

## REH 6230: Introduction to Research in Rehabilitation Counseling Course Syllabus – Fall 2024

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### Instructor and Course Information

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**Instructor:** Trenton Landon, PhD, CRC, A-CMHC

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**Office Location:**

USU – Main Campus in Logan Utah  
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**Office Hours:**

By Appointment – Email me, and we will set up a time to visit based on your availability.

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**Course Name & Number:**

REH 6230 Introduction to Research in Rehabilitation Counseling

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**Credit Hours:** 3

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**Course Location:** Asynchronous Delivery via CANVAS

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**Course Duration:** August 28<sup>th</sup>, 2023 through December 15<sup>th</sup>, 2023

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### Indigenous Land Acknowledgement

As a land-grant institution, Utah State University campuses and centers reside and operate on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge these lands carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous self-governance history, experiences, and resiliency of the Native people who are still here today.

## Course Description

This course emphasizes research design (e.g., qualitative, quantitative, and mixed methods) and research principles necessary for effective research and evaluation practices in rehabilitation counseling, including locating, reviewing, evaluating, and synthesizing relevant literature. Principles of program evaluation are emphasized.

## Readings

Readings will consist of book chapters from the required texts and supplemental empirical articles (posted in Canvas). Supplemental readings can be downloaded from Canvas. It is recommended that students complete all readings prior to the class period for which they are assigned, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material.

- **Required Textbook:** Balkin, R. S., & Kleist, D. M. (2017). *Counseling research: A practitioner-scholar approach*. American Counseling Association.
- **Required Textbook:** Kranzler, J. H. (2018). *Statistics for the terrified* (6th ed.). Rowman & Littlefield Publishers.
- **Required Textbook:** American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
- **Additional Readings:** Will be uploaded into and available in CANVAS.

## Purpose & Objectives

The purpose of this course is to introduce Rehabilitation Counseling students to the skills necessary to be a good consumer of rehabilitation research as well as introduce the knowledge and skills required for effective research and evaluation practices in Rehabilitation Counseling. This process includes the ability to locate, review, evaluate, and synthesize relevant literature, as well as how to select, implement, and evaluate evidence-based practices using research principles, design, and methods. Upon completion of this course, the successful student will possess foundational knowledge of the philosophy, science, and practice of research, as well as the specialized knowledge of the use of and issues related to research in rehabilitation.

By the end of this course, students will:

Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practices (*CACREP Standard, 3.H. Research & 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; and,
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.

### **Student Learning Outcomes**

Student Learning Outcome #1: Students will demonstrate understanding of research principles, generalizations, and theories (e.g., critique and synthesize research literature, explain theories and the relevance to practice, select evidence-based practices for implementation). Students will demonstrate their knowledge of ethical, legal, and cultural issues in research and program evaluation processes (e.g., discuss and identify human subjects’ risks and benefits).

- Assessment Methods
  - Weekly Quizzes
  - CITI Training
  - Packback Questions and Responses
  - Article Critiques
  - Final Exam

Student Learning Outcome #2: Students will demonstrate the ability to locate and retrieve research to address questions regarding professional practice. Students will demonstrate the ability to review the literature, identify gaps, and recommend areas for future investigation.

- Assessment Methods
  - Research Paper
  - Article Critiques

<b>Grading Guidelines &amp; Policies</b>			
<i>Course Assignments &amp; Point Totals</i>			
Assignment	Description	Total Points	Due Date
Personal Introduction	Part 1 – See directions in CANVAS.  Part 2 – Peer Response; nothing to turn in, leave a comment on your peer’s introduction.	30 points total  Part 1 – 15 points  Part 2 – 3 peer responses at 5 pts each, (15 points)	As noted in CANVAS
Weekly Quizzes (12 total)	Open-book, open-note quizzes will be administered based on the readings and lectures. Quizzes will	120	As noted in CANVAS

	be available in CANVAS the week before they are due.		
IRB CITI Training	Students will complete the IRB Human Subjects research training. This training can be accessed through the USU IRB website and is available to all students.	100	9/15/2024
Article Critiques (2 @ 50 pts each)	Students will complete two article critiques based on the presentations available to them as part of the “Spotlight on Research” videos with Dr. Landon and Guests. A number of “spotlights” will be available; students will pick two to focus on for their write ups.	100	Critique #1 <ul style="list-style-type: none"> <li>• 11/10/2024</li> </ul> Critique #2 <ul style="list-style-type: none"> <li>• 12/1/2024</li> </ul>
Packback Responses	Eight responses (two parts – Question 10 pts and two responses, 5 pts each.)	160	See CANVAS/Packback for assignment details.
Research Paper	Students will complete on research paper on a topic of their choice related to rehabilitation counseling.	100	10/27/2024
Final Exam	At the conclusion of the semester, students will complete a final Exam. The final exam will be available during finals week and will cover all material in the course (including material that may not	100	12/13/2024

	have been presented on during lectures). The exam will be timed.		
	Total Points for the Course	710	

### Grading Scale

A: 667 – 710	C+: 539 – 567
A-: 639 – 666	C: 518 – 538
B+: 610 – 638	C-: 497 – 517
B: 589 – 609	D: 426 – 496
B-: 568 – 588	F: Below 426 points

### Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the USU MRC graduate program (a USU Graduate School policy).

