

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: COUNSELOR EDUCATION	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: MHS 6710	CURRENT COURSE TITLE: RESEARCH IN COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2015	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
<p>CHANGE TITLE TO: Counseling Research and Evidence Based Practice</p> <p>CHANGE PREFIX FROM: _____ TO: N/A</p> <p>CHANGE COURSE NO. FROM: _____ TO: N/A</p> <p>CHANGE CREDITS² FROM: _____ TO: N/A</p> <p>CHANGE GRADING FROM: _____ TO: N/A</p> <p>CHANGE DESCRIPTION TO: This course focuses on increasing the learner's capacity to critically appraise research to inform evidence-based practice (EBP) in counseling. This entails comprehending statistical methods used in conducting research and program evaluation; interpreting quantitative and qualitative research; and applying this knowledge to furthering the use of EBP in counseling. (Prerequisites: STA 6111, Admission to Counselor Education degree program).</p>	<p>CHANGE PREREQUISITES/MINIMUM GRADES TO*: STA 6111, Admission to Counselor Education degree program</p> <p>CHANGE COREQUISITES TO*:</p> <p>CHANGE REGISTRATION CONTROLS TO:</p> <p>*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</p>
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³
N/A	

Faculty contact, email and complete phone number: **Paul R. Peluso, Associate Professor and Chair. (561) 297-3625.**

<p>Approved by:</p> <p>Department Chair: <u>Paul R. Peluso</u></p> <p>College Curriculum Chair: <u>Paul R. Peluso</u></p> <p>College Dean: <u>Valerie G. B. ...</u></p> <p>UGPC Chair: <u>Paul R. Peluso</u></p> <p>Graduate College Dean: <u>John ...</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>9/15/14</u></p> <p><u>7/24/14</u></p> <p><u>9/24/14</u></p> <p><u>10/8/14</u></p> <p><u>10-15-14</u></p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6710-- Counseling Research and Evidence Based Practice
(3 credits)**

Instructor:

Office:

Phone:

Office Hours:

E-mail:

Class: Campus, Room, Day, Time

COURSE DESCRIPTION:

This course focuses on increasing the learner's capacity to critically appraise research to inform evidence-based practice (EBP) in counseling. This entails comprehending statistical methods used in conducting research and program evaluation; interpreting quantitative and qualitative research; and applying this knowledge to furthering the use of EBP in counseling. (*Prerequisites:* STA 6111, Admission to Counselor Education degree program).

Purposes of the Course:

There are five major purposes for this course:

- (a) understand the concept of evidence based practice (EBP) in clinical mental health, school and rehabilitation counseling and what qualifies as research on which to judge effective practice
- (b) enhance your ability to critically read and analyze pertinent professional literature, particularly in interpreting quantitative and qualitative research in counseling;
- (b) enable you to develop basic research and evaluation skills;
- (c) apply this knowledge to furthering the use of EBP in counseling.
- (d) enhance your understanding of how research and evaluation/EBP are integral to effectively practice clinical mental health, school, or rehabilitation counseling.

READINGS: REQUIRED AND RECOMMENDED

Required:

Williams, L. Patterson, J., & Edwards, T. (2014). *Clinician's Guide to Research Methods in Family Therapy: Foundations of Evidence-Based Practice*. New York: Guilford Press.

Norcross, J., Beutler, L., Levant. R. (2006). *Evidence-Based Practices in Mental Health: Debate and Dialogue on the Fundamental Questions*. Washington, DC: American Psychological Association

Recommended:

Dimmitt, C. L., Carey, J.C. & Hatch, P.A. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Rubin & Bellamy, J. (2013). *Practitioner's Guide to Using Research for Evidence-Based Practice*. New York, NY: Wiley.

Wright, R. (2014) *Research Methods for Counseling: An Introduction*. Thousand Oaks, CA: Sage Publications.

Glicken, M.D. (2005). *Improving the Effectiveness of the Helping Professions: An Evidence-Based Approach to Practice*. Thousand Oaks, CA: Sage Publications.

Norcross, J. (Ed.). (2011). *Psychotherapy Relationships That Work: Evidence-Based Responsiveness (2ed.)*. New York, NY: Oxford University Press.

Thomas, J., & Hersen, M. (Eds.). (2011). *Understanding Research in Clinical and Counseling Psychology, Second Edition*. New York, NY: Routledge.

