Wake Forest University

**Department of Counseling**

**CNS 721: Research and Statistical Analysis in Counseling**

**Fall 2023**

**Mondays from 9:00 – 11:30 PM**

**Location: Carswell 107**

**Instructor:** Seth Hayden, PhD, LCMHC (NC), NCC, CCMHC, ACS, CCCE

**Office:** Carswell Hall 217

**Office Hours:** Mondays 4:00 – 5:00 and by appointment

**Phone:** 336-758-8624

**E-mail:** [haydensc@wfu.edu](mailto:haydensc@wfu.edu)

**Mail box:** Carswell 227 **(**i.e. Faculty/Staff Lounge)

**Course Overview and Methods of Instruction:**

This course will provide you with an overview of research and statistical analysis in counseling. It will combine reading of the required text, journal articles and other selected publications, lectures, discussion, small group activities, and student presentations to help you learn and assimilate the key statistics and research principles necessary to successfully complete the Masters in Counseling program at Wake Forest University and practice as a professional mental health or school counselor. Enhancing your understanding of basic statistical concepts as well as methods for integrating research in counseling practice will be featured elements of this course.

**Course Content and CACREP Standards:**

This content of the course is designed to meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards from Section 3, Foundational Counseling Curriculum (<https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>) under subheading G entitled Assessment and Diagnostic Processes and the subheading H entitled Research and Program Evaluation. Your examination of this subject matter will involve information on research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

Subheading G: Assessment and Diagnostic Process

1. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (3.G.3)
2. reliability and validity in the use of assessments (3.G.4)

Subheading H: Research and Program Evaluation

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice (3.H.1.)
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices (3.H.2.)
3. qualitative, quantitative, and mixed methods research designs (3.H.3.)
4. practice-based and action research methods (3.H.4.)
5. statistical tests used in conducting research and program evaluation (3.H.5.)
6. analysis and use of data in research (3.H.6.)
7. use of research methods and procedures to evaluate counseling interventions (3.H.7.)
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy (3.H.8.)
9. culturally sustaining and developmentally relevant outcome measures for counseling services (3.H.9.)
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation (3.H.10.)
11. culturally sustaining and developmentally responsive strategies for conducting (3.H.11.)

**Required Text:**

Erford, B. (2014). *Research and evaluation in counseling.* (2nd ed.). Stamford, CT: Cengage Learning.

**Supplemental Text**

Aron, A., Coups, E. J., & Aron, E. N. (2011). *Statistics for the behavioral and social sciences: A brief course* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

**Email:**

So that we may stay in regular contact, it is important to know the typical manner in which information related to the class will be communicated. Correspondence and notices related to this course will be sent to your WFU email account or Canvas. In order to ensure you are aware of the happenings in and between classes, be sure to check these accounts on a regular basis (daily preferred) to receive notices related to the course.

**Asynchronous/Synchronous Class Meetings**

This class will involve asynchronous (self-paced) and synchronous (real-time) examination of course materials and topics. Asynchronous activities include engagement over the readings via Hypothesis, completion of activities, and completion of assignments. Synchronous engagement will involve individual and group zoom meetings in which we collectively explore relevant concepts.

**Tools for Learning**

We will be using various applications to facilitate our exploration of topics. Canvas, Hypothesis, and potentially Zoom are a few tools we will use in this course. Please know that the we will work together to ensure you are able to functionally use this applications to facilitate your learning.

The syllabus, updates, announcements, reading materials, and other materials related to the course will be made available through the Canvas course website. Please make sure you have access to Canvas as soon as possible. If you have any problems, contact The Bridge at the ZSR Library 336-758-4357 or help.wfu.edu.

**Student Responsibilities:**

This success of this course will depend largely on your active engagement with the instructor and your fellow aspiring counselors around the subject matter of research and statistical analysis in counseling. The class meetings will involve my imparting information as well as a significant amount of processing of the information conveyed in lectures, readings, etc. To ensure you understand what is expected of you, here are things you are responsible for during our time together in the course.

