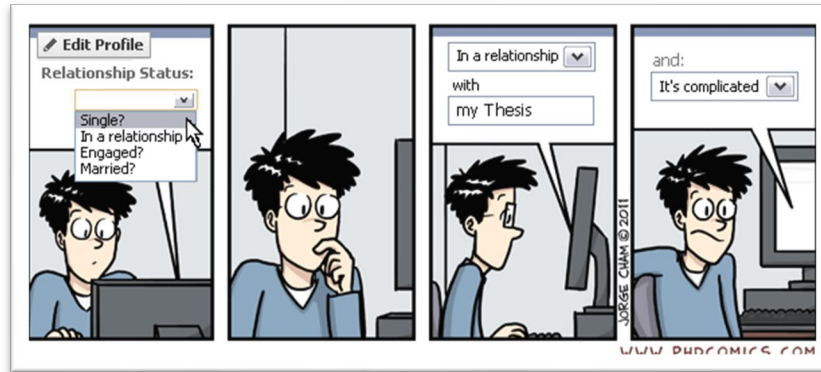


## CED 501/CPY 702: Introduction to Research and Evaluation in Counseling

Fall 2025

TU: 1:30P - 4:15P, EDB 444



### Instructor Information

#### Instructor

Ashley K. Randall, PhD

#### Email

Ashley.K.Randall@asu.edu

#### Office Location/Hours

Payne Hall, 446F/By appointment

### General Information

#### Description

This course is designed to educate you about scientific research and evaluation in counseling and counseling psychology. We will start with an overview of the scientific method and then discuss the stages of research development and implementation. You will also learn basic data analytic tools to help your understanding of empirical research findings.

#### Course Objectives (MPCAC E. 1a; F. 1a-c; F.2)

1. Ethical and cultural considerations for research and program development.
2. Research methods such as qualitative, quantitative, and single-subject designs.
3. How to design, implement, manage, and evaluate programs to enhance the academic, career and personal/social development of individuals.
4. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications.

### Course Textbook/Readings

#### Required Textbook

Rooney, B. J., & Evans, A. N. (2019). *Methods in psychological research*, 4<sup>th</sup> edition.

<https://us.sagepub.com/en-us/nam/methods-in-psychological-research/book254241>

*Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition. Washington, D.C.: American Psychological Association.

#### Readings (PDFs are available on Canvas)

Grzanka, P. R., & Moradi, B. (2021). The qualitative imagination in counseling psychology: Enhancing methodological rigor across methods. *Journal of Counseling Psychology*, 68(3), 247–258.

<https://doi.org/10.1037/cou0000560>

Paquin, J., Tao, K., & Budge, S. (2019). Toward a psychotherapy science for all: Conducting ethical and socially just research. *Psychotherapy*, 56, 491–502. <http://dx.doi.org/10.1037/pst0000271>

Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science*, 15(6), 1295–1309. <https://doi.org/10.1177/1745691620927709>

### Course Requirements

The following is a breakdown of the possible points that can be earned throughout the course.

Evaluation Component	Possible Points
CITI Training	5
Proposed Research Questions	20
Critique of Psychotherapy Research Study	50
Final Exam (CED 501)/Final Proposal (CPY 702)	100
<b>Total</b>	<b>175</b>

Final grades will be determined based on ASU's Office of the University Provost, Sample 1 found [here](#).

### CED 501 Assignment Schedule

Date	Assignment	Possible Points
September 2	CITI Training	5 points
October 7	Proposed Research Question w/SMGD - MN Dataset	20 points
November 25	Critique of Psychotherapy Research Study	50 points
December 9	Final Exam (via Canvas)	100 points

### CPY 702 Assignment Schedule

Date	Assignment	Possible Points
September 2	CITI Training	5 points
October 7	Proposed Research Question w/SMGD - MN Dataset	20 points
November 25	Critique of Psychotherapy Research Study	50 points
December 9	Research Proposal	100 points

### Assignment Descriptions

#### September 2: CITI Training [5 points]

For this assignment, you will need to complete your CITI training (*Human Subjects– Group 2: Social and Behavioral Research*) with a minimum of 80% pass rate. You are required to upload a copy of your completion certificate, indicating the % correct in each category, to Canvas.

