PSYC881: Issues and Techniques in Research and Evaluation
Fall 2021

Research methods often take up expired vocabularies that do not accurately portray the
nuances of fluid human lives that are in the process of becoming.
-Maisha Winn-
The way to do research is to attack the facts at the point of greatest astonishment.
-Celia Green-

Course Description: Welcome, practitioner-scholars! PSYC881 provides a developmental scaffolding of continuing opportunities and supportive challenges for you to enhance your research skills, take on the professional identity of a scholar, and pursue a productive (and inspiring!) research program that leads to a successful dissertation in the field of counseling and supervision.

The graphic below, which we will explore together during our first meeting, visualizes the course arc:

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Meetings	We will meet in many ways: synchronous/in person (S/IP) meetings, asynchronous modules (A), and during our two residencies. Please refer to the course agenda.
	Office hours: Given that you are adult learners with an array of professional responsibilities, please e-mail me to schedule office hours that work for both of our schedules. Several days' notice is best, such that I can prioritize a time that works for us. I am happy to meet via Zoom or in person.

Libraries	Liz Chenevey, with whom we will interact and learn throughout the semester, is the Psychology Librarian and our course's research liaison. She can be reached at chenevet@jmu.edu.

Learning Outcomes:

CACREP has identified four vitally important obligations of a doctoral program:

1. Extend the knowledge base of the counseling profession in a climate of scholarly inquiry;
2. Prepare students to inform professional practice by generating new knowledge for the profession;
3. Support faculty and students in publishing and presenting the results of scholarly inquiry;
4. Equip students to assume positions of leadership in the profession.

The purpose of this course is for you to practice the craft of creating and reflecting on scholarly products. Up until now, your primary professional identity may have been that of a counselor. In this course, you will develop and enhance another professional identity—that of a scholar or, as some prefer, a practitioner-scholar. Within the context of a supportive, nurturing learning community, you'll: read critically the literature in specific content areas, frame meaningful questions, design and carry out scholarly "practice" projects ranging from conference proposals to grant applications, interpret results through the lens of a practitioner-scholar, dabble in collaborative inquiry, and start developing a stimulating line of scholarship. We'll also focus on your own positionality as a scholar. By the end of the course, you will know, understand, and/or demonstrate the following areas based on CACREP Standards (2016):

- research questions appropriate for professional research and publication (4.g.)
- professional writing for journal and newsletter publication (4.h.)
- professional conference proposal preparation (4.i.)
- design/evaluation of research proposals for a human subjects/IRB review; ethically and culturally relevant strategies for conducting research (4.j. and 4.l.)
- grant proposals and other sources of funding (4.k.)
- models and methods of program evaluation (4.f.)

Course CACREP Standards and KPI Chart

4f	4g	4h	4i	4j	4k	4l	Assessment Mapping
x	x	x	x	x	x	x	*Overall course*
							Learning Achievements
		x				x	LA 1: Scholarly Self + Wellbeing (Individual Paper)
	x		x				LA 2: Conference Proposal (Individual Paper)
x					x		LA 3: Program Evaluation (Team Case Study, In Class)
x	x			x	x	x	LA 4: Grant Writing Assignment (Individual or Collaborative Paper)
							Low Stakes Activities
x	x	x	x	x	x	x	Module Kits (reflective activities during asynchronous weeks)
		x					APA Quizzicals
		x		x		x	IRB Training
				x			Grant Charrette

Additional **practical objectives** of this course are to help you: (a) develop and embrace your identity as an emerging scholar; (b) know and use APA style appropriately; (c) chart timelines for completing projects; (d) adhere to ethical standards for scholarly work; and (e) improve your writing skills.

Course Details

<u>Philosophy and Approach to Uncertainty + Flux</u>

Each of us is a teacher and every one of us is a learner. I consider myself to be a learning guide; I seek to be mutually enriched by this quest to discover more about ourselves and the material. I invite you to engage fully in a vigorous, rich learning process. And, I commit to facilitating a brave, open environment for exploring ideas and challenging assumptions.