As a student taking this course, you are responsible for:

1. Regular class attendance and **active** participation in all course activities (discussions, presentations, exercises, etc.). Your attendance and active participation are critical to your own learning as well as the learning of your peers and the overall success of the course.
2. Engagement with class readings via Hypothesis prior to the corresponding class meeting.
   1. Completion of the readings are expected to occur **before** our synchronous meetings on Monday preferably by the previous Friday at 5:00 PM EST.
3. Completion of all required assignments in accordance with established due dates.

**Accommodations/Disability Statement:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor and the Learning Assistance Center (LAC) at the beginning of the semester. Students with disabilities must verify their eligibility through the LAC in 118 Reynolda Hall, phone: (336) 758-5929.

**Academic Integrity:**

Students are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the [WFU Undergraduate Student Handbook](https://docs.google.com/document/d/e/2PACX-1vRGZX_9M4sst1QzibuDzBQ7HwgjIqM6eh6OzXl6897Dbe2rcTAvGt2zok6Frb4syKa8SyZ3vKciR6-c/pub) in addition to the [WFU Graduate Student Handbook](https://prod.wp.cdn.aws.wfu.edu/sites/275/2022/08/GradStudentHandbook2022-23.pdf).

All work handed in for this course must be the student’s own work. You are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the [WFU Student Conduct Page](https://studentconduct.wfu.edu/the-judicial-council/)in addition to the [WFU Graduate School Honor Code](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf). All work handed in for this course must be your own work. When writing or presenting about ideas that are not your own, you must properly cite the author(s). **Note:** Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

**Diversity and Inclusion**

*Pro Humanitate* - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of *Pro Humanitate*. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession.

Further, the faculty and staff will promote the Realizing Inclusion, Diversity, and Equity (R.I.D.E.) framework in our teaching, research, supervision and advising [https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/#](https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/). We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. Pro Humanitate, to better the lives of all humans!

**Student Learning Outcomes / Key Performance Indicators**

There are two signature assignments for this course, the Literature Review and the Program Evaluation Case Study, that are to be submitted in Anthology Portfolio, an e-portfolio, data storage, and data management program. Both assignments will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcomes on which you will be evaluated for the Literature Review are 1.) *2.H.1.,* the importance of research in advancing the counseling profession, including the use of research to inform counseling practice, and 2.) *2.H.2*., identification and evaluation of the evidence base for counseling theories, interventions, and practices. For the Program Evaluation Case Study, the following student learning will be *2.H.8.,* program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy.

Based on the 2024 CACREP standards (*2.E.1.a., 2.C.1.a.),* our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation. These rubrics can be found in the appendices of this syllabus.

The student learning outcomes map can be found on page 9 of the [program evaluation report](https://prod.wp.cdn.aws.wfu.edu/sites/306/2023/07/Program-Evaluation-Report-2023.pdf).

**Student Performance Evaluation Criteria:**

* **Class Engagement and Participation (20 points)**

As indicated before in the syllabus, full realization of the potential for the course will depend largely on your active involvement.

* + It is understood that class is occurring within the context of a global pandemic and societal reckoning around discrimination and racism.
  + There are several assignments designed to facilitating learning around concepts in this course that are quantified.
  + In order to participate effectively, you should engage with the assigned readings prior to our synchronous class meetings.
  + Required assignments due on a given day should be turned in via the Canvas course website by the date indicated. Those submitted late will result in a half grade deduction for each day submitted past the due date.
* **Assignment 3: Protection of Human Subjects Certification (5 points)**

This assignment is designed to inform you about the rights and welfare of human participants in research. Complete the tutorial and online quizzes at [citiprogram.org](http://www.citiprogram.org). See Attachment 1 for instructions. Remember, you must turn in the printed certificate of completion as evidence of completing the assignment.