COURSE OBJECTIVES & CACREP STANDARDS:

At the conclusion of this course, students should have learned and/or be able to demonstrate the following knowledge, skills, dispositions, and attitudes as stipulated by CACREP's 2009 and the anticipated 2016 standards:

CACREP Outcome-Based Program General Standards

1. Understand the importance of research in advancing the counseling profession including its use to inform evidence based practice (2016) (CACREP II.G.8.a)
2. Understand and demonstrate knowledge of how to conduct a needs assessment (CACREP II.G.8 b--2016)
3. Have knowledge of outcome measures for counseling programs (CACREP II.G.8c--2016)
4. Understand and demonstrate knowledge of how to evaluate counseling programs (CACREP II.G.8d--2016)
5. Have knowledge of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research (CACREP II.G.8.b)
6. Comprehend statistical methods used in conducting research and program evaluation (CACREP II.G.8.c)
7. Gain an understanding of the principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications (CACREP II.G.8.d)

8. Discuss the use of research to inform evidence-based practice (*CACREP II.G.8.e*)
9. Use ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (*CACREP II.G.8.f*)

CACREP Outcome-Based Program Standards for Clinical Mental Health Counseling

The 2009 CACREP Standards call for the documentation of student knowledge and/or skill performance of key components.

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

CACREP Outcome-Based Program Standards for School Counseling

The 2009 CACREP Standards call for the documentation of student knowledge and/or skill performance of key components.

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

CONCEPTUAL FRAMEWORK (COE)

As a reflective decision-maker the Counselor Education candidate will demonstrate the ability to effectively engage and advocate for students, parents, families, and other professionals from diverse backgrounds (race, ethnicity, gender, language and culture, exceptionalities, socioeconomic class, sexuality, religious diversity, ecological identity, and positionality) as reflected in class participation, discussion, and completion of assigned tasks and projects. The school counseling candidate will demonstrate their ability to: a) make informed decisions, b) exhibit ethical behavior, c) provide evidence of being an empathetic and d) capable professional by engaging in cross-cultural communication and collaboration. Counselor Education candidates will receive written and verbal feedback on their work from their instructor and peers throughout the course.

COURSE REQUIREMENTS

1. **Quizzes (40 points):** Students will take quizzes which encompass material from the textbook, supplemental readings, class activities, guest presentations, etc. The quizzes will consist of multiple choice, true/false, and/or short answer questions.

2. **Article Critique (50 points):** Students will critique a research article from a scholarly counseling journal focused on their program area of study. This assignment is focused on developing your skills in critically evaluating research articles. Articles should be from ACA counseling journals published within the last 5-10 years. Students need to have their selected article approved by the instructor. No more than one student can critique a particular article. Your critique should include each area outlined on the article critique rubric distributed in class. The critique should not exceed 7 pages (including title and reference pages). No abstract is needed for this assignment.

3. **Research Proposal (80 points):** Students will develop a research proposal to include a literature review and proposed methodology. Students can complete this assignment individually or work with a partner. Students should include all areas outlined on the research proposal rubric. Proposals must include at least 7 scholarly counseling articles. Proposals should not exceed 15 pages (including title page, abstract, and reference pages).

4. **Poster Presentation (15 points):** Students will develop a poster presentation based on their research proposal. Half of the class will display their posters and discuss them to the other half of the students who will visit each poster presentation. Then, during the second half of the class, the students will switch roles. This assignment is designed to model presenting a poster presentation at a conference. Professional attire is expected for student presenters.

5. **Attendance & Participation (15 points):** Attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective counseling professionals.

a. **Attendance:** It is required that students regularly attend class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students earn points for each class (participation and attendance). If you are absent from class, you will not be able to earn these points. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message. Above all, I want to know you are safe and okay. Please do not allow cell-phones and beepers to interrupt class time. The instructor respectfully asked that you deactivate these prior to class. If you are expecting an urgent call (a true emergency) please inform your instructor at the start of class and put your phone on the vibrate mode. THANKS!!

b. **Participation:** Participation includes engaging in class activities and discussions, and giving/receiving respectful feedback to/from class members. *Being present in class & doing other activities (e.g., drawing, playing on computer, talking, texting) is not considered being actively involved.*

EVALUATION OF LEARNER PERFORMANCE

Because this an entry-level course, the focus of these assessments will be on the comprehension and application of basic facts, principles, and skills. Specifically, a review of your assignments is the basis for determining your mastery of the above CACREP standards.

The assignments assess your mastery of knowledge regarding what CACREP expects of all entry-level counselors. Your mastery of the “knowledge” standard for your program area of study will be assessed by your work on your article critique and evaluated as “Met” or “Not Met”. To pass this course, you must successfully complete the critique and receive a “Met” evaluation for your performance on it. No exceptions will be made. You must earn an 80% on the assignments to receive a “met” evaluation.