I practice **Trauma-Informed Teaching**, which has become a central pedagogy for many educators amidst the pandemic and ongoing injustices. I recognize that each of us is affected in ways that affect our focus, dietary intake, attentiveness, mental well-being, sleep hygiene, and more. Let us honor, in our learning space, the notion that our lived experiences both vary and intersect. Know that you are welcome to speak vulnerably, and privately, with me about your learning; I will listen without judgment and seek to co-create an experience that meets you where you are (and may wish to venture).

There may be times when personal or professional stressors interfere with your academic performance and impact your life adversely. If you or someone you know is experiencing mental health challenges, please connect with the Counseling Center (CC) located within the SSC. You can learn more about available CC services by calling (540-568-6552) or visiting their website. Other resources to consider: Dean of Students, Health Center, Learning Strategies Instruction, and Office of Disability Services.

Learning Materials

This course requires careful, intensive reading coupled with considerable critical thinking, reflection, and analysis. While many readings are straightforward, others are abstract and philosophical. In my choice of learning materials, I seek to center the voices of scholars—and ideas—that are historically marginalized and/or currently underrepresented. You may wish to form a study group to explore course readings.

In addition to the three texts below, readings will be posted weekly to Canvas under their respective weekly modules.

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.
   - This book is about $25; I recommend purchasing your own copy, as you'll use it frequently. The book is also available for reference use in Rose and Carrier Libraries.

2. Flamez, B., Lenz, A.S., Balkin, R.S., & Smith, R.L. (2017). *A counselor's guide to the dissertation process: Where to start & how to finish*. Alexandria, VA: American Counseling Association.
   - Here is the free link to this E-book through JMU Libraries: https://search.lib.jmu.edu/permalink/01JMU_INST/1enspei/alma991010946699706271

3. U.S. Department of Health and Human Services. (2011). *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: Centers for Disease Control and Prevention.
   - Downloadable at: https://www.cdc.gov/eval/guide/index.htm
   - In the weekly agenda, this is labeled "CDC Manual"

University Policies

As members of the JMU learning community, we will adhere to common university policies and protocols. The information on www.jmu.edu/syllabus contains the academic policies required for all courses: academic honesty, adding/dropping classes, disability accommodations, inclement weather, and religious accommodations. As an addition to the policy on academic honesty, ensure that Canvas postings and all submitted assignments are originally and uniquely your creation. When critiquing, alluding to, or referencing the work of others, please comply with the recent edition of the APA Publication Manual.

Diversity, Equity, and Inclusion

CHBS and the Department of Graduate Psychology will work to identify and dismantle oppressive racist and discriminatory policies, practices, and processes moving the college into inclusive excellence, promoting a CHBS culture in which every member can flourish. I invite you to share anything with me that might help create a more welcoming and equitable learning environment.

Attendance

To do well in our workshop-based course, attendance is important. No grade penalty will be assessed for a one-time absence. If you miss a second session, please propose an alternative assessment to demonstrate your comprehension of that session's learning outcomes. Alternatively, 25 quality points will be deducted from your final point total. Please communicate proactively if you need to be excused. I honor accommodations for religious observances or lawfully required events, such as jury duty.

Evaluation

My evaluation policy, inspired by trauma therapist and social work professor Janice Carullo, takes the following into compassionate consideration: individual student circumstances, the class as a learning community, departmental and university requirements, etc.

> **Points**: 500 possible points are awarded in this course. Specific grade ranges are as follows: A (92.5-100%), A- (89.5-92.4%), B+ (85.5-89.4%), B (82.5-85.4%), B- (79.5-82.4%), C (70-79.4), F (<70). Your grades will be distributed as indicated in the Learning Achievements & Deliverables section.

> **Late Work**: Unless an accommodation or extension has been granted ahead of time, I encourage all written work to be submitted on schedule *even if it is imperfect or incomplete*. Unaccommodated late assignments will receive a point deduction of 10% per day.

> **Revise and Resubmit**: If you receive lower than a B on any Learning Achievement, with the exception of LA 4, you may revise and resubmit once for regrading. In this case, you may earn back up to one-half of the points you missed. Please email (meixnecx@jmu.edu) your revised assignment within one week of the day that I posted your grade. Submit a document in which you have tracked all of the changes or provided a detailed list of the changes (with page and para. numbers).