* **Multifaceted Research Project (65 total points)**

As counselors, we often encounter concerns that require investigation of their characteristics and a determination of relevant interventions that will assist us in addressing these issues. To develop your skills in the critical analysis of counseling-related information and synthesizing this information in a clear and concise manner, you will be creating a literature review on a specific diagnosis in the Diagnostic and Statistical Manual of Mental Disorders.

* You should look to utilize resources from 2012 until the present. There are instances in which a resource is a seminal work on a particular topic and therefore worthy of inclusion. Apart from that, utilize recent resources is important. Please consult with me if you would like to discuss the use of resources for your literature review.
* This multifaceted project is designed to provide you with an in-depth research experience in which you will select a mental health disorder of your choice from the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (see Attachment 2), conduct a literature search and develop a reference list on your disorder, write a moderate-in-length literature review, present a synopsis of your review to the class using PowerPoint, and present a poster on your topic to 2nd year counseling graduate students and faculty.
  + **Assignment 1: Research Project Ideas (5 points)**

Identify three mental health disorders from the DSM-5 (examples in Appendix B) that interest you. You have likely come into the program having been exposed to various mental health disorders; disorders that you may have experienced personally, or perhaps experienced by family members, friends, or coworkers. You will be spending a lot of time researching the disorder you choose, so it might be useful to choose something that is of personal and professional interest to you. Summarize the disorders you’ve chosen in a paper of 500 words or less in total. Briefly answer the following questions *for each*: 1) What is the disorder that interests you; 2) Why is it interesting to you; 3) What are some subtopics within this area that you would like to explore (e.g., a certain counseling approach, individual counseling, group counseling, medications … you don’t have to be overly specific, rather, I want you to start thinking about the disorder more narrowly … we’ll discuss this more in class). Once you’ve turned in this assignment, I’ll let you know ASAP which of the three disorders you’ll be researching (note: I want each student to research a unique disorder).

* + **Assignment 6: Reference List (10 points)**

Conduct a literature search using PsycINFO and PubMed (both are required databases for your lit. review) (see Attachment 3 for helpful hints). Another database that may be useful is ERIC, especially if the disorder you choose is common to children or adolescents. Other databases discussed in class can also be used. Choose citations published from 2012 – present. You will want to review the *abstracts* from at least 25 citations; however, you must choose only 10-12 citations for the reference list you submit. The citations should include book chapters, review articles, and original research articles from peer-reviewed, professional journals from the fields of counseling (desirable for you to include counseling literature), psychology, social work, psychiatry, or similar professional disciplines. In addition, you should definitely use the DSM-5 as one of the books you cite (see bottom of Attachment 2 for proper citation of the DSM-5). We will spend much of week 2 demonstrating how to conduct a literature search.

* + **Assignment 10: Literature Review (20 points)**

Your literature review should be at least 10 pages and no more than 15 pages in length, with the following guidelines:

* + - Articles should largely be from 2012 to the present.
    - Use APA format (7th edition), Times New Roman font, size 12, double spaced, standard Microsoft Word document margins.
    - Page 1 should be the title page
    - Page 2 should be the abstract page (should not exceed one page). This is a summary of your literature review.
    - Pages 3 through 8-13 should contain the body of the paper, including an introduction that provides background information and discusses the significance of the disorder you’re writing about (usually 1-2 pages), methods section to include the key words and search strategies you found most useful, databases that provided the most or best citations … i.e., if someone else was going to do a literature review on this topic, what advice would you give them to conduct the most thorough search possible in the most efficient way? (up to 1 page), results section (5-10 pages, may be divided into subsections … should include information from the DSM-5 on your disorder as well as other aspects of the disorder that you’ve summarized from your literature search), and discussion including recommendations for future research and study (usually 1-2 pages)
    - The last two pages should be for references, listed in APA format.

Examples of a literature review are in the Canvas literature assignment description.

