

CNS6529: Research and Statistical Evaluation Syllabus

Instructor/Personal Pronouns	Quarter
Instructor Email	Class Days and Times
Instructor Phone	Course Location
Office Location	Office Hours
Technical Support: 866-848-5515	

COURSE DESCRIPTION Studies that provide a basic understanding of types of research are presented: basic statistics; research report development; and research implementation. Other areas studied include program evaluation; needs assessment; publication of research information; parametric and non-parametric statistics; quantitative and qualitative research designs; the use of computers for data management and analysis; including ethical and legal considerations pertinent to the professional counselor.

PREREQUISITES None

COREQUISITES None

CREDIT HOURS 4.5

COURSE MATERIALS

Technological Requirements

Each student in the Clinical Mental Health Counseling program must have access to a reliable computer, internet connection and the required computer software and hardware. Cell phones and tablets are not acceptable computer or laptop replacements.

Requirements include:

- Computer with Windows 7 or higher or Mac OSX 10.7 or higher
- Microsoft Office 365 (available to all South University students)
- Adobe Acrobat Reader
- Browsers
 - For Windows users, Internet Explorer (latest 2 releases), Mozilla Firefox or Google Chrome
 - For Mac users, Apple Safari (2 latest releases), Mozilla Firefox or Google Chrome
- Virtual classes require access to a camera and microphone.

Required Textbooks

Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2016). *Research Design in Counseling* (4th ed.). Boston, MA: Cengage Learning.

Houser, R. A. (2020). *Counseling and Educational Research: Evaluation and Application*. (4th ed.). Thousand Oaks, CA: Sage.

Required Articles

Suggested/Supplemental Readings

Required Materials

GRADING SCALE

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 69 or below

PROGRAM OVERVIEW/MISSION

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

Please Note: Successful completion of the MA CMHC program meets the requirements for licensure application in the state where the program is offered. Students considering relocation to another state are encouraged to review the licensure requirements for that state(s) in order to compare required coursework. Completion of the program does not guarantee licensure or certification.

Students enrolled in the Savannah virtual program are aligned to the licensure standards in Georgia.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)s

PSLO 1	Professional Counseling Orientation and Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
PSLO 2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.

PSLO 3	Human Growth and Development Through the Lifespan: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
PSLO4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
PSLO5	Counseling and the Helping Relationship: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
PSLO6	Group Dynamics and Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
PSLO7	Assessment and Appraisal: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
PSLO8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

**COURSE LEARNING OUTCOMES ALIGNMENT TO
PROGRAM STUDENT LEARNING OUTCOMES**

CLO1	Understand basic statistical and research principles.	PSLO – 8
CLO2	Understand the basic designs, analysis, implementation and strategies of selected research methods.	PSLO – 8
CLO3	Recognize the appropriateness of employing various research methods.	PSLO – 8
CLO4	Recognize and assess threats to validity of research designs.	PSLO – 8
CLO5	Demonstrate an understanding and application of principles of reliability, validity, random sampling and non-random sampling.	PSLO – 8
CLO6	Demonstrate an understanding of hypothesis testing.	PSLO – 8

CLO7	Interpret selected techniques in descriptive and inferential statistics, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlation coefficients.	PSLO – 8
CLO8	Identify and understand the legal and ethical considerations implicit in research, including standards associated with professional organizations and credentialing bodies within the context of clinical mental health counseling.	PSLO – 1, 8
CLO9	Critically read and review published counseling related research literature.	PSLO – 8
CLO10	Understand how research questions and methodologies may be related to and may possibly impact multicultural and pluralistic trends associated with diverse groups both nationally and internationally.	PSLO – 2, 8
CLO11	Demonstrate knowledge in research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.	PSLO – 8
CLO12	Summarize the importance of research in advancing the counseling profession.	PSLO – 1, 8
CLO13	Demonstrate knowledge in statistical methods used in conducting research and program evaluation.	PSLO – 8
CLO14	Summarize principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications.	PSLO – 8
CLO15	Articulate the use of research to inform evidence-based practice.	PSLO – 1, 2, 3, 4, 5, 6, 7, 8
CLO16	Summarize ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	PSLO – 1, 2, 8
CLO17	Demonstrate how to analyze and use data to evaluate the effectiveness of counseling intervention and programs.	PSLO – 1, 2, 3, 4, 5, 6, 7, 8