> **Response Time**: I strive to provide feedback within 7-10 days of receiving your assignments. I welcome 1:1 conferencing to learn more about your learning opportunities and challenges.

Learning Achievements & Deliverables

Assessment	Points	Date Due (Times=EST)
Low Stakes Growth + Development Activities		
Module Kits (brief reflective activities during 7 asynch. weeks)	140	By Thursday at 9am
APA Quizzicals (built into 3 asynchronous weeks)	60	9/9, 9/23, 10/21 (9am)
IRB CITI Training	30	10/7 at 9am
Grant Charrette	30	10/25 (in-class activity)
Learning Achievements		
LA 1: Scholarly Self + Wellbeing (Individual Paper)	50	9/27 at 6pm
LA 2: Conference Proposal (Individual or Collaborative Paper)	50	10/11 at 6pm
LA 3: Program Evaluation (Team Case Study, In Class)	50	11/29 (in-class activity)
LA 4: Grant Writing Assignment (Individual or Collaborative)	90	12/13 at 6pm

Low-Stakes Activities

Module Kits:

Have you ever built a model plane, knitted a scarf, or tried paint-by-number? Think of each of our asynchronous modules as a "kit" with the outcome uniquely represented by a product that enhances your craft as a learner and scholar. That is, at the end of each module, you'll post a brief deliverable showcasing your ability to weave, knit, or glue together (metaphorically) what you have learned: creatively, practically, and philosophically. Examples are discussion board reflections, brief video blogs, and concept maps. Note: During our asynchronous weeks, modules will be open no later than Monday at noon; you'll submit your "kits" by Thursdays at 9am. *20 points per module (140 points total).*

APA Quizzicals:

For both your dissertation and coursework within Graduate Psychology, it will be important to gain a sense of competence and confidence in your use of APA style. Several APA learning experiences are woven into three of our asynchronous modules. You'll complete little "quizzicals" (fun, informal quizzes) at the end. *20 points per Quizzical (60 points total).*

IRB CITI Training (see https://www.jmu.edu/researchintegrity/irb/irbtraining.shtml)

As noted on the JMU website, "Federal guidelines mandate that all investigators and key personnel who are directly responsible for the design and conduct of the human subjects part of the project be properly trained prior to working with human subjects." JMU has contracted with the Collaborative Institutional Training Initiative (CITI) to make an online course available. Please complete the course and email me your certificate by 10/7 at 9am. Allow sufficient time to work through the multiple modules. *30 points.*

Grant Charrette:

A charrette, or "little cart," derives from 19th century France; students in architectural school wished for their plans to seed the design of Paris. The "little carts" would circle Paris, collecting students' drawings to be displayed for public feedback. Now, years later, charrettes encompass collaborative sessions during which individuals focus attention on a product, not a person, in order to design solutions. During our designated charrette week, each of you will have a 20-minute opportunity to talk through your idea in small groups for a faux or real grant proposal (to seed the final course deliverable, LA 4). Budget 5-10 minutes to share your idea, allowing up to 15 minutes for open, constructive, supportive feedback. Bring a 1-pager with you, for guidance (optional). *30 points, self-graded.*

Learning Achievements[1] (LA)

LA 1: Scholarly Self + Wellbeing

This two-part learning achievement provides you with the opportunity to position yourself as a scholar, situating your lived experiences and worldview in an ever-evolving statement that you may later append or include in your dissertation (as required, now, in most qualitative and many mixed methods studies). The second part, inspired by Flamez et al.'s approach to wellbeing when dissertating, will include your initial wellbeing plan. More details will be posted to Canvas and discussed in class. *50 points, due on 9/27 by 6pm.*

LA 2: Conference Proposal

As a practitioner-scholar, you will present your work at professional conferences. Most conferences require that scholars submit proposals that are then reviewed by a selection committee using rubrics that evaluate the quality and relevance of the submissions. For this project, you will submit a faux or authentic program proposal for presentation at a state, regional, or national counseling or psychology conference. Should you choose a collaborative path and prefer to work with another member of our learning community, you may co-write the proposal with a classmate. More details will be posted to Canvas and discussed in class. *50 points, due on 10/11 by 6pm.*