#### October 7: Research Questions [20 points]

For this assignment, you will need to write a “Present Study” paragraph that details the: a) larger implications of the proposed research question, b) existing literature and notable gaps, c) proposed research question, d) directional hypothesis, and e) identification of your independent (IV) and dependent (DV) variables.

#### Rubric

- Background information (a and b) = 5 points
- Proposed research question (c) = 5 points
- Directional hypothesis (d) = 5 points
- Identification of IV and DV (e) = 5 points

### November 25: Critique of Psychotherapy Research Study [50 points]

For this assignment, you will need to identify one peer-reviewed article published between 2020 – present and provide a critique of the article. The article should be focused on a psychotherapy research study (i.e., testing the effectiveness of X intervention with X population).

Please ensure that you include the following elements in your critical review:

- Theoretical framework that guided the proposed research question/hypothesis
- Methodological approach
- Sample representation
- Strengths and limitations of the research\*
- Broader implications to research and practice.

*\*Please do not repeat the strengths and limitations of the research according to the author(s). Rather, you should identify the strengths and limitations of the article following your read/review.*

Your critique should be no more than four pages (including your reference page) double-spaced and written according to APA 7<sup>th</sup> formatting. For more information please see:

<https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/index.html>

### December 9: Final Exam (CED 501) [100 points]

For students enrolled in CED 501, you will have one, multiple-choice, exam in the course that will draw on information covered in the readings and class lectures. More information will be provided in class.

### December 9: Research Proposal (CPY 702) [100 points]

For students enrolled in CPY 702, you will be required to develop a research proposal that will serve as the basis for your empirical thesis. Please refer to Canvas for more information, including a sample proposal and the grading rubric.



### Late Assignments

A 10% deduction will be applied for each day an assignment is late. For example, if an assignment is due on Tuesday at 12:00p and is submitted Tuesday at 12:01p – Wednesday at 11:59a, 10% will be deducted.

For students with registered accommodations with [SAILS](#), please email me to set up an appointment to discuss ways in which I can best support you in the course.

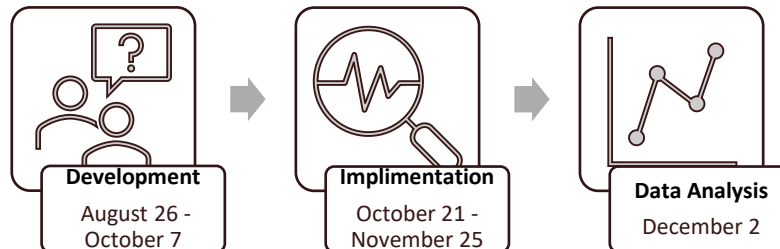
### Class Attendance/Participation

As a graduate student enrolled in our programs, it is my expectation that you will come to class prepared, having completed the required readings. Doing so will allow all of us to have engaged and well-informed dialogues about the content. Moreover, it is my expectation that you will be actively engaged in the course both during lectures and group activities.

Life happens. Please inform me in advance via email if you need to miss class. Class lectures are not recorded and Zoom attendance is not offered. It is your responsibility to obtain the notes from another student enrolled in the course. Missing more than two classes will result in your grade being reduced by one full letter grade.

### Course Schedule

The course schedule was intentionally designed to have you “follow the path” of conducting research.