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
7) ASSESSMENT AND TESTING			
g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	7, 8	Houser, Ch. 7	Readings, Reading Reflections, Research Proposal , Final Exam
h. Reliability and validity in the use of assessments.	7, 8	Houser, Ch. 3 Heppner, Ch. 7	Readings, Reading Reflections, Research Proposal , Final Exam
8) RESEARCH AND PROGRAM EVALUATION			
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	1, 8	Heppner, Ch. 1-4	Readings, Reading Reflections, Research Proposal , Final Exam
b. identification of evidence-based counseling practices	5, 8	Houser, Ch. 16 Heppner, 20-22	Readings, Reading Reflections, Research Proposal , Final Exam
c. needs assessments	8	Heppner, Ch. 22	Reading, Final Exam, Research Proposal
d. development of outcome measures for counseling programs	8	Heppner, Ch. 22	Readings, Final Exam
e. evaluation of counseling interventions and programs	8	Heppner, Ch. 20-22 Houser, Ch. 16, 19, 21	Readings, Final Exam
f. qualitative, quantitative, and mixed research methods	8	Houser, Ch. 3-8 Heppner, Ch. 10-19	Readings, Reading Reflections, Research Proposal , Final Exam
g. designs used in research and program evaluation	8	Heppner, Ch. 11-17	Readings, Reading Reflections, Research Proposal , Final Exam

h. statistical methods used in conducting research and program evaluation	8	Houser, Ch. 7	Readings, Reading Reflections, Research Proposal, Final Exam
i. analysis and use of data in counseling	1,2,3,4,5,6,7,8	Houser, Ch. 14-15, 19 Heppner, Ch. 22	Readings, Reading Reflections, Final Exam
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	1,2,8	Heppner, Ch. 3 Houser, Ch. 2, 17	Readings, Reading Reflections, Research Proposal, Final Exam

GRADUATION REQUIREMENTS

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 (on a 4.0 scale) or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress & Promotions Policy during periods of probation or suspension.

Note: Students with a CGPA that falls below 3.0 in any given quarter will need to earn a CGPA of 3.0 or higher in the next quarter to avoid receiving an automatic dismissal notification from the registrar. Students receiving a dismissal notification can appeal for reinstatement in the program. Please see the South University Academic Catalog for appeal processes.

COURSE REQUIREMENTS

COURSE ASSIGNMENTS AND SCHEDULE

Week	Topic(s)	Required Readings	Activities & Assessments	CACREP Standard
1	Course Overview Syllabus/Schedule Introductions	Heppner: Ch. 1-2 Houser: Ch. 2	Identify pairs; begin brainstorming proposal ideas	

	The research process/scientific method Ethics and Research			
2	Professional Writing & Identifying a topic Evaluating the Literature Review Purpose Statement & Hypotheses Discussing the research process and annotated bibliographies Presentation by Evelyn Campbell (SURI Librarian)	Houser: Ch. 9-10 Heppner: Ch. 4-5	Research proposal ideas due Reading Reflection #1 Due	
3	Quantitative Research Designs	Heppner: Ch. 6, 7, 11, 13	Pairs and topics for Research Proposal Finalized	
4	Single-case Quasi-experimental Basics of Stats Methods Basics of Qualitative Methods	Houser: Ch. 7-8 Heppner: Ch. 12, 15, 16	Reading Reflection #2 Due	
5	Mixed-Methods Scale construction Participants	Heppner: Ch. 8, 9, 10, 17	Reading Reflection #3 Due	
6	Catch-up		Annotated Bibliography Due	
7	Methods Section: Sampling, Procedure, Instruments Scales/surveys	Houser: Ch.11-13	Literature Review Draft Due (email as Word docx)	
8	Results Section Discussion Section Outcome research	Houser: Ch. 14-15 Heppner: Ch. 20, 21	Methodology Draft Due (email as Word docx)	

9	Evidence-based programmatic research	Houser: Ch. 16 Heppner: Ch. 22		
10	Research Proposal Presentations (in-class)		Research Proposal Paper DUE	
11	Final Exam		FINAL EXAM	