* + **Assignment 13: Oral Presentations – PowerPoint Presentation (15 points)**

The PowerPoint presentation must be 15 minutes in length (see guidelines below), *including* 2-3 minutes for questions at the end of the presentation. The content of your slides (maximum number 12 slides following the “one slide per minute” rule) will come from your literature review as described below:

* + - Slide 1 should be the title slide
    - Slide 2 should provide some element of introductory/background information; why is this disorder significant?
    - Slide 4 should describe the methods of your literature review (e.g., key words or search terms, most common journal(s) cited, and anything else you think would help someone in the future conduct a literature review on the same topic)
    - Slides 5-8 should summarize the results (hint: you don’t need to discuss every aspect of your lit. review’s results section)
    - Slides 9-10 should summarize your discussion/conclusions (again, selected aspects are okay)
    - Slide 11 should reflect ideas and recommendations for future study and research
    - Slide 12 should have selected references
  + **Assignment 14:Literature Review Visual Aid (15 points)**

Using the content of your literature review and PowerPoint presentation, embellished with graphics of your choice, you will make a poster that will eventually be shared with 2nd year graduate students and the faculty hopefully in the spring.

* + - Using the content of your literature review, embellished with graphics of your choice, you will make a poster. The poster can be created using a PowerPoint template (see student poster presentation examples). You will print your poster for this class for our fall research symposium but will turn in the electronic file of your poster to your course instructors for grading.
    - The purpose of creating the poster is for you to synthesize the critical information from your literature review into a clear and concise presentation of your findings. This activity along with the fall research symposium are designed to replicate a poster presentation session at a professional conference, which may be an option for you to consider at some point in the future.
* **Assignment 15: Program Evaluation Case Study (15 points)**

Respond to the questions below related to the following scenario:

Steve is in his first year as the school counselor at a local elementary school. After conducting a needs assessment and receiving feedback from teachers and administrators, he learns that there are a high number of discipline referrals resulting from off-task classroom behaviors among first grade boys. Steve has decided to implement a peer mentoring/reading program to connect the targeted first-graders with male role models in the fourth and fifth grades. The program will be implemented over the course of eight weeks with ten first grade boys being paired with ten fourth and fifth grade boys. The pairs will meet weekly for 20 minutes of reading time and positive social interaction. Steve expects that discipline referrals will decrease and on-task behaviors will increase as a result of the intervention.

* + How specifically might Steve evaluate the peer mentoring/reading program?
  + Is there a particular research method (e.g., experimental, survey) you might use to analyze the effectiveness of this program? If so, why?
  + In general, briefly describe how you might conduct a needs assessment in a school setting. For example, how might you collect the data (e.g., surveys, checklist, interviews).
  + What questions might you ask to gather data (list at least two questions) and from whom would you gather data?
* **Quiz 1 (15 points), Quiz 2 (15 point) and Final Exam (20 points):** Quizzes will consist of 15 questions each with a variety of question formats (e.g., fill in the blank, multiple choice, matching, etc.). The final exam will have between 50-100 multiple choice questions in the same format as National Counselor Exam (NCE). It will cover key terms and concepts related to research and statistics covered during the semester. The associated CACREP Standards (2024) are also provided.

### Assignment Point Potential CACREP Due Date\_\_

Course Engagement (Activities) 20 Ongoing

Protection of Human Subjects Training 5 (3.H.8.,10.,11) Sept. 18

Multifaceted Research Project --- (3.H.2.,6.,7.,10.,11.) ----------

Research Project Ideas 5 Sept. 4

Reference List 10 Oct. 2

Literature Review 20 Oct. 30

Oral Presentation 15 Nov. 27

Literature Review Visual Aid 15 Dec. 4

Program Evaluation Case Study 15 (3.H.9.,10.,11.) Dec. 8

Quiz 1 15 (3.G.3.,H.1.,3.,5.,6.,7.) Oct. 16

Quiz 2 15 (3.H.3.,5.,6.,7) Nov. 6

Final Exam 20 (3.G.3.,4.H.1.,3.,4.,5.,6.,7.) Dec. 15

---------------------------------------------------------------------------------------------------------------------Total Points Possible 160