Students who receive a “Not Met” rating will be offered a chance to redo the assignment or, in some cases, to complete a comparable task determined by the instructor. Students who do not complete their makeup work satisfactorily (i.e., receive a “Met” rating) will receive a grade of Incomplete (I) for this course. Students who fail the course must repeat it later in order to demonstrate achievement of the CACREP Standards that are applicable to this course.

Evaluation Criteria:

Quizzes 40 points

Article Critique 50 points

Research Proposal 80 points

Poster Presentation 15 points

Attendance and Participation 15 points

Total 200 points

Grading Scale:

A = 94-100

A- = 90-93

B+ = 86-89

B = 83-85

B- = 80-82

C+ = 76-79

C = 73-75

C- = 70-72

F = Below 70

ALL ASSIGNMENTS MUST BE TYPED & IN APA FORMAT

* Assignments are due by the deadline. Late assignments will be accepted; however, 10% will be deducted for each day an assignment is late, including weekends. No assignment will be accepted after one week. It is the student’s responsibility to ensure that assignments are

submitted on time. If you have any problems with assignments &/or due dates, please contact the instructor prior to the due date so possible accommodations may be made if necessary.
Professionalism (Confidentiality & Ethics):

In this course you are required to engage in class activities and discussions. In the course of discussions and activities, students may disclose personal information. It is your duty to maintain confidentiality. You are expected to abide by the American Counseling Association (2014) *Code of Ethics*,

Other Considerations:

As part of this profession, you are **STRONGLY** encouraged to join both the American Counseling Association (ACA) and the Florida Counseling Association (FCA). Furthermore, it is suggested that you join the American Mental Health Counselor Association (AMHCA).

Helpful Websites:

American Counseling Association (ACA) www.counseling.org

American Mental Health Counselor Association (AMHCA) www.amhca.org

Florida Counseling Association (FCA) www.flacounseling.org

National Board of Certified Counselors (NBCC) www.nbcc.org Swank MHS 7740 6

Council for Accreditation of Counseling and Related Education Programs (CACREP)
www.cacrep.org

Chi Sigma Iota (Counseling Academic and Professional Honor Society International) www.csi-net.org

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

CLASSROOM ETIQUETTE

The university expects students to demonstrate respect in class by not talking or interrupting when the instructor or another student has the floor, and by refraining from behavior that is disrespectful such as texting, phone calls, searching the internet, playing internet games, etc.. The university policy on the use of electronic devices is quite clear. It states: *“In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”*

Behavior Becoming of a Professional Counselor

In addition to this university policy, the Department of Counselor Education describes a higher standard of behavior for counseling students. Students are expected “to be concerned about others, to be stable and psychologically well adjusted (both personally and professionally), to be capable of effective interpersonal relationships, to take responsibility for their words and actions ...and to behave in a manner that demonstrates suitability for the counseling profession.” In short, it describes "behavior becoming of a professional counselor."

RELIGIOUS ACCOMODATIONS

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.”

Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

CCODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf)

DEPARTMENT ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook is available for download on the Department of Counselor Education website and includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outline policies.

Learning Contract:

I have read and understand all the assignments and requirements within this syllabus.. I also understand that my grade for the aforementioned class will depend upon my successful completion of these assignments, and my signature below attests to my understanding.

Signature: _____ Date: _____

COURSE SCHEDULE

Class	Topic	Assignment
1.	Course Overview: Evidence-Based Practice (EPB) in Counseling; Identifying What Qualifies As Evidence in Effective Practice	Ch 1 RB-1 NBL-1
2.	Identifying What Qualifies As Research On Which To Judge EBP; Ethical & Legal Issues in EBP Counseling Research	Ch. 4 RB-2
3.	The Role of Empirically Supported Treatment (EST) in EBP; Beginning a Counseling Research Project. Literature Review	RB-3; NBL-2
4.	EBP Research Questions, Hypotheses, and Variables	Ch. 2
5.	What Should be Validated in EBP; Instrumentation, Validity, and Reliability	Ch. 6 Chs. 7-9
6.	Results & Implications for EBP Counseling Practice	Ch. 10; RB-5
7.	Quantitative EBP Counseling Research: Experimental & Single-Case	Ch. 11; RB-6
8.	Quantitative EBP Counseling Research: Correlational & Casual-Comparative	Ch. 12; RB-7
9.	Clinical Trials: Representative of Effective Clinical Practice? Practice Based Evidence and EBP	Ch. 4-NBL-4
10.	EBP Survey Research in Counseling	Ch. 13
11.	Qualitative EBP Research in Counseling	Ch. 14
12.	Mixed Methods, Action Research, & Outcomes Research in Counseling	Ch. 15
13.	Program Evaluation in EBP Counseling –Part I	Ch. 17

14	Program Evaluation in EBP Counseling –Part II	Ch. 17
15	Program Evaluation in EBP Counseling –Part III	Ch. 18

BIBLIOGRAPHY & REFERENCES

Airasian, P., & Gay, L.R. (2003). *Educational Research Competencies for analysis and application* (7th ed.). Columbus, OH: Merrill.