**Note: Changes in the course schedule may be made at the discretion of the instructor to accommodate time and material constraints.*

ASSIGNMENT WEIGHT

Assignment	Points	Weight %	Due Date
Annotated Bibliography (indiv)	20		
Research Presentation (pair) KPI	15		
Research Paper (pair) KPI	30		
Reading Reflections (indiv)	15		
Final Exam (in-class; indiv) KPI	20		
TOTAL	100 points	100%	

ASSIGNMENT DESCRIPTIONS

****** For work done in pairs, it is anticipated that each student will receive the same grade given approximately equal effort; however, if a student reports that their partner is not pulling their weight, the instructor will set up a meeting with both parties to come up with a mutually acceptable remediation plan. If a plan cannot be achieved, each student will complete the assignment individually. Professor must be notified PRIOR to the Literature Review Draft due date that problems have arisen. ******

ASSIGNMENT DESCRIPTIONS

ANNOTATED BIBLIOGRAPHY (INDIVIDUAL)

Students will research articles that are specific to the population or topic for which they will write a research proposal. The final annotated bibliography must include **seven (7) peer-reviewed scholarly articles** that have been published within the last ten years, preferably five. This assignment should help you prepare to write your introduction and literature review for your research proposal.

RESEARCH PROPOSAL AND PRESENTATION (PAIR)-KPI

Your research paper will be due throughout the quarter with each section building upon the last. It is imperative that you keep up with deadlines and submit assignments on time. Assignments that are late will lose 1 point each day. Please see Appendix A for Guidelines to writing your research paper.

You will be expected to develop a research proposal for this course. You will work in pairs and are free to choose any topic that relates to the field of counseling. Your topic **MUST BE APPROVED BY THE PROFESSOR**. The proposal is expected to be 15-20 pages in length, APA style, 1-inch margins, Times New Roman, and must have the following:

- An **introduction** outlining the research problem that will set the stage for your proposed hypothesis (hypotheses) or research questions, depending on the nature of the methodology you will be selecting. The main objective is to clearly convey your hypothesis/research question and to situate your study relative to other studies; however, you do not want to delve too deep into the research of other scholars in this section as the literature review section contains this information. By the end of the introduction, the purpose of your study should be crystal clear to the reader. Researchers frequently begin the introduction with several cursory sentences providing some interesting points or data concerning the subject matter.

Main Points of the Intro. Summarized:

Present relevant background or contextual material

Define terms or concepts when necessary

Explain the focus of the paper and your specific purpose

Validate your thesis or purpose statement by showing why it is important

Reveal your plan of organization for the paper

- A thorough **literature review** that is relevant and discusses the proposed topic. Please ensure that the articles selected are sufficiently reviewed and integrated with each other by topic (not a laundry list). You must use at least 10 peer-reviewed, recent articles. In short, this is a summation of the works of other scholars who have conducted research on your dependent variable/main subject. Your goal is to summarize the research and to cite the research design and the findings as it applies to your work. If multiple authors have the same findings, then cite them together in one sentence. Carefully cite the research you are building from, synthesizing the information as much as possible rather than just describing each individual research piece. It is important to summarize, analyze, explain, and evaluate published work rather than merely reporting it. Academic reviewers often go to this section first to see what basis the research is basing their theoretical/research design upon since this section demonstrates the writer's knowledge and understanding of the state of the current research in the area.
- A detailed **method** section that will discuss the proposed population of interest, the sampling procedures, variables that will be studied, a description of instruments and measures, and research design.
 - Please make sure you identify if the study will be qualitative, quantitative, mixed-methods, single-case design, action research, outcome-based research, etc.
 - Depending on the employed methodology, please discuss how **reliability** and **validity** will be addressed in your proposal. Keep in mind that quantitative and qualitative studies have different criteria.
 - Discuss your **procedures** (e.g., How you will collect data? How will you analyze potential data?)
- For this proposal you are free to do a quantitative, qualitative, or mixed- methods research design. Just remember, you will only have up to 15 pages, and your instructor will stop reading after the 15th page. It is also expected that you review your textbooks and the APA Publication Manual (7th ed) (2020) when writing your proposal. **One paper per pair will be handed in.**
- At the end of the course, you and your partner will also be responsible for formally presenting your proposal to the rest of the class. **Presentations will be approximately 15-20 minutes long utilizing some type of computer-based presentation software** (i.e., PowerPoint, Prezi, etc.). **Rubric in Appendix A; Writing Suggestions in Appendix B.**