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**Grading Scale:**

A 148-160 points C+ 123-127 points

A- 144-147 points C 116-122 points

B+ 139-143 points C- 112-115 points

B 132-138 points F < 111 points

B- 128-131 points

**Schedule of Classes and Assignment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topics** | **Required Reading** | **Assignments Due** | **2016 CACREP Standards** |
| **Week 1**  Aug. 28 – Sept. 4 | *The Nature of Research and Inquiry* | Erford  Ch. 1 | Assignment 1: Research Project Ideas  Discussion 1: Introductory Discussion | Section 2, F, 7 (h)  Section 2, F, 8 (a) |
| **Week 2**  Sept. 5 – Sept. 11 | *Characteristics of a Research Study* | Erford Ch. 2 | Assignment 2: Research Problems | Section 2, F, 8 (a,b,e,h) |
| **Week 3**  Sept 12 – 18 | *Locating, Reviewing, and Writing Research*  *Outcome Research in Counseling* | Erford Ch. 3  Erford Ch. 4 | Assignment 3: Protection of Human Subjects Certification  Assignment 4: Finding a Journal Article | Section 2, F,  8 (b,e,f) |
| **Week 4**  Sept 19 –25 | *Qualitative Research and Design in Counseling* | Erford  Ch. 5 & 6  **Supplemental**  Creswell 242 - 252 | Assignment 5: Qualitative Research Evaluation | Section 2, F, 8 (a,f,g,i,h) |
| **Week 5**  Sept 26 – Oct. 2 | *Quantitative Research Design in Counseling* | Erford Ch. 7 | Assignment 6: Reference List  Discussion 2: Writing Research Questions and Hypotheses | Section 2, F,  7 (g)  8 (a,f,g,i) |
| **Week 6**  Oct. 3 –  Oct. 9 | *Collecting Data*  *Describing Data* | Erford  Ch.11 & 12  **Supplemental**  Aron, Coups, & Aron  Ch. 10 | Assignment 7: Designing Quantitative Research Case Study  Assignment 8: Descriptive Statistics Exercise | Section 2, F,  7 (g)  8 (e,f,h,i) |
| **Week 7**  Oct. 10 – 16 | *Driving Standardized Scores*  *Statistical Hypothesis Testing* | Erford  Ch. 13 & 14 | Quiz 1 | Section 2, F,  7 (g)  8 (b,h,i,j) |
| **Week 8**  Oct. 17 – 23 | *Correlation and Regression* | Erford Ch. 17  **Supplemental**  Aron, Coups, & Aron  Ch. 8 & 11 | Assignment 9: Benefits of Experimental Research | Section 2, F,  7 (g)  8 (b,f,g,h,i,j) |
| **Week 9**  Oct. 24 – 30 | *Practical Counseling Research Approaches* | Erford  Ch. 8 | Assignment 10: Literature Review | Section 2, F,  8 (g,h,i,j) |
| **Week 10**  Oct. 31 – Nov. 6 | *Needs Assessment* | Erford  Ch. 9 | Quiz 2 | Section 2, F,  8 (c,g,h,i,j) |
| **Week 11**  Nov. 7 – 13 | *Program Evaluation*  *Oral Presentations (5)* | Erford  Ch. 10 | Assignment 11: Single-subject Research Study | Section 2, F,  8 (c,g,h,i,j) |
| **Week 12**  Nov. 14 – 20 | *Ethical Research*  *Oral Presentations (6)* |  | Assignment 12: Conducting Ethical  Research |  |
| **Week 13**  Nov. 21 – 27 | *Inferential Statistics*  *Oral Presentations (5)* | Erford Ch. 16  **Supplemental**  Aron, Coups, & Aron  Ch. 8 & 11 | Assignment 13: Oral Presentation |  |
| **Week 14**  Nov. 28 –  Dec. 4 | *Inferential Statistics*  *Fall 2022 Research Symposium* |  | Assignment 14: Literature Review Visual Aid  Supplemental Assignment: Inferential Statistics Problems |  |
| **Week 15**  Dec. 5 – Dec. 8 | *Conclusion* |  | Assignment 15:Program Evaluation Case Study |  |
| Dec. 9 – Dec. 15 | **Comprehensive Final Exam** | | | |

**Emergency Contingency Plan**: The emergency contingency plan for this course is as follows:  
In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework, as all documents and materials will be made available online on the Canvas course website. It is suggested that all materials be downloaded.