LA 3: Program Evaluation Case Study

A crucial aspect of scholarship in counseling is the ability to create and implement a program evaluation (PE) design. Most grant proposals require a PE, which systematically collects data to assess needs, document interventions, and evaluate outcomes. In mock "consulting" teams, you will participate in an in-class unfolding case study that entails the review of an authentic evaluation plan. Not only will you offer constructive critique, but you will also consult on recommended improvements. More details will be posted to Canvas and discussed in class. *50 points, in-class team assessment (case study).*

LA 4: Grant Writing Assignment

Most advances in the counseling profession, including the development of new programs, require financial support. Therefore, counselor educators and supervisors are regularly involved in seeking grants to fund research, assess needs, enhance programs, and develop innovations. Scholars also are often asked to review the quality of other proposals submitted to granting agencies. Universities, community organizations, private foundations, professional associations, state departments, or federal agencies are only a few examples of the many providers of grants. Whatever the source of funding, granting organizations require certain elements to be included in a grant proposal. Typically, these include: cover letter, executive summary, problem statement, purpose, introduction to self or organization, goals and objectives, resources, timeline, budget, assessment (a.k.a. program evaluation), dissemination, and appendices. Reviewers with relevant experience and expertise then evaluate the proposals using specific criteria and make recommendations regarding funding. Successful grant proposals require specialized expertise, a firm grasp of the current literature, broad awareness of funding opportunities, creativity, careful attention to details, patience, and a healthy dose of good luck. It also helps tremendously to have a strong work ethic and a practical appreciation for the realities of collaborative planning, budgeting, and meeting deadlines. Grant writing is a blend of art and science. And like other writing skills, your effectiveness as a grant writer improves with practice. Consequently, the final graded product will be an external funding application. More details will be posted to Canvas and discussed in class. *90 points, due on 12/13 by 6pm. Late submissions will not be accepted for this assignment.*

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[1] Special gratitude to Drs. Robin Anderson, Lennie Echterling, and Renee Staton for helping to develop and inspire these activities.

Schedule, Readings and Assignments

Note: From time to time, the reading list may change, especially as we discover new sources and ideas. If you encounter wonderful readings that we might consider please pass them along to me. As with all things in life, this schedule is subject to change; please refer to Canvas for updates. If there's inclement weather, please check Canvas for class-related information.

Date(s)	Topic	Readings	Due this week:
Week 1: Mon, 8/30 (S/IP, 6-8pm)	• **Self as Reflective Practitioner-Scholar** • **Research "Refused"**	• Conduct pre-readings sent via e-mail in August; also available on Canvas (Modules→Week 1): Jarvis, 1999; Balkin & Kleist, 2016; Tuck & Yang, 2018	
Week 2: Complete (A) <u>by</u> Thursday, 9/9 at 9am	• **Ethical Inquiry and Reflective Scholarship** • **Skill:** APA Style 101 [Ethics & Bias-free Language]	• Canvas readings[2] *to be posted* (Modules→Week 2) • Flamez et al.: Chapter 1 • APA: Chapters 1 (just pp. 21-26), 4 (just skim over), & 5 (all)	Complete module kit + APA Quizzical 1 by 9/9 at 9am[3]
Week 3: Fri, 9/17 (Residency, 9am-4pm)	• **My Scholarly Self** • **Disser*tating* v. Disser*tation*** • **What's underneath: Journals as Paratext**	• Canvas readings *to be posted* (Modules→Week 3) • Flamez et al.: Chapters 2 & 11 • APA: Chapters 1 (pp. 1-10), 3 (pp. 71-76, then *skim <u>either</u> the quant, qualitative, or mixed methods standards*), & 12 (pp. 373-376)	Bring 3 peer-reviewed research articles, all from different psych or counseling journals[4] (note: Flamez's Chapter 11 has a list of ACA publications from which you can pull articles)
Week 4: Complete (A) <u>by</u> Thursday, 9/23 at 9am	• **Residency R+R** (Recap + Reflection) • **Skill:** APA Style 201 [Paper Elements, Formatting, and Mechanics]	• Canvas readings *to be posted* (Modules→Week 4) • APA: Chapters 2 (pp. 29-50; skim 51-67) & 6 (just skim over)	Complete module kit + APA Quizzical 2 by 9/23 at 9am
Week 5: Mon, 9/27 (S/IP, 6-8pm)	• **Collaborative and Participatory Inquiry** • **Conferencing as Scholarly Engagement**	• Canvas readings *to be posted* (Modules→Week 5) • Flamez et al.: Chapter 3	LA 1 (Scholarly Self and Wellbeing) due 9/27 before class (6pm)
Week 6: Complete (A) <u>by</u> Thursday, 10/7 at 9am	• **Collaborative and Participatory Inquiry** • **Ethical Nuances of Team Research**	• Canvas readings *to be posted* (Modules→Week 6)	Complete module kit + IRB training by 10/7 at 9am