You will integrate your sections, along with edits made by the instructor on your incremental drafts. Your final product will include the following (approximate pages):

Pages	Item
1	Title Page
2-3	Introduction
4-12	Literature Review
12-15	Methodology
16 +	References
If necessary	Appendices

READING REFLECTIONS (3 @ 5 points each, **INDIVIDUAL**)).

Postings will contain your reactions to the reading and reflection questions provided by the instructor. Each post should contain: (1) 1-2 paragraphs containing your reactions to the reading (questions, arguments, and wonderments), (2) responses to the questions posed by the instructor, and (3) 2-3 questions you have from the readings.

FINAL EXAM (INDIVIDUAL) KPI

This will be a comprehensive closed-book final exam. While the structure of the exam is the professor's discretion, it will consist of a minimum of 50 multiple choice questions.

ATTENDANCE

ATTENDANCE POLICY

University Attendance Policy

Note: Students receiving military education benefits should also see the VA Attendance Policy below.

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Note: Attendance policies for courses involving experiential learning, such as clinical fieldwork, rotations, practicum/internship and externship, are published in the programmatic handbooks (AA, CMHC, PA, Pharm, and PTA programs) and course syllabi.

Veterans Affairs Attendance Policy

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.

- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who complete a course and receive a “NCF” grade, the school will determine and report the actual last date of attendance for each course to the VA.

It is **strongly recommended** you attend every class session as true learning only occurs when one is actively engaged in learning within the classroom setting. Please see the university attendance policy in the Academic Catalog for more information.

TARDINESS

Please arrive **on time**. Being late is disruptive and distracting to both your instructor and peers.

VIRTUAL/ONLINE NETIQUETTE

If a student is required to engage in a virtual session it must be private and free of distractions. Considerations should include the use of headphones, being alone in your meeting space, deidentifying client information, protecting written material from being read by others outside the class, and not discussing cases outside of class with colleagues, family members, friends, and classmates.

With the growth of telemental health services, students should be mindful of the importance of professional dress and demeanor during virtual instruction. All learning experiences must be treated "as if" you are in a live classroom or seated across from a future client. Therefore, if you would not wear it, eat it, or do it during a session, please refrain from doing so during your online class.

Finally, any interactions with colleagues online either via virtual meetings or written correspondence (e.g., emails, discussions) should be composed in a manner that is both professional and respectful. If you have any questions or concerns regarding this requirement, please discuss with the instructor during office hours.

Full Audio-Visual Functionality: It is the student’s responsibility to have functioning audio and visual for the entirety of the class. You should check with IT Helpdesk support prior if necessary.

ACADEMIC INTEGRITY

ACADEMIC INTEGRITY

South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources. Students must maintain academic integrity in all activities, including observing and reporting academic integrity violations committed by others.

VIOLATIONS OF ACADEMIC INTEGRITY

- Cheating. Receiving unauthorized assistance on tests/examinations or other academic work. *Contract Cheating* is a form of cheating in which students get another to complete their coursework (paid or unpaid). Cheating also includes *collusion* in which students participate in unauthorized conspiring with another for work offered as credit.
- Plagiarism. The practice of taking someone else's work or ideas and passing them off as your own work or ideas. *Self-plagiarism* is a form of plagiarism in which students submit an identical or very similar work without receiving permission from the current faculty member prior to submission.
- Fabrication. Inventing or falsifying information or data.
- Sabotage. The willful attempt to hinder another student's work.
- Academic Misconduct. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests, or failure to report integrity violations committed by others.

For emphasis, students are required to complete their assignments on their own unless involved in a team/group project with fellow students. This includes written papers, take home exams, and projects associated with the completion of required coursework. Students needing assistance with completing assignments, written work, or other areas associated with the completion of coursework should contact the instructor or the Academic Success Center.

All written work must be original; use minimal direct quotes; be sourced from credible sources including academic peer-reviewed journals; and must follow APA 7 guidelines.