### Other Course Expectations

**Coursework & Attendance:** Although this class is asynchronous in nature, classroom participation and engagement with the course materials is important for several reasons. Research and consuming research to identify best practices and appropriate interventions is key component of ethical service delivery. Attendance itself will not be graded or scored, but students will be expected to be present for class sessions unless previously arranged with the present instructor.

**Technology:** As this is a distance-based learning course, students will be expected to have access to technology that enables them to view recorded lectures and complete class assignments in CANVAS, the learning management system (LMS) used by USU. The necessary technology for this class includes, but is not limited to: a computer, internet access, login information and access to USU library resources, a working microphone and working speakers, headphones (to talk with the instructor via Zoom for office hours, if requested), and access to a quiet environment with limited distractions. If you experience limitations in your access to technology required for a distance learning course, please communicate regularly with the instructor while working to find a suitable solution.

**CANVAS:** All assignments will be turned in using our Canvas site. Assignments sent via email as attachments **will not be accepted** unless previously approved by the instructor. All assignments are due on the due date, by 11:59pm.

- **NOTE: It is important for students to understand that evaluation of counselors in training extends beyond letter grades, completed assignments, and points earned. Students are also evaluated in terms of their professional practice competency, so please be mindful that your conduct in the course as a group leader, group member, and student, is equally important in terms of evaluation to your ability to complete assignments.**

### **Academic Honesty**

You are expected to do your own work in this course. All University policies regarding academic honesty as defined in the *Code of Policies and Procedures for Students at Utah State University* will be enforced. To view the entire *Code of Policies and Procedures for Students at Utah State University*, visit the following website: <http://www.usu.edu/student-services/student-code/>

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. PLEASE NOTE - Students guilty of plagiarism or cheating will receive a failing grade on the appropriate assignment, may receive a failing grade in the course, and may be subject to suspension or expulsion from the University.

#### ***Notice of Academic Dishonesty***

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honesty, the following information is quoted from the code of Policies and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

A. **Cheating** includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.

B. **Falsification** includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

C. **Plagiarism** includes *knowingly* representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the *unacknowledged* use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University. Learn more about the USU student code of conduct.

### ***Grievance Process (Student Code)***

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances (<https://studentconduct.usu.edu/studentcode/article7> ).

## **General Course Policies**

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in this course in a professional manner. Interacting with students, guest speakers, and the instructor in a professional and proper manner (as outlined in the CRCC and ACA Codes of Professional Ethics) is expected.

### **Professional Performance Standards (PPS)**

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

*The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.*

Additionally, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2023; <https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>) states:

**Section E.2.a.** CRCs/CCRCs are alert to the signs of impairment due to their own health issues or personal circumstances and refrain from offering or providing professional services when such impairment is likely to harm clients or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined they may safely resume their work. When

CRCs/CCRCs have knowledge of the unethical conduct of another CRCs/CCRCs, they attempt to rectify the situation. CRCs/CCRCs bring unethical activities to the attention of the appropriate state licensing board and/or appropriate ethics committee.

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, see the code of ethics page referenced above). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-Awareness, including humility, self-reflection, and understanding of one's individual place in history;
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence;
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence; and,
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

**Skills:** At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

**Participation:** Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting as groups or as a class. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

### **Utah State University Campus Policies (<https://studentaffairs.usu.edu>)**

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

### **Accommodations for Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

### **Emotional and Mental Wellbeing:**

College studies can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at [justin.barker@usu.edu](mailto:justin.barker@usu.edu). Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.
- If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

### **Title IX – Sexual Misconduct and Discrimination**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> ([Links to an external site.](#))[Links to an external site.](#)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at [www.usu.edu/saavi/](http://www.usu.edu/saavi/), or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

### **Additional Resources**

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
  - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
  - 24-Hour Cache Valley Crisis Line: 435-753-2500.

### **Disclaimer**

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.



**Course Schedule**

Schedule and General Topic	Weekly Topics & Reading Assignment		Assignment(s) Due (additional info in CANVAS)
Week 1:	August 26 <sup>th</sup> through September 1 <sup>st</sup>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• Introduction to the Course &amp; Syllabus</li> <li>• The Counselor as a Practitioner-Scholar</li> </ul> <i>Readings:</i> <ul style="list-style-type: none"> <li>• B &amp; K: Chapter 1</li> <li>• Stoltenberg et al. (2000)</li> </ul>	Quiz #1
Week 2:	September 2 <sup>nd</sup> through September 8 <sup>th</sup>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• The Research Process</li> <li>• Evidence-Based Practice in Counseling</li> <li>• APA Style Overview</li> </ul> <i>Readings:</i> <ul style="list-style-type: none"> <li>• B &amp; K: Chapter 2</li> <li>• Empirically Supported Treatment Readings</li> <li>• APA Manual 7<sup>th</sup> Ed. (2020)</li> </ul>	Quiz #2 Is this Citation Correct – Quiz Paraphrase vs Summarize - Quiz Personal Introduction (Part #1) Packback #1
Week 3:	September 9 <sup>th</sup> through September 15 <sup>th</sup>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• Ethical &amp; Multicultural Issues in Counseling</li> <li>• Types of Research</li> </ul> <i>Readings:</i> <ul style="list-style-type: none"> <li>• B &amp; K: Chapters 3 &amp; 4</li> <li>• Johnson et al. (2016)</li> </ul>	Quiz #3 CITI Training