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[2] In addition to the Flamez or CDC readings, I will post 1-3 additional readings or resources (e.g., videos), per week, to Canvas. Sometimes, I will offer a reading guide designed to help you focus your reading journey and draw connections between and among texts.

[3] During our asynchronous weeks, please complete "module kit" activities and APA Quizzicals by Thursday at 9:00am.

[4] For those who are co-enrolled in Dr. Anderson's 609 class, you are welcome to bring the same articles you'll use for her Thursday residency. For our purposes, please make certain they come from three different counseling (or related) journals.

Date	Topic	Readings	Due
Week 7: Mon, 10/11 (S/IP, 6-8pm)	• **Intro to Grantmaking + Grantwriting** • **Whose agenda? Funding Agencies as Paratext**	• Canvas readings *to be posted* (Modules→Week 7)	LA 2 (Conference Proposal) due 10/11 before class (6pm)
Week 8: Complete (A) <u>by</u> Thursday, 10/21 at 9am	• **Grants: RFP Jamboree!** • **Skill:** APA Style 301 [Citations + References]	• Canvas readings *to be posted* (Modules→Week 8) • APA: Chapters 8 & 9 (skim); 10 (optional)	Complete module kit + APA Quizzical 3 by 10/21 at 9am
Week 9: Mon, 10/25 (S/IP, 6-8pm)	• **Crafting Problem and Purpose Statements** • **Articulating Impact: Logic Models and More!**	• Canvas readings *to be posted* (Modules→Week 9) • Flamez et al.: Chapter 6 • CDC Manual: Introduction, Step 1, & Step 2	Grant Charrette (bring 1-pager to class)
Week 10: Complete (A) <u>by</u> Thursday, 11/4 at 9am	• **Evaluating the Project**	• Canvas readings *to be posted* (Modules→Week 10) • CDC Manual: Step 3 & Step 4	Complete module kit; start work on LA 4 by 11/4 at 9am
Week 11: Fri, 11/12 (Res, 9-4)	• **Grantwriting + Evaluation Bootcamp** • **Revisiting the Scholarly Self**	• Canvas readings *to be posted* (Modules→Week 11) • CDC Manual: Step 5 & Step 6	Bring materials to work on your grant (see Canvas)
Week 12: Complete (A) <u>by</u> Thursday, 11/18 at 9am	• **Residency R+R (Recap + Reflection)**	• Canvas readings *to be posted* (Modules→Week 12)	Complete module kit; keep working on LA 4 by 11/18 at 9am
Week 13: Mon, 11/29 (S/IP, 6-8pm)	• **Knitting it all together: Positioning, Collaborating, Granting, and Evaluating**	• Canvas readings *to be posted* (Modules→Week 13) • Review CDC Manual in preparation for the program evaluation activity	LA 3: Program Evaluation (team activity, in-class)
Week 14: Complete (A) <u>by</u> Thursday, 12/9 at 9am	• **Knitting it all together: The Scholarly Self and Dissertating**	• Canvas readings *to be posted* (Modules→Week 14) • Re-read your LA 1, annotating it for changes and evolutions; be prepared to share insights	Complete module kit; keep working on LA 4 by 12/9 at 9am
Finals Week			LA 4: Grant Writing Assignment (due 12/13)