

**Austin Peay State University**  
**Department of Psychological Sciences and Counseling**

**COUN 5000: Research Methods and Statistics**

**Term:** Summer II 2022

**Credit Hours:** 3 hours

**Meeting Time:** Online

**Room #:** n/a

**Instructor:** Kim Coggins, PhD

Telephone: (931) 221-7234

Email Address: [cogginsk@apsu.edu](mailto:cogginsk@apsu.edu)

Office: CL 221B

Office Hours: by appointment

Booking Link: <https://cogginsk.youcanbook.me>

ZOOM Link: <https://apsu.zoom.us/j/99997190294>

**Asst. Instructor:** Brian Peters, MS

Email Address: [bpeters8@my.apsu.edu](mailto:bpeters8@my.apsu.edu)

**Prerequisites:**

Admittance to the Counseling Program, or permission of the instructor.

**Required Text:**

Plano Clark, V. L., & Creswell, J. W. (2015) *Understanding research: A consumer's guide* (2<sup>nd</sup> ed.).  
New York: Pearson.

\*Additional readings will be assigned throughout the semester.

**Course Description:**

An introduction to research design in Psychology. Topics include measurement and sampling; experimental quasi-experimental, and correlational methods; research ethics. The development of an APA research proposal is a significant aspect of the course.

**Austin Peay State University**  
**College of Education**

**CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS**

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing

professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

## **Course Policies**

### **CoBHS Diversity Statement:**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

### **Divisive Concepts Statement:**

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

### **Students with Disabilities:**

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services: (phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

### **Academic and Classroom Misconduct:**

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

### **Writing Quality and Academic Honesty:**

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source

without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

**Plagiarism Policy:**

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in "Methodology" part of a manuscript should not raise a serious ethical concern.

**Policy on Minors:**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

**Service Animals in the Classroom:**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

**Confidentiality:**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA *Code of Ethics* will be followed.

**Email Policy:**

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

**Class Grievances:**

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

**Counseling Services**

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

**Minimal Technology Requirements**

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

## Course Objectives and Requirements

### Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	II.F.8.a	Readings, Lecture, Discussion Board, Homework
Identification of evidence-based counseling practices	II.F.8.b	Readings, Lecture, Discussion Board
Needs assessments	II.F.8.c	Readings, Lecture, Discussion Board, Homework
Development of outcome measures for counseling programs	II.F.8.d	Readings, Lecture, Discussion Board
Evaluation of counseling interventions and programs	II.F.8.e	Readings, Discussion Board, Homework
Qualitative, quantitative, and mixed research methods	II.F.8.f	Readings, Lecture, Discussion Board, Homework, Paper
Designs used in research and program evaluation	II.F.8.g	Readings, Lecture, Discussion Board, Homework, Paper
Statistical methods used in conducting research and program evaluation	II.F.8.h	Readings, Lecture, Discussion Board, Homework, Paper
Analysis and use of data in counseling	II.F.8.i	Readings, Lecture, Discussion Board, Homework, Paper
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	II.F.8.j	Readings, Lecture, Discussion Board

**Method of Instruction:**

Course instruction may consist of video-recorded lecture, PowerPoint, online discussion, homework assignments, completion of course assignments and feedback.

**Grading Standards**

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

**Student Performance Evaluation Criteria and Procedures*****Class Participation and Professionalism (10%)***

This is a graduate level class and as such, class participation and attendance are expected. Student attendance in online courses is defined as active participation which is characterized by student's accessing posted course materials and timely submission of assignments. Class participation grades will be based on your engagement and participation in the online portions of class. Please engage with all assigned online material. Failure to view online components will also impact your class participation grade.