We will be using Canvas to complete the course. Given the shifting nature of the pandemic, there is a possibility that we may move quickly from in-person to virtual class meetings. Class will continue to the degree possible with details to be provided when needed regarding the specific manner in which we will continue our work. Please follow the list of assignments on the syllabus, and follow instructions in relation to the completion of assignments and readings. If the internet is not operating, you can email course assignments to [haydensc@wfu.edu](mailto:haydensc@wfu.edu) or use physical mail to the following address:

Seth Hayden  
Dept. of Counseling  
PO Box 7406  
Wake Forest University  
Winston-Salem, NC 27109

**Recording of Synchronous Sessions:**

* **Recording of Class Sessions.** All or some in-person and synchronous classes may be recorded. Student images and voices may be captured in these recordings.  Recordings will be available for viewing only by students enrolled in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.
* **Recording Tails in our Synchronous Classes.** Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care to not discuss any confidential matters during these periods of time.
* **Access to Recordings.** Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.
* **Copyright Notice.** Students are advised that Wake Forest University faculty members hold the copyright in their course materials. The University and the faculty have legal rights in class recordings.

**Appendix A: Instructions for Protection of Human Subjects Certification Assignment**

This assignment is designed to inform you about the rights and welfare of human participants in research. Begin the tutorial and online quizzes by going to [citiprogram.org](http://www.citiprogram.org). Register as a new user. Follow these instructions:

* + Step 1: Select “Register”, enter “Wake Forest University”
  + Step 2: Enter name and e-mail address
  + Step 3: Create a security question and answer
  + Step 4: Enter your name
  + Step 5: Enter your Wake Forest University email address
  + Step 6: Answer “no” to question about CME/CEU credits
  + Step 7: Answer “yes” or “no” depending on your preference, then submit
  + Next: Complete information page required by Wake Forest University. Use your Wake Forest University email address, and select “Student Researcher – Graduate” for question about role in research. Submit.
  + Next: Answer “Group 1” for the first question, “I have not previously completed an approved basic course” for the second question, and “Not at this time, thank you” for the third question. Submit.
  + Next: Answer “No” to the next question.
  + Next: At this time, you should come to a screen that has your name and ID# at the top. In the middle of the page, under the “My Courses” column, it should say “Group 1, Graduate Students, Faculty and Staff, Basic Course”. The very next column, “Status”, should say “Not started – Enter” in red letters. Click on “Enter”. Proceed with taking the “Required Modules” and then one of the “Elective Modules”.
  + Last: As evidence of completion, turn in the printed certificate of completion at the beginning of class on Sept. 9

**Appendix B: Selected DSM-5 Mental Health Diagnoses\***

Agoraphobia

Alcohol Use/Abuse/Dependence/Intoxication/Withdrawal

Amphetamine Use/Abuse/Dependence/Intoxication/Withdrawal

Anorexia Nervosa

Attention Deficit Hyperactivity Disorder

Autistic Disorder

Avoidant Personality Disorder

Antisocial Personality Disorder

Anxiolytic (Benzodiazepine) Use/Abuse/Dependence/Intoxication/Withdrawal

Bipolar I Disorder

Bipolar II Disorder

Borderline Personality Disorder

Bulimia Nervosa

Cocaine Use/Abuse/Dependence/Intoxication/Withdrawal

Conduct Disorder

Delirium

Dementia of the Alzheimer’s Type

Dementia Due to Creutzfeldt-Jakob Disease

Dementia Due to Huntington’s Disease

Dissociative Identity Disorder

Generalized Anxiety Disorder

Insomnia

Major Depressive Disorder

Obsessive-Compulsive Disorder

Obsessive-Compulsive Personality Disorder

Opioid Use/Abuse/Dependence/Intoxication/Withdrawal

Oppositional Defiant Disorder

Panic Disorder

Post-Traumatic Stress Disorder

Schizotypal Personality Disorder

Schizophrenia

Sedative/Hypnotic/Anxiolytic (Benzodiazepine) Use/Abuse/Dependence/Intoxication/Withdrawal

Tourette’s Disorder

\*Modified from American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed). Washington, DC: Author.

