics), and conclude with a discussion of what your hypothetical findings might mean, what could go wrong, etc.

Your paper should be approximately 12-15 pages (not including title and reference pages), double spaced, using APA format. You must include at least 10 references. *You must use the most recent publication of the APA manual (6th edition) to format your paper.* You may find it difficult to stay within the page limit, but it is great practice to work on “cleaning” up your writing so that you are concise and to-the-point, while still using your best writing skills. Your APA manual should be able to help with the process of writing in this manner. A general outline is displayed below.

***Note:**

There are great examples on pages 49-67 of your APA 7th edition of a manuscript. Your paper should look very similar to this, with the exception that yours is a hypothetical experiment, therefore will be in the future tense.

- I. Introduction and Literature Review
 - a. States the problem the paper will address
 - b. Cites earlier work on the problem (review of literature)
 - c. States what the study will contribute to understanding the problem
 - d. States the hypothesis of the study
- II. Methods
 - a. Another person could replicate your study based only on a reading of your method section
 - b. A reader could evaluate your study well enough to tell whether your conclusions will be valid
 - c. Covers the following: participants, measures, design, and procedure.
 - i. Participants
 - 1. Describes who will be the participants and their characteristics.
 - 2. Tells how the participants will be selected
 - 3. States what incentives were offered for participation
 - ii. Measures/Instrumentation
 - 1. Lists equipment, computer programs, questionnaires to be used
 - 2. If apparatus is specialized, refers to articles that describe it.
 - 3. Describes custom equipment, programs, and the like.
 - iii. Design & Procedure
 - 1. This subsection appears only in a proposal for an experiment, not in a survey, observational study, or the like.
 - 2. Describes the logic of the experiment
 - 3. Lists variables and levels of independent variables
 - 4. Describes steps to be used in carrying out design. (Procedure subsection may be incorporated into design).
 - 5. Lists methods of control, such as randomization or counterbalancing.
 - 6. Summarizes or reproduces verbatim any specialized instruction to participants.
- III. Results:
 - a. What do you expect to find and how will you go about finding it?
 - b. We will talk about basic statistical concepts in class. These are all you are expected to be familiar with.
- IV. Discussion
 - a. What will your findings mean?
 - b. What could go wrong?
 - c. What are the limitations of your study?
 - d. What will your findings contribute to future research?

V. References

- a. Cite all of your in-text references in full here using APA format.

10. Research proposal presentation (10 points)

You will give a brief (12-15 minute) presentation to your research team where you will describe your research proposal. You will be expected to effectively explain your research plan to your team, based on your knowledge of your topic. You are encouraged to be creative and include technology as a part of your presentation. Your presentation will be peer-graded by your research team.

11. Research team engagement (10 points)

Research teams will be established early in the semester and will consist of groups of 4-5. Throughout the semester, you will engage with your research team to brainstorm research ideas, consult on developing projects, and offer editorial feedback to your peers.

You will receive a “grade” from your peers at the end of the semester regarding your participation, preparation, and engagement with the group. Feedback for each group member will be collected and summarized via Qualtrics and shared with each respective group member. The average score that each group member receives from their peers will determine the points earned for Research Team Engagement.

12. Experiential Data Analysis (20 points)

You will participate in data analysis to analyze some of the data the department collects each semester from our Intimate Relationships class, and you will prepare a brief presentation of your results with your research team. Your duties will be guided by your instructors, and you will spend approximately 5 hours on this project, which will require at least two outside-of-class meeting times. You will track your time spent with an hour log, which your instructor will sign. You can certainly spend more than 5 hours on this project if you want to – it’s great experience – but 5 hours are all that are required to meet the expectations of this assignment. This is a credit/no credit assignment.

Total points possible for course: 300

Breakdown of points:

IRB Human Subjects Module:

10 points

Development of a Research Question and Hypothesis:

5 points

Preliminary Reference List:

5 points

Draft of Literature Review:

20 points

Draft of Methods Section:

10 points

Draft of Results Section:

10 points

Final Research Proposal:

75 points

Research Proposal Presentation:

10 points

Research Team Engagement:

10 points

Experiential Data Analysis

20 points

Quizzes (4):

100 points (25 points each)

Attendance and Participation:

25 points

A = 93-100%

B = 83-86%

C = 73-77%

D = 63-66%

A- = 90-92%

B- = 80-82%

C- = 70-72%

D- = 60-62%

B+ = 87-89%

C+ = 77-79%

D+ = 67-69%

F = Below 60%

CLASS SCHEDULE:**WEEK 1: August 30**

Topics/Readings:

- ☐ Introduction & Review of Syllabus
- ☐ Contemporary Issues in Counseling Research - Sheperis, et al., Chapter 1

Assignments/Activities:

- ☐ Research team formation

WEEK 2: September 6

Topics/Readings:

- ☐ Ethical Consideration in the Practice of Research – Sheperis, et al., Chapter 2

Assignments/Activities:

- ☐ Complete IRB module online (see directions in assignment description on page 3, and on Moodle), submit to Moodle by September 13
- ☐ Research team brainstorming

WEEK 3: September 13

Topics/Readings:

- ☐ Getting started – research purpose, questions, and hypotheses

Assignments/Activities:

- ☐ **Submit IRB Completion**

WEEK 4: September 20

Topics/Readings:

- ☐ Paper elements and format - APA Manual, Chapter 2
- ☐ Developing a Research Report – Sheperis, et al., Chapter 18

Assignments/Activities:

- ☐ Q & A re: searching for sources – Library resources

WEEK 5: September 27

Topics/Readings:

- ☐ Reviewing Literature – Sheperis, et al., Chapter 3
- ☐ Writing style and grammar – APA Manual, Chapter 4
- ☐ Works cited in text – APA Manual, Chapter 8
- ☐ Reference examples – APA Manual, Chapter 10

Assignments/Activities:

- ☐ Writing Workshop, 9-10:00
- ☐ **Preliminary Reference List DUE**
- ☐ Bring research question and hypothesis to class for peer review, draft due to Moodle by October 4
- ☐ Quiz 1 available

WEEK 6: October 4

Topics/Readings:

- ☐ Methodological Issues – Sheperis, et al., Chapter 4
- ☐ The Mechanics of Style, APA Manual, Chapter 6

Assignments/Activities:

- ☐ **Quiz 1 DUE**
- ☐ **Research question and hypothesis DUE**

WEEK 7: October 11

Topics/Readings:

- ☐ Basic Statistical Concepts and Descriptive Statistics – Sheperis, et al., Chapter 5; Patten, Part F (on Moodle)

Assignments/Activities:

- ☐ In-class stats practice!
- ☐ Bring copy of lit review to class for peer review, draft to Moodle by Oct. 18

WEEK 8: October 18

Topics/Readings:

- ☐ Experimental Designs – Sheperis, et al., Chapter 6
- ☐ Predictive Designs – Sheperis, et al., Chapter 7

Assignments/Activities:

- ☐ **Literature Review DUE**
- ☐ Quiz 2 available

WEEK 9: October 25

Topics/Readings:

- ☐ Single Case Research Designs – Sheperis, et al., Chapter 8

Assignments/Activities:

- ☐ 30-minute team meetings scheduled with Roni & Adrienne to review IR stats (second half of class)
- ☐ Bring copy of Methods section to class for peer review, draft due to Moodle by November 1
- ☐ **Quiz 2 DUE**

Week 10: November 1

Topics/Readings:

- ☐ Case Study Research – Sheperis et al., Chapter 9
- ☐ Narrative Research – Sheperis, et al., Chapter 12
- ☐ Intro to Q Methodology

Assignments/Activities:

- ☐ **Methods DUE**

Week 11: November 8

Election Day: NO CLASS

Week 12: November 15

Topics/Readings:

- ☐ Grounded Theory – Sheperis, et al., Chapter 10
- ☐ Phenomenological Designs – Sheperis, et al., Chapter 11

Assignments/Activities:

- ☐ Quiz 3 available
- ☐ **15-minute team presentations of IR data**

Week 13: November 22

Topics/Readings:

- ☐ An Overview of Survey Research – Sheperis, et al., Chapter 13
- ☐ Mixed Methods – Sheperis, et al., Chapter 14
- ☐ Tables and figures – APA Manual, Chapter 7

Assignments/Activities:

- ☐ Bring draft of Results to class for peer review, draft due to Moodle by November 29
- ☐ **Quiz 3 DUE**

Week 14: November 29

Topics/Readings:

- ☐ Discussion and Implications
- ☐ Action Research, Sheperis, et al., Chapter 15
- ☐ Program Evaluation – Sheperis, et al., Chapter 16

Assignments/Activities:

- ☐ **Results DUE**
- ☐ Quiz 4 available

Week 15: December 6

- ☐ Research Team Presentations (Meet at Library)
- ☐ Complete course evaluations
- ☐ **Quiz 4 DUE**
- ☐ **Final Research Paper DUE December 9**

Scoring Rubrics

Many of the assignments in this course have specialized rubrics that reflect the different components of the assignment and the expectations of each component. Please keep this in mind as you are completing these assignments.