Date	Topic	Reading	Resource	Assignment Due
Aug. 26	Course Introduction	Chapters 1 & 14 Roberts et al. (2020)		
Sept. 2	Research Ethics	Chapter 3 Paquin et al. (2019)	<a href="https://researchintegrity.asu.edu/human-subjects">https://researchintegrity.asu.edu/human-subjects</a> <a href="https://osf.io/">https://osf.io/</a>	CITI Training
Sept. 9	Understanding Research Literature  <i>Guest visit: <a href="#">Joyce Martin</a>, Unit Head and Librarian, Social Sciences</i>	Chapter 2	<a href="https://lib.asu.edu/">https://lib.asu.edu/</a> <a href="https://apastyle.apa.org/jars">https://apastyle.apa.org/jars</a>	
Sept. 16	Developing Meaningful and Testable Research Questions		<a href="https://tutoring.asu.edu/graduate-writing-centers">https://tutoring.asu.edu/graduate-writing-centers</a>	
Sept. 23	<b>NO CLASS – RQ REFLECTION</b>			
Sept. 30	Hypothesis Testing	Chapter 4		
Oct. 7	Measuring Variables	Chapter 5	<a href="https://www.phenxtoolkit.org/">https://www.phenxtoolkit.org/</a>	Research Questions
Oct. 14	<b>NO CLASS – FALL BREAK</b>			

Date	Topic	Reading	Resource	Assignment Due
Oct. 21	Selecting Research Participants	Chapter 6	<a href="https://www.researchmatch.org/">https://www.researchmatch.org/</a>	
	<i>Guest lecturers:</i> <a href="#">Nico Maynard</a> & <a href="#">Tina Tan</a> , PhD students, Counseling Psychology			
Oct. 28	Method: Qualitative Designs	Chapter 10 Gzranka & Moradi (2021)		
	<i>Guest lecturer:</i> <a href="#">Ankita Sahu</a> , PhD, Assistant Professor, SCCP			
	<i>Guest visit:</i> <a href="#">Alexis Klemm</a> , Graduate Research Assistant, Center for Correctional Solutions			
Nov. 4	Method: Single Subject Design	Chapter 9		
Nov. 11	<b>NO CLASS – VETERANS DAY</b>			
Nov. 18	Method: Longitudinal & Program Evaluation	Chapters 10 and 12		
Nov. 25	<b>NO CLASS – HARVEST BREAK</b>			Research Study Critique
Dec. 2	Data Analysis: Basics & Application	Chapter 13	<a href="https://www.apa.org/research-practice/conduct-research/data">https://www.apa.org/research-practice/conduct-research/data</a>	
Dec. 9	Final Exam			

### **Extra Credit Opportunities – Each worth 5 points (maximum 10 points) due by December 2<sup>nd</sup>.**

#### **Consuming Research**

For this extra credit opportunity, you will attend a research-related talk hosted by our School or another Unit/College at ASU. To verify your attendance, you will be required to upload a picture of yourself with the speaker. Following the talk, please write a one-page (double spaced, Times New Roman) reflection on what you gained from attending the talk.

## Participating in Research

For this extra credit opportunity, you will participate in a research study wherein you meet the inclusion criteria. To verify participation, you will be required to upload a copy of the informed consent (IC) and screenshot of the final survey page to Canvas.

I would encourage you to check out the research participation opportunities that are linked in our School's Newsletter in addition to those found [here](#).

## Course Policies

### Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule; however, the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

### Communicating with your Instructor and Peers

**Email.** ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

***All instructor correspondence will be sent to your ASU email account.***

**Classroom community.** To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

### Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

### Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

### **Drop and Add Dates/Withdrawals**

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

### **Grade Appeals**

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

### **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](#) or [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity) for more information.

### **Prohibition of Commercial Notetaking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

### **Student Conduct**

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these



policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

### **Student Accessibility**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Please visit the Student Accessibility and Inclusive Learning Services for more information: <https://eoss.asu.edu/accessibility>.

### **Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

### **Mental Health**

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: [eoss.asu.edu/counseling](https://eoss.asu.edu/counseling). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.



**Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

**Academic Affairs Manual**

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

This course is offered by the School of Counseling and Counseling Psychology, housed in the College of Integrative Sciences and Arts. For more information about the College, visit our website: <https://cisa.asu.edu/>.