Additionally, becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your discussions and management of course material and personal information shared by peers; appropriate dress and behavior during online meetings; respect for colleagues, clients, faculty, and others in your conversation and behaviors; timeliness, attentiveness, and participation in all class meetings, assignments, and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

***Discussion Board (20%): Initial Post Due by Wednesday at midnight, Responses Due by Saturday at midnight weekly***

Each week, a discussion prompt will be posted to the discussion board to which you will offer a thoughtful and substantive response based on your readings, the posted PowerPoints, and the recorded lectures. You must make a thoughtful initial response to the post by **Wednesday** night each week. In addition to responding to the prompt, there is an expectation that you will also respond to a minimum of two of your classmates by **Saturday** night. Do not just say "Good post" or "I enjoyed reading your post," etc. or you will not receive all of the possible points. The purpose of this assignment is to stimulate discussion and promote meaningful dialogue about the content we will be covering throughout the course. Please use

this opportunity to generate discussion about the topics rather than just meeting a post limit. In order to receive full credit for this assignment, you must be reviewing responses from your peers as well as making your own posts. (Initial post = 40 points, Response to peers = 40 points, Reading other posts = 20 points).

It is imperative that comments remain respectful and reflect openness to diverse opinions. Anything posted on the discussion board that can be deemed otherwise will be given a zero for that week's grade. We are all entitled to express our opinions; however, it is important to be cognizant of the manner in which we state them. Respect is essential for us all to feel comfortable sharing our thoughts and opinions.

### ***Quizzes (20%): Due by Saturday at midnight Week 2, 3, and 4***

There will be 3 quizzes given online using D2L throughout the course (see course schedule). The quizzes will include 25 multiple-choice items, carefully constructed to tap your knowledge of the important topics in the material. The quiz will open on Sunday of the week it is due and will close at 11:59 pm Saturday night. The quiz will be timed; you will have 1.5 hours to complete each quiz. The time limit is extremely generous; I want you to have plenty of time so you won't feel nervous about the time limit. Be sure to proceed through the quiz in a timely fashion so as not to leave questions at the end that you do not get to. As you prepare for the quiz, do so as if they are closed book quizzes. You must understand the ideas and concepts. When you take the quizzes, you are free to use your notes, your textbook, and the course materials to look things up. You may not use any other source, person(s), or materials.

The quizzes will be scored and the answers available for review after completing the quiz. If you don't understand an item that you missed even after seeing the correct answer and looking it up in the text, please let me know. However, please do not ask me to change your quiz score to give you credit for something you believe may be confusing or misleading. I revise quiz items every semester based on student scores and feedback; while I want you to get the score you deserve; I also recognize that you will occasionally misinterpret a question or two. In addition, I know that you will get some questions correct that you may not have understood (and I doubt you will challenge any of those ☺). I believe these "errors" balance out in all cases.

### ***Homework (15%): Due by Saturday night at midnight weekly***

During the course, brief homework activities will be assigned each week (see course schedule). These assignments will allow you to get hands on experience with some of the topics covered in class. The specifics of each assignment vary and explanations can be found in the weekly tabs on D2L. Homework can be submitted using D2L Dropbox and will be graded based on completeness.

### ***Research Paper (Part 1: 5%, Part 2: 5%, Part 3: 5%, Part 4: 20%)***

#### ***\*LiveText Key Assessment***

You will be proposing a research project for an area related to counseling, analyzing a related made-up data set, and submitting a final research paper. The paper should be written in APA-style, be 12-15 double-spaced pages, and provide a sufficient number of sources (minimum of 10; minimum of 8 of the 10 must be articles from academic journals). The paper

should include the following: Title Page, Abstract, Introduction/Literature Review, Purpose/Research Questions Method section, Results section, Discussion section, and References. Please see attached “Research Paper Outline,” “Research Paper Grading Outline,” and “Research Paper Rubric” for more information. The paper will be due in sections as described below and can be submitted using D2L Dropbox (Parts 1-4) and LiveText (Part 4):

Items	Due Date
Part 1: Title Page, Introduction/Literature Review, Purpose/Research Questions, References	July 16
Part 2: Method	July 23
Part 3: Abstract, Results, Discussion, References	July 30
Part 4: Complete Paper Revised (must be turned in through D2L & LiveText)	August 5

As the LiveText Key Assessment for this course, your final paper must be submitted to LiveText by the assignment due date (**August 5**). Your paper will not be graded until it is uploaded to LiveText. If your paper is not uploaded by the due date, your grade for this assignment will be lowered by 10 points for each day the assignment is late.