ARTIFICIAL INTELLIGENCE POLICY

In this course, any element of a class assignment must be original and fully prepared by the student. The use of generative artificial intelligence (AI) tools (ex: chat GPT) for any part of your work will be treated as plagiarism and an honor code violation. At any time, the instructor reserves the right to request evidence that student work is authentic and original. They may do this in one or more of the following ways: requesting submission of first drafts of your work or drafts containing Track Changes showing the edits you made to your assignment as you completed it; an oral interview; and/or an additional written response. The format(s) of inquiry is up to the instructor's discretion and the professor will determine the method and timeline for the assessment of original work.

Instructors may require students to submit assignments via Brightspace using Turnitin. Assignments submitted outside of the instructor's submission policy will result in a zero. If you are struggling to upload the assignment, you can receive assistance from the campus Academic Success Coordinator or the instructor.

If you have questions about this policy, please contact the instructor.

ELECTRONIC RECORDINGS

Because class discussions and experiential activities often involve disclosure of a personal nature and because discussions often involve client cases, recording of classes (audio or video) is prohibited unless approved by South University Disability Services as a reasonable accommodation for students utilizing disability services. Taking pictures of exams or quizzes is also prohibited.

Students should refer to the South University Academic Integrity Policy in the Academic Catalog for all information regarding the Integrity Policy, Classification of Violations and Possible Penalties.

STUDENT SERVICES

DISABILITY SERVICES

South University Disability Services ensures students with disabilities equal access to the College's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the **Dean of Student Affairs, insert name, email and phone number at the ^^^^^^^^ campus.**

*Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment included in this section of the Academic Catalog.

CMHC DIVERSITY, INCLUSION, EQUITY, AND JUSTICE STATEMENT

The Clinical Mental Health Counseling program at South University attests to the common belief that diversity, equity, and inclusion are the essential foundation for cultivating a safe and productive learning environment. Instructors are expected to promote diversity, equity, and inclusion throughout all areas of student engagement. This includes, but is not limited to:

- a. representation of diversity in lived experience across course design;
- b. implementation of multicultural competencies throughout learning goals and objectives;
- c. modeling a practice of cultural humility;
- d. supporting student efforts toward empowerment and advocacy;
- e. facilitating open and respectful student discourse;
- f. building counselor efficacy from a strengths-based approach;
- g. and, preparing students to identify and navigate cultural differences and systemic barriers in the field;
- h. increase awareness of contemporary social justice issues;
- i. and develop skills for engaging in social justice and advocacy.

To ensure fidelity, students are highly encouraged to provide feedback regarding how they perceive these initiatives are being maintained within their course of study through end of course evaluations. As a result, it is the hope of the CMHC program that students may find the freedom to conceptualize their professional identities from a clinical lens that is both authentic to their own experiences, as well as, inclusive of the lives of others.

HEALTH AND WELLNESS

Students of South University have access to our student assistance program, Be Well at South University, for counseling needs 24 hours a day, 7 days per week. You can access the service by calling **833-434-1217** or via application, **Telehealth**, or **in-person** counseling sessions with a local provider. These are available to you regardless of location, and no insurance is necessary.

The Wellness Hub includes articles and videos on mental health and wellness topics, including mental and emotional health, fitness and nutrition, academic performance, stress management, healthy relationships, and more. To access the Wellness Hub, go to bewellatsouth.com or download the CampusWell app at campuswell.com/get-the-app; the program is easy and confidential.

Be Well at South University Program licensed counselors are available to assist you with balancing school with work and other responsibilities, short-term counseling services, life, and career coaching, medical advocacy, and personal concierge services. Please contact the Dean of Student Affairs with any questions about this service.

WRITING SUPPORT

Students may utilize Tutor.com to help with writing support by submitting papers for review ahead of submitting them in class. It is important to plan ahead if you utilize this service as it may take up to 24 hours turnaround time.

<https://leo.tutor.com/Student/Index>

LIBRARY SERVICES

South University provides library facilities for its students at each of the main campus locations. Virtual support services are provided for all campuses, including branches. The libraries are easily accessible and house print collections consisting of general and reference books, periodicals, and other non-print media to support students in their studies. Campus library facilities offer students group and quiet study spaces. Campus libraries post their operating hours.