Attendance and Participation (25 points)

<i>Points Possible</i>	<i>Description</i>
25 to 23	Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class, participates actively in small groups in class, attends class regularly (no missed classes or one with prior arrangement)
22-21	Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class, participates in small groups, misses 1 class with prior arrangement, is never late or leaves early w/out due reason
20-19	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class, does not actively participate in small groups, misses no more than 1 classes w/o prior arrangement, is occasionally late or leaves early w/out due reason
Below 19	Does not ask questions or make comments that indicate familiarity with topics for class, does not participate actively in small groups, misses class often, is often late or leaves early w/out due reason

Research Question and Hypothesis: (5 points)

	<i>1 point</i>	<i>0 points</i>	
<i>APA format (1 point)</i>	Correct APA formatting.	Some APA formatting errors or disregard for correct APA formatting.	
<i>APA Grade</i>			
	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>
<i>Writing skills (2 points)</i>	Excellent writing skills. No grammatical errors.	Good writing skills. Few errors.	Weak writing skills. Several grammatical errors.
<i>Writing Grade</i>			
	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>
<i>Research Component (2 point)</i>	Independent and Dependent variables clearly stated in hypothesis. Method of evaluating outcome is clear and measurable.	Independent and Dependent variables implied in hypothesis. Method of evaluating outcome is unclear or measurement is vague.	Independent and Dependent variables absent in hypothesis. Method of evaluating outcome is unclear or measurement is vague.
<i>Research Grade</i>			

Total Points:			
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Preliminary Reference List (5 points)

	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>	
<i>APA format (2 points)</i>	Correct APA formatting.	Some APA formatting errors or disregard for correct APA formatting.	Several APA formatting errors.	
<i>APA Grade</i>				
	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>	
<i>Content (2 points)</i>	Reference list clearly reflects chosen area of research. References are primarily from scholarly journals.	Reference list mostly reflects area of research interest. Some scholarly journal references.	Requirements not met.	
<i>Content Grade</i>				
	<i>1 point</i>	<i>0 points</i>		
<i>Criterion (1 point)</i>	Minimum number of required references met.	Minimum number of required references not met.		
<i>Criterion Grade</i>				
Total Points:				

Draft of Literature Review (20 points)

	6 points	5 points	4 points	Below 4 points
<i>APA format (6 points)</i>	Correct APA format	Good APA formatting, with few errors	Some APA formatting errors or disregard for correct APA formatting	Several APA formatting errors.
APA Grade				
	6 points	5 points	4 points	Below 4 points
<i>Writing skills (6 points)</i>	Excellent writing skills. No grammatical errors. Good organization. Prior research synthesized well, thoughtful and thorough completion of assignment.	Good writing skills. Adequate synthesis of prior research, few errors. Adequate organization.	Adequate writing skills. Weak synthesis of prior research. Several grammatical errors. Poor organization of literature review.	Weak writing skills. Weak synthesis of prior research. Several grammatical errors. No evidence of organization of literature review.
Writing Grade				
	8 points	7 points	6 points	Below 6 points
<i>Research Component (8 points)</i>	Literature review clearly develops problem, and thoroughly describes variables involved. Literature review naturally leads to a statement of research question and hypothesis.	Literature review adequately develops problem, and describes variables involved. Literature review naturally leads to a statement of research question and hypothesis.	Literature review marginally develops problem, and describes variables involved. Literature review leads to a statement of research question and hypothesis.	Literature review poorly develops problem, and/or does not describe variables involved. Literature review does not include a statement of research question and hypothesis.
Research Grade				
Total Points:				

Draft of Methods (10 points)

	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>
<i>APA format (3 points)</i>	Correct APA formatting.	Good APA formatting, with few errors.	Some APA formatting errors or disregard for correct APA formatting.	Several APA formatting errors.
<i>APA Grade</i>				
	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>
<i>Writing skills (3 points)</i>	Excellent writing skills. No grammatical errors. Thoughtful and thorough completion of assignment.	Good writing skills. Few errors.	Adequate writing skills. Several grammatical errors.	Weak writing skills. Several grammatical errors.
<i>Writing Grade</i>				
	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>Below 2 points</i>
<i>Research Component (4 points)</i>	Clear understanding and description of research method and design, appropriate attention to integrity of design, ethical and realistic representation of research project.	Good understanding and description of research design and methodology, thorough consideration of research project.	Little attention to research design and methodology.	Unclear methodology and research design.
<i>Research Grade</i>				
Total Points:				