### **Attendance and Late Assignments**

Student attendance in online courses is defined as active participation which is characterized by student’s timely submission of assignments. You are expected to complete all assignments by the appropriate due date.

*If* work is accepted late, it will be 10% off for everyday it is late. Your computer crashing, printer not working, etc. will never be accepted as excuses for late work. It is your responsibility to begin work early enough to accommodate unforeseen circumstances.

### **Life Happens Policy**

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.



**Grading:**

<b>Assignment</b>	<b>Value</b>
Class Participation & Professionalism	10%
Discussion Board	20%
Quizzes (3)	20%
Homework	15%
Research Paper	
Part 1: Title Page, Introduction, References	5%
Part 2: Method	5%
Part 3: Abstract, Results, Discussion, References	5%
Part 4: Complete Paper Revised	20%
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	TOTAL 100%

## Tentative Course Schedule (Summer II)

Note: Instructor reserves the right to make changes to the course schedule as necessary.

Week of:	Topics	Readings	Assignments Due	Due Date
Week 1 July 5	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Syllabus Review</li> <li>• Process of Research &amp; Critiquing Research</li> <li>• Different Types of Research</li> <li>• Evidence Based Practice</li> </ul> <p><i>(CACREP II.F.8.a, II.F.8.b, II.F.8.i)</i></p>	Chapters 1 – 2	Discussion Board: Initial Discussion Board: Replies  Homework: Potential Paper Topic	Wednesday (July 6) Saturday (July 9)  Saturday (July 9)
Week 2 July 10	<ul style="list-style-type: none"> <li>• Statement of the Problem</li> <li>• Introduction Section               <ul style="list-style-type: none"> <li>○ Literature Review</li> <li>○ Purpose Statement</li> <li>○ Research Questions</li> <li>○ Hypotheses</li> </ul> </li> <li>• Ethical and Cultural Issues in Research</li> </ul> <p><i>(CACREP II.F.8.a, II.F.8.j)</i></p>	Chapters 3 – 5	Discussion Board: Initial Discussion Board: Replies  Paper Part 1 (Introduction)  Homework: Sections of an Article  Quiz 1 (Chapter 1 – 5)	Wednesday (July 13) Saturday (July 16)  Saturday (July 16)  Saturday (July 16)  Saturday (July 16)
Week 3 July 17	Quantitative <ul style="list-style-type: none"> <li>• Research Designs</li> <li>• Data Collection</li> <li>• Data Analysis</li> </ul> <p><i>(CACREP II.F.8.a, II.F.8.f, II.F.8.h, II.F.8.i)</i></p>	Chapters 6 – 8	Discussion Board: Initial Discussion Board: Replies  Paper Part 2 (Methods)  Homework: Data Analysis	Wednesday (July 20) Saturday (July 23)  Saturday (July 23)  Saturday (July 23)

			Quiz 2 (Chapter 6 – 8)	Saturday (July 23)
Week 4 July 24	<p>Qualitative</p> <ul style="list-style-type: none"> <li>• Research Designs</li> <li>• Data Collection</li> <li>• Data Analysis</li> </ul> <p><i>(CACREP II.F.8.a, II.F.8.f, II.F.8.i)</i></p>	Chapters 9 – 11	<p>Discussion Board: Initial Discussion Board: Replies</p> <p>Paper Part 3 (Results &amp; Conclusion)</p> <p>Homework: Coding</p> <p>Quiz 3 (Chapter 9 – 11)</p>	<p>Wednesday (July 27) Saturday (July 30)</p> <p>Saturday (July 30)</p> <p>Saturday (July 30)</p> <p>Saturday (July 30)</p>
Week 5 July 31	<ul style="list-style-type: none"> <li>• Conclusions</li> <li>• Measurement in Counseling Research</li> <li>• Program Evaluation</li> <li>• Final Wrap Up</li> </ul> <p><i>(CACREP II.F.8.a, II.F.8.b, II.F.8.c, II.F.8.d, II.F.8.e, II.F.8.g, II.F.8.h, II.F.8.i)</i></p>	Chapter 14 Additional Readings	<p>Discussion Board: Initial Discussion Board: Replies</p> <p>Paper: Final</p> <p>Homework: Program Evaluation</p>	<p>Wednesday (August 3) Friday (August 5)</p> <p>Friday (August 5)</p> <p>Friday (August 5)</p> <p><b>*Note: Class ends on Friday so all assignments are due by Friday of this week (8/5)</b></p>