Electronic resources are available to all students, faculty, and staff through the Library's web site. Digital resources include e-books, journals, and video content. Electronic resources are available 24 hours a day/365 day a year. Virtual support services include email, text, and chat services. Chat hours are posted on the Library home page.

EQUAL OPPORTUNITY EDUCATION POLICY

South University, **campus** does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy.

Appendix A Paper Rubric

	Exceptional A-range	Proficient B-range	Emerging C-range	Insufficient/Unacceptable (D/F-range)	Additional Instructor Comments
Research problem and subproblems (30%)	Introduction has a clearly articulated research problem. Subsequent research questions/hypotheses fully encompass the research problem.	Introduction has a research problem that is mentioned, but not fully explained. Subsequent research questions/hypotheses address some, but not all aspects of the research problem. Research discussed, but not fully integrated.	Introduction contains a research problem that lacks focus and support. Research questions and hypothesis are insufficient for the research problem. Research sporadically used to support the research problem.	Introduction has no clear focus on a research problem or clearly articulated research questions or hypotheses. Existing research is not discussed.	
Methodology (20%)	Method is clearly quantitative, qualitative, or mixed methods and rationale for this choice is sound. Instruments address all identified variables.	Method is discussed, but rationale is lacking logical reasoning for the choice. Instrument address some variables, not all.	Method and instruments are disjointed and lacking specificity. Reason for choosing a particular methodology is not clear.	Method is unclear and lacks focus. No assessment instruments included in the presentation.	
Literature Review (25%)	Written following all APA guidelines;	Written following most APA guidelines; limited	Writing had many problems adhering to APA guidelines;	Meets at least two of the criteria under a C-grade	

	<p>does not use direct quotes; has clear categories and subcategories that are tied together into a cohesive narrative to indicate a need for the current research questions/hypotheses; a gap in the existing literature is delineated.</p>	<p>use of short direct quotes; has some categories and subcategories that are loosely connected into a narrative to indicate a need for the current research questions/hypotheses; a gap in the existing literature is somewhat delineated.</p>	<p>used numerous direct quotes; categories for literature were tangentially tied together with a weak rationale for research questions/hypotheses; a gap in the existing literature is not adequately delineated.</p>	<p>(ex: many APA problems AND no clearly identified gap in the existing literature)</p>	
<p>Appropriate Number and Type of References (15%)</p>	<p>At least 10 peer-reviewed references, APA references included. Other references supported the presentation.</p>	<p>8 peer-reviewed resources OR references not included in APA format OR not enough supporting references for the presentation.</p>	<p>Under 6 peer-reviewed references OR no reference list OR too few resources for the presentation, in general OR inappropriate resources.</p>	<p>Meets at least two of the criteria under a C-grade (ex: no reference list AND fewer than 4 peer-reviewed references)</p>	
<p>Group Process (10%)</p>	<p>Based on Google Doc and feedback from partner, evident student did fair</p>	<p>Based on the Google Doc and feedback from partner, student did fair amount of</p>	<p>Based on Google Doc and feedback from partner, did not do fair amount of work or work</p>	<p>Meets at least two of the criteria under a C-grade</p>	

	amount of work, work was exemplary.	work, work was good.	was of poor quality.		
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Presentation Rubric

	Exceptional A-range	Proficient B-range	Emerging C-range	Insufficient/Unacceptable (D/F-range)	Additional Instructor Comments
Research problem and subproblems (30%)	Presentation is focused on a clearly articulated research problem. Subsequent research questions/hypotheses fully encompass the research problem. A gap in the existing literature is delineated.	Research problem is mentioned, but not fully explained. Subsequent research questions/hypotheses address some, but not all aspects of the research problem. Research discussed, but not fully integrated.	Research problem lacks focus and support. Research questions and hypothesis are insufficient for the research problem. Research sporadically used to support the research problem.	Presentation does not have a clear focus on a research problem or clearly articulated research questions or hypotheses. Existing research is not discussed.	
Methodology (20%)	Method is clearly quantitative, qualitative, or mixed methods	Method is discussed, but rationale is lacking logical	Method and instruments are disjointed and lacking specificity. Reason for choosing	Method is unclear and lacks focus. No assessment instruments included in the presentation.	