Draft of Results Section (10 points)

	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>
<i>APA format (3 points)</i>	Correct APA formatting.	Good APA formatting, with few errors.	Some APA formatting errors or disregard for correct APA formatting.	Several APA formatting errors.
<i>APA Grade</i>				
	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>
<i>Writing skills (3 points)</i>	Excellent writing skills. No grammatical errors. Thoughtful and thorough completion of assignment.	Good writing skills. Few errors.	Adequate writing skills. Several grammatical errors.	Weak writing skills. Several grammatical errors.
<i>Writing Grade</i>				
	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>Below 2 points</i>
<i>Research Component (4 points)</i>	Appropriate statistical analysis used. Detailed description of results expected.	Appropriate statistical analysis used, some detail missing.	Unclear understanding of statistical analysis, and/or errors evident in statistical description.	No evidence of understanding of statistical methods.
<i>Research Grade</i>				
Total Points:				

Final Research Project (75 points)

	<i>20-19 points</i>	<i>18-17 points</i>	<i>16-15 points</i>	<i>Below 15 points</i>
<i>APA format (20 points)</i>	Correct APA formatting.	Good APA formatting, with few errors.	Some APA formatting errors or disregard for correct APA formatting.	Several APA formatting errors.
<i>APA Grade</i>				
	<i>20-19 points</i>	<i>18-17 points</i>	<i>16-15 points</i>	<i>Below 15 points</i>
<i>Writing skills (20 points)</i>	Excellent writing skills. No grammatical errors. Prior research synthesized well, thoughtful and thorough completion of assignment.	Good writing skills. Adequate synthesis of prior research, few errors.	Adequate writing skills. Weak synthesis of prior research. Several grammatical errors.	Weak writing skills. Weak synthesis of prior research. Several grammatical errors.
<i>Writing Grade</i>				
	<i>35-33 points</i>	<i>32-30 points</i>	<i>29-28 points</i>	<i>Below 28 points</i>
<i>Research Component (35 points)</i>	Clear understanding of research method and design, appropriate attention to integrity of design, ethical and realistic representation of research project. Appropriate statistical analysis used.	Good understanding of research design and methodology, thorough consideration of research project. Appropriate statistical analysis used.	Little attention to research design and methodology, unclear understanding of statistical analysis.	Unclear methodology and research design. Unclear understanding of statistical methods.
<i>Research Grade</i>				
Total Points:				

Presentation Grade (10 points)

	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>Below 2 points</i>
<i>Presentation style (4 points)</i>	Clear description of research proposal, speaks clearly, effectively “teaches” audience about his/her proposal. Presentation is within appropriate time limits.	Mostly clear description of research proposal. Where there is lack of clarity, student adequately addresses questions. Presentation is excessively long or not well-planned.	Unclear description of research proposal, fails to effectively “teach” his/her proposal to the audience. Presentation is not detailed enough to convey a clear picture of project.	Requirements not met.
<i>Presentation Grade</i>				
	<i>3 points</i>	<i>2 points</i>	<i>Below 2 points</i>	
<i>Engagement with Audience (3 points)</i>	Engaged with the audience, uses creativity to get audience involved.	Moderately engaged with the audience.	Not engaged with audience.	
<i>Engagement Grade</i>				
	<i>3 points</i>	<i>2 points</i>	<i>Below 2 points</i>	
<i>Visual Aids (3 points)</i>	Utilizes technology or other supplemental material.	Little supplemental material utilized.	No supplemental materials used.	
<i>Visual Aids Grade</i>				
Total Points:				

Research Team Engagement (10 points)

	<i>5 points</i>	<i>4 points</i>	<i>3 points</i>	<i>Below 3 points</i>
<i>Presentation and Preparation (5 points)</i>	Team member is present and prepared for team meetings.	Team member is present and prepared for meetings.	Team member misses some team meetings, or is unprepared when present.	Team member misses several team meetings, or is unprepared to engage with team.
<i>Comments</i>				
	<i>5 points</i>	<i>4 points</i>	<i>3 points</i>	<i>Below 3 points</i>
<i>Engagement with Team (5 points)</i>	Asks appropriate questions. Engages with group by providing feedback to other team members.	Poses some questions, and offers some feedback to peers.	Poses limited questions to the team, or offers little feedback to team members.	Poses no questions to the team, and does not offer feedback to team members.
<i>Comments</i>				
Total Points:				