# Research Paper Outline

**Title Page** (follow APA guidelines for title page)

**Abstract** (150-250 words): Should include the following:

- Research topic
- Research questions
- Participants
- Methods
- Results
- Data analysis
- Conclusions
- Optional: possible implications & future work

## Introduction

- Statement of the problem argues that there is a clear need for a quantitative (explanation about variables or trends) or qualitative study (exploration of phenomenon to develop description or understanding)
- Use appropriate literature to build a strong argument that the study is needed and support the method used
  - Show you have done your scholarly homework – provide a context for your study
  - Include the gap in literature that you hope your study fills
- Clearly stated purpose that leads clearly from the literature review and fits the research methodology
- Research question(s) that fit the study's purpose and research methodology
- Briefly address the significance of the study (what difference does your study make)

**Method:** Describe the following

- Research design (just a sentence stating your methodological approach)
- Selection of participants (how many, demographic information, etc.)
  - Include permissions needed
  - Include sampling procedures (how did you get your participants?)
- Instrument(s) used
- Data collection procedures
- How you plan to complete data analysis

## Results

- Detailed results obtained from appropriate analysis of the data that provide answers to the study's research question(s)
- Can include tables, graphs, figures, etc. as needed

## Discussion

- Interpretation of the results in light of the literature; how do the results compare with literature; interpret the meaning in light of past studies
- Discuss limitations of the study
- Discuss potential implications of the results

**References** (follow APA guidelines for references)

## Research Paper Grading Outline

Criteria	Score	Comments
Grammar/APA format, organizational structure, clear & concise writing style (10 points)		
Abstract (10 points)		
Introduction (20 points) <ul style="list-style-type: none"> <li>• Statement of problem</li> <li>• Literature Review</li> <li>• Purpose Statement</li> <li>• Research Question(s)</li> </ul>		
Methods (20 points) <ul style="list-style-type: none"> <li>• Research Design</li> <li>• Participants</li> <li>• Instrumentation</li> <li>• Procedure</li> <li>• Data Analysis</li> </ul>		
Results (10 points)		
Discussion (20 points) <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Limitations</li> <li>• Implications</li> </ul>		
References (10 points)		
<b>TOTAL</b>		