**Appendix C: Accessing the DSM – 5 and Literature Search Tips for PsycINFO and PubMed**

Accessing the DSM – 5 via the ZSR Library

1. Go to zsr.wfu.edu/ and click on “Find” in the top-right corner of the page.
2. Click on “Databases”.
3. Click on “Find by Name” and enter “DSM” in the search field.
4. Click on “DSM 5 Library” option.
5. You will have several options on the top of the page. Click on “DSM – 5” on the top left of the options next to “Home”.
6. In terms of searching for various diagnosis, you will want to focus your attention on “Section II: Diagnostic Criteria and Codes”.

**Literature Search Strategies for PsycINFO:**

Search Terms

1. Go to zsr.wfu.edu/ and click on “DATABASES” from the “Find” search option.
2. Type in PsycINFO into keyword dialogue box, then click on PsycINFO, then click on Search.
3. Now click on PsycINFO. You will be prompted to sign in, which you should do. You will now be signed into PsycINFO.
4. Enter the mental health disorder that you wish to research then check the box that says “Suggest subject terms” (it is located just above dialogue box). Now click on the Search tab. You will now come to a thesaurus-like expansion of your mental health diagnosis. Write down 3-6 search terms that further describe the disorder you’ve chosen or different aspects of it. Click on each of these search terms to better define what you might want to research for your chosen mental health disorder. Try and come up with a final list of 3-6 search terms that you will employ in your literature search.

Literature (Citation) Search

1. Return to the PsychINFO homepage. Click on “Advanced Search”, located just under the dialogue boxes at the top of the page.
2. You will now need to select one, two, or three of your search terms in order to produce some research articles and other published documents on the mental health disorder you’ve chosen (a.k.a. citations). For example, if your disorder is depression, you could search “depression” or “depression and counseling” or “depression and suicide and counseling”. This is where you get into the art of doing literature searches … how you combine terms makes a huge impact on the search outcome.
3. Place limits on your search, such as “Linked full text” and narrow the Publication Year from 2009 to 2019.
4. Your efforts should result in about 25 references. If you get more than this, either add additional search terms or narrow the Publication Year.
5. Click on the title of the citations that look interesting. Read the abstracts of about 25 citations. Choose a subset for your near-final reference list. Keep in mind you must also search PubMed for references, and between PsycINFO and PubMed, you should have 10-12 citations for your final reference list.
6. Be patient … this is definitely a trial and error process for which practice makes perfect!

**Literature Search Strategies for PubMed** (note - PubMed does not have a search terms function like PsycINFO, so you’ll go straight to the Literature Search):

Literature (Citation) Search

1. Go to zsr.wfu.edu/ and click on “DATABASES” tab
2. Type in PubMed into keyword dialogue box, then click on MEDLINE - PubMed, then click on Search.
3. You may or may not be prompted to sign in (you may already be signed in from your PsycINFO search). Sign in if necessary.
4. Enter your desired search term(s) in the dialogue box. Do not click on the Search tab yet.
5. Just below dialogue box, click on Limits. Begin by searching for review articles for your mental health disorder. Set the following limits: Published in the Last - click on “10 Years”; Type of Article - click on “Review”; and Text Options - click on “Linked to Full Text”. Now click on the Search tab.
6. Click on the title of the citation to read the abstract. If the abstract inclines you to get the full article, explore Full Text Options in the upper right hand side of the page. If you look to the right of the citation title, there will be related articles that you can click on, read the abstracts, and get the full article. Another way to get related articles is to hit the back arrow until you come to the page which listed the multiple citations for the key words you entered. Below the citation title you’ll see the words “Related Articles”. Click on this … it will produce a new list that shows you what other research articles have listed the citation you’re exploring.
7. Repeat the above process but remove the limit on the Type of Article (i.e., uncheck “Review”). This will give you a different array of citations related to your search terms.