Week 4:	September 16 <sup>th</sup> through September 22 <sup>nd</sup>	<p><i>Topic:</i></p> <ul style="list-style-type: none"> <li>• Fundamental Concepts in Quantitative Research</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• B &amp; K Chapter 5</li> <li>• K: Chapters 4, 5, 6, 7, &amp; Appendix A</li> </ul>	Quiz #4 Personal Introduction (Part 2 – Response to Peers)
Week 5:	September 23 <sup>rd</sup> through September 29 <sup>th</sup>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Examining Relationships</li> <li>• Correlation &amp; Regression</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• B &amp; K Chapter 6</li> <li>• K: Chapters 8 &amp; 9</li> </ul>	Quiz #5 Packback #2
Week 6:	September 30 <sup>th</sup> through October 6 <sup>th</sup>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Examining Differences Between Groups</li> <li>• Introduction to Inferential Statistics</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• B &amp; K Chapter 7</li> <li>• K: Chapters 10, 11, and Appendices B &amp; C</li> </ul>	Quiz #6 Packback #3
Week 7:	October 7 <sup>th</sup> through October 13 <sup>th</sup>	<p><i>Topics</i></p> <ul style="list-style-type: none"> <li>• Analysis of Variance (ANOVA)</li> <li>• Nonparametric Statistics (Chi Square)</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• K: Chapters 12 &amp; 13, and Appendix D</li> </ul>	Quiz #7 Packback #4
Week 8:	October 14 <sup>th</sup> through October 20 <sup>th</sup>	<p><i>Topics</i></p> <ul style="list-style-type: none"> <li>• Examining Differences within Groups</li> <li>• Single Case Research Designs</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• B &amp; K Chapter 8</li> </ul>	Quiz #8 Packback #5

		<ul style="list-style-type: none"> <li>Gerald et al. (2019)</li> </ul>	
Week 9: Research Paper Week	October 21 <sup>st</sup> through October 27 <sup>th</sup>	<b><u>No Recorded Lecture.</u></b> Use this time to finish up your research paper, meet with the instructor as needed, etc.	Research Paper
Week 10:	October 28 <sup>th</sup> through November 3 <sup>rd</sup>	<p><i>Topic:</i></p> <ul style="list-style-type: none"> <li>Synthesizing Research Results Using Meta-Analysis</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>B &amp; K Chapter 9</li> <li>Pigott &amp; Polanin (2020)</li> <li>Whiston &amp; Li (2011)</li> </ul>	Quiz #9 Packback #6
Week 11:	November 4 <sup>th</sup> through November 10 <sup>th</sup>	<p><i>Topic:</i></p> <ul style="list-style-type: none"> <li>Fundamental Concepts in Qualitative Research</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>B &amp; K Chapter 10</li> <li>Hill et al. (1997)</li> </ul>	Quiz #10 Article Critique #1
Week 12:	November 11 <sup>th</sup> through November 17 <sup>th</sup>	<p><i>Topic:</i></p> <ul style="list-style-type: none"> <li>Multiple Perspectives on a Phenomenon: The Qualitative Lenses</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>B &amp; K Chapter 11</li> <li>Creswell et al. (2007)</li> </ul>	Quiz #11 Packback #7

Week 13:	November 18 <sup>th</sup> through November 24 <sup>th</sup>	<p><i>Topic:</i></p> <ul style="list-style-type: none"> <li>• Measurement in Counseling Research: Psychometrics</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• B &amp; K Chapter 12</li> <li>• Lenz &amp; Wester (2017)</li> <li>• Beveridge et al. (2019)</li> </ul>	Quiz #12
Week 14:	November 25 <sup>th</sup> through December 1 <sup>st</sup>	<p><i>Topic:</i></p> <ul style="list-style-type: none"> <li>• Program Evaluation</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• B &amp; K Chapter 13</li> <li>• Whiston (1996)</li> </ul>	Article Critique #2 Packback #8
Week 15:	December 2 <sup>nd</sup> through December 6 <sup>th</sup>	No Formal Class - Week to Prepare for the Final If you have questions, please schedule office hours.	
Week 16:	December 9 <sup>th</sup> through December 13 <sup>th</sup> (Finals Week)	Final Exam – In Canvas	Final Exam