## Research Paper Rubric

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
<b>Writing Style</b> CACREP-2016 II.F.8.j	APA writing style with appropriate citations and references throughout paper. Well-organized. Clear and concise writing. Outstanding grammar and spelling.  (9-10 points)	APA writing style with appropriate citations and references through most of paper. Some issues with clarity, conciseness, or organization but do not hamper readability. Few grammar and spelling errors.  (7-8 points)	Some difficulty with APA citations and references throughout paper. Issues with clarity, conciseness, or organization that somewhat impact readability. Several grammar and spelling errors. Some problems with formatting.  (5-6 points)	APA writing style not appropriately used. Difficulties with organization, clarity, and conciseness significant impact readability. Poor grammar and spelling throughout paper.  (1-4 points)
<b>Abstract</b> CACREP-2016 II.F.8.j	Well written abstract that clearly describes the study, includes all of the necessary information and adheres to word limitations.  (9-10 points)	Abstract somewhat clearly describes the study, contains most of the necessary information and/or adheres to word limitations.  (7-8 points)	Abstract missing important areas of information and/or does not adhere to word limitations. Description of the study somewhat unclear.  (5-6 points)	Abstract many missing important areas of information and/or does not adhere to word limitations. Description of the study is unclear.  (1-4 points)
<b>Introduction</b> CACREP-2016 II.F.8.a CACREP-2016 II.F.8.e CACREP-2016 II.F.8.f CACREP-2016 II.F.8.g CACREP-2016 II.F.8.j	Well described and detailed information regarding the statement of the problem, relevant literature, and purpose. Strong argument that the study is needed. Appropriate research question(s).  (17-20 points)	Somewhat described and detailed information regarding the statement of the problem, relevant literature, and purpose. Good argument that the study is needed. Research question(s) are adequate.  (13-16 points)	Information regarding the statement of the problem, relevant literature, purpose are somewhat unclear. Weak argument that the study is needed. Research question(s) are adequate.  (9-12 points)	Information regarding the statement of the problem, relevant literature, purpose are unclear or not included. Need for the study is not addressed or very weak. Research question(s) are unclear or not included.  (1-8 points)
<b>Methods</b> CACREP-2016 II.F.8.f CACREP-2016 II.F.8.g CACREP-2016 II.F.8.h CACREP-2016 II.F.8.j	Clearly defined design. Participants & instrumentation well described. Procedure clear and detailed, allowing for replication. Appropriate data analysis chosen and clearly defined. All methods are fit the purpose and chosen approach.  (17-20 points)	Design, participants & instrumentation somewhat clearly defined. Procedure mostly clear and detailed. Data analysis well defined. Most methods fit the purpose and chosen approach.  (13-16 points)	Design, participants & instrumentation somewhat unclear. Procedure somewhat unclear and lacking some details. Data analysis somewhat defined. Some methods fail to fit the purpose and chosen approach.  (9-12 points)	Design, participants & instrumentation are unclear. Procedure unclear and lacking important details. Data analysis poorly defined. Most methods do not fit the purpose and chosen approach.  (1-8 points)

## Research Paper Rubric

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
<b>Results</b> CACREP-2016 II.F.8.f CACREP-2016 II.F.8.g CACREP-2016 II.F.8.h CACREP-2016 II.F.8.i CACREP-2016 II.F.8.j	Results are obtained through appropriate data analysis and reported clearly and with detail. Results fit with the purpose and approach and clearly address the research question(s).  (9-10 points)	Most results demonstrate appropriate data analysis and are reported with some clarity and detail. Results mostly fit with the purpose and approach and/or address the research question(s).  (7-8 points)	Some problems with appropriate data analysis and/or are lacking clarity and/or detail. Results loosely fit with the purpose and approach and/or loosely address the research question(s).  (5-6 points)	Significant problems with appropriate data analysis and/or are missing important details. Results don't fit with the purpose and approach and/or fail to adequately address the research question(s).  (1-4 points)
<b>Discussion</b> CACREP-2016 II.F.8.a CACREP-2016 II.F.8.e CACREP-2016 II.F.8.i CACREP-2016 II.F.8.j	Includes clear, detailed, and thoughtful interpretations that align with the results and literature. Clearly address both the limitations and implications of the study.  (17-20 points)	Includes interpretations with some detail that are mostly aligned with results and literature. Provides some information regarding limitations and implications of the study.  (13-16 points)	Interpretations are somewhat unclear or not clearly aligned with results and/or literature. Limitations and implications of the study are not adequately addressed.  (9-12 points)	Interpretations are unclear and/or do not align with results and/or literature. Information regarding limitations and implications of the study are lacking important detail or thought.  (1-8 points)
<b>References</b> CACREP-2016 II.F.8.j	All references used in paper are cited in reference list following APA guidelines. Reference list demonstrates a strong use of diverse literature related to the paper topic.  (9-10 points)	All references used in paper are cited in reference list following APA guidelines. Reference list demonstrates a good use of diverse literature related to the paper topic.  (7-8 points)	Most references used in paper are cited in reference list with most following APA guidelines. Reference list demonstrates use of some literature related to the paper topic.  (5-6 points)	References used in paper are missing from reference list and/or are not cited using APA guidelines. Reference list demonstrates a limited use of literature related to the paper topic.  (1-4 points)