**Appendix D: Literature Review SLO Rubric**

# Literature Review Rubric

1.0 Evaluation of Evidence

## Exceeds Expectations / Demonstrates Competencies

5.0

Demonstrates consistent and advanced ability to review and critically analyze extant literature.

## Meets Expectations / Demonstrates Competencies

Demonstrates competency in reviewing and analyzing extant literature

4.0

## Near Expectations / Developing toward Competencies

Demonstrates inconsistent ability to clearly review and critically analyze extant literature.

3.0

## Below Expectations / Developing toward Competencies

2.0

Demonstrates limited ability to review and analyze extant literature.

## Harmful

Arrives at inaccurate conclusions regarding evaluation of literature and/or engages in unprofessional or unethical behavior (e.g., plagiarism).

1.0

5.0 Identification of Counseling Interventions Supported by Research

## Exceeds Expectations / Demonstrates Competencies

Demonstrates consistent and advanced ability to identity counseling interventions supported by research.

5.0

## Meets Expectations / Demonstrates Competencies

Demonstrates competence in ability to identity counseling interventions supported by research. Near Expectations / Developing toward Competencies

4.0

## Near Expectations / Developing toward Competencies

Demonstrates inconsistent ability to identity counseling interventions supported by research.

3.0

## Below Expectations / Developing toward Competencies

2.0

Demonstrates limited ability to identity counseling interventions supported by research.

## Harmful

1.0

Demonstrates a severely inadequate ability to identify counseling interventions that are supported by research.

1.0 Application of Research to Practice

## Exceeds Expectations / Demonstrates Competencies

5.0

Demonstrates consistent and advanced ability in identifying the application of research to practice.

## Meets Expectations / Demonstrates Competencies

Demonstrates competence in identifying the application of research to practice.

4.0

## Near Expectations / Developing toward Competencies

3.0

Demonstrates inconsistent ability to identify the application of research to practice.

## Below Expectations / Developing toward Competencies

2.0

Demonstrates inconsistent competence ability to identify the application of research to practice.

## Harmful

Demonstrates a severely inadequate ability to identify the application of research to practice.

1.0

**Appendix E: Program Evaluation SLO Rubric**

# Program Evaluation Rubric

5.0 Need Assessment

## Exceeds/Demonstrates Competencies

5.0

Demonstrates consistent and advanced ability to identify components of a needs assessment.

## Meets Expectations/Demonstrates Competencies

4.0

Demonstrates consistent ability to identify components of a needs assessment.

## Near Expectations / Developing Towards Competencies

3.0

Demonstrates inconsistent ability to identify components of a needs assessment.

## Below Expectations / Developing Towards Competencies

2.0

Demonstrates limited ability to identify components of a needs assessment.

## Harmful

1.0

Incorrectly identifies components of a needs assessment leading to a potentially harmful implementation of this data collection mechanism.

5.0 Program Evaluation

*Evaluation of counseling interventions and programs*

## Exceeds/Demonstrates Competencies

5.0

Demonstrates consistent and advanced ability to evaluate counseling interventions and programs.

## Meets Expectations/Demonstrates Competencies

4.0

Demonstrates consistent ability to evaluate counseling interventions and programs.

## Near Expectations / Developing Towards Competencies

3.0

Demonstrates inconsistent ability to evaluate counseling interventions and programs.

## Below Expectations / Developing Towards Competencies

2.0

Demonstrates limited ability to identify components of a needs assessment.

## Harmful

1.0

Incorrectly identifies components of a needs assessment leading to a potentially harmful implementation of this data collection mechanism.