	and rationale for this choice is sound. Instruments address all identified variables.	reasoning for the choice. Instrument address some variables, not all.	a particular methodology is not clear.		
Useful Information for Target Audience (20%)	The information presented would be useful for the target audience; handouts, videos, etc. all supported the information presented.	The information presented would be mostly useful for the target audience; some handouts/videos/info was not fully connected.	The information presented would not very useful to the target audience; information was not well connected to nor supported well by handouts, videos, etc.	The information presented was not useful; information was disjointed, not supported.	
Communicated Effectively (10%)	The information was effectively communicated in a clear and engaging manner, appropriate length.	Information was communicated adequately but lacked some clarity; presentation too short, somewhat long.	Communication of material was not very effective; some of the presentation was confusing, disjointed, presentation significantly too short or long.	Communication of material was ineffective. Length and depth of presentation significantly too short or long.	
Appropriate Number and Type of References	At least 10 peer-reviewed references, APA references	8 peer-reviewed resources OR references	Under 6 peer-reviewed references OR no reference list OR too few	Meets at least two of the criteria under a C-grade (ex: no reference list AND fewer than 4	

(10%)	included. Other references supported the presentation.	not included in APA format OR not enough supporting references for the presentation.	resources for the presentation, in general OR inappropriate resources.	peer-reviewed references)	
Group Process (10%)	Always available and responsive, participated, did fair amount of work, work was exemplary.	Generally available and responsive, did fair amount of work, work was good.	Was not generally available or not responsive, did not do fair amount of work or work was of poor quality.	Meets at least two of the criteria under a C-grade	

SAMPLE

Appendix B: Guidelines to Writing your Research Paper

Quality of Writing

- Use complete sentences and correct spelling and grammar, and carefully proofread your paper.
- The paper should read as one unified voice.
- Say, “the researchers found” rather than “the research found.”
- Do not say that research “proved” anything. Instead use language like, “results indicated...” or “findings demonstrate...” Here a website with some verbs that you might find useful.

<https://www.editage.com/all-about-publication/research/impressive-Verbs-to-use-in-your-Research-Paper.html>

Formatting

- Use appropriate APA formatting (with special attention to the following).
- Papers should be typed, double-spaced, and 12-point Times New Roman font.
- Every line in your paper needs to be an equal distance from the line above it and you will need a 1” margin around the outside edge of each page.
- For papers, include a title page with a running head and page numbers.
- Do NOT use direct quotations; paraphrase findings whenever possible (which still necessitates in-text citation).
- If you use/consult any sources (including your textbook), include citations and references.

To make a paper readable

- Number pages consecutively
- Start each new section on a new page (insert a page break)
- Adhere to recommended page limits
- Any table or figure should appear on the same page

In all sections of your paper

- Use normal prose including articles ("a", "the," etc.)
- Stay focused on the research topic of the paper
- Use paragraphs to separate each important point (except for the abstract)
- Indent the first line of each paragraph
- Present your points in logical order
- Use present tense to report well accepted facts - for example, 'the grass is green'
- Use past tense to describe specific results - for example, 'When weed killer was applied, the grass was brown'
- Avoid informal wording, don't address the reader directly, and don't use jargon, slang terms, or Superlatives

From (<http://www.ruf.rice.edu/~bioslabs/tools/report/reportform.html>)

Resources for Writing in APA Style

The main source for APA style formatting is the Publication Manual of the American Psychological Association (2020), 7th edition, which is a required text in the Counseling Theory course. This book is available from the South University Bookstore. It is a resource you will be using in many of your classes.

You may also want to watch this easy-to-follow YouTube video for how to set up your Microsoft Word document in APA style:

<http://www.youtube.com/watch?v=9pbUoNa5tyY>

Nova Southeastern University has several tutorial videos on APA formatting, as well as other APA information:

<http://nova.campusguides.com/content.php?pid=114919&sid=>

Other sources:

<http://www.apastyle.org/>

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

http://www.youtube.com/watch?v=NKZVClqD4_U

Grammar help:

<http://www.gingersoftware.com/>

http://eduapps.org/?page_id=7&

South University Academic Success Center

SAMPLE