American Psychological Association. (20019). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Balkin, R. S. & Sheperis, D. S. (2009). A primer in evaluating quantitative research for counseling professionals. Retrieved from: <http://www.theaaceonline.com/primerdoc.pdf>

Bodgan, R.C., & Biklen, S.K. (1997). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Boston, MA: Allyn and Bacon.

Cherry, A.L., Jr. (2000). *A research primer for the helping professions Methods, statistics, and writing*. Belmont, CA: Wadsworth/Thompson Learning.

Gall, M.D., Borg, W.R., & Gall, J.P. (1996). *Educational research An introduction* (6th ed.). New York, NY: Longman.

Hadley, R.G., & Mitchell, L.K. (1995). *Counseling research and program evaluation*. Pacific Grove, CA: Brooks/Cole.

Heppner, P.P., Kivlighan, D.M., Jr., & Wampold, B.E. (1998). *Research design in counseling* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Houser, R. (1998). *Counseling and educational research*. Thousand Oaks, CA: Sage.

Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development*, 89(3), 296-300.

Kazdin, A.E. (1995). Preparing and evaluating research reports. *Psychological Assessment*, 7(3), 228-237.

Stainback, S., & Stainback, W. (1988). *Understanding & conducting qualitative research*. Dubuque, IA: Kendall/Hunt.

Swank, J. M., Kemer, G., & Research Committee Members. (2012). Association for Assessment in *Counseling and Education Research Resources*. http://www.theaaceonline.com/Research_Resource_List.pdf

Szuchman, L.T. (2011). *Writing with style. APA style for counseling (6th ed.)*. Pacific Grove, CA: Brooks/Cole Thompson Learning.

Trusty, J. (2011). Quantitative articles: Developing studies for publication in counseling journals. *Journal of Counseling & Development*, 89(3), 261-267.

Evidence-Based Practice in School Counseling

Articles on Evidence-Based Practice and General Reviews:

Sexton, T. L. (1996). The relevance of counseling outcome research: Current trends and practical implications. *Journal of Counseling & Development*, 74, 590-600.

Sexton, T.L., Schofield, T.L and Whiston, S.C. (1997). Evidence-based Practice: A Pragmatic Model to Unify Counseling. *Counseling and Human Development*, 30, 1997.

Sexton, T. L., Whiston, S. C., Bleuer, J. C., & Walz, G. R. (1997). Integrating outcome research into counseling practice and training. Alexandria, VA: American Counseling Association

Shlonsky and Gibbs (2004). Will the Real Evidence-Based Practice Please Stand Up? Teaching the Process of Evidence-Based Practice to the Helping Professions. *Brief Treatment and Crisis Intervention*, 4, 137-153.

Whiston, S.C and Sexton, T.L. (1998). A Review of School Counseling Outcome Research: Implications for Practice. *Journal of Counseling and Development*, 76, 412-427.

Wilson, N.S. (1986) Counselor interventions with low-achieving and underachieving elementary, middle, and high school students: A review of the literature. *Journal of Counseling and Development*, 64, 628-634.

Curriculum/Prevention:

Bowman, R.P. and Myrick, R.D. (1987). Effect of an elementary school peer facilitator program on student helpers and on problem-behavior helpees. *School Counselor*, 34, 369-378.

Brigman, G. & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling, 7*, 91-98.

DeRosier, M. E. (2004). Building relationships and combating bullying: Effectiveness of a school-based social skills group intervention. *Journal of Clinical Child and Adolescent Psychology, 33*(1), 196-201.

Diver-Stammes, A.C. (1991). Assessing the effectiveness of an inner-city high school peer counseling program. *Urban Education, 26*, 269-284.

Flannery, D. J., Vazsonyi, A. T., Liao, A. K., Guo, S., Powell, K. E., Atha, H., Vesterdal, W., & Embry, D. (2003). Initial behavior outcomes for the peacebuilders universal school-based violence prevention program. *Developmental Psychology, 39*(2), 292-308.

Gerler, E.R. & Anderson, R.F. (1986). The effects of classroom guidance on children's success in school. *Journal of Counseling and Development, 65*, 78-81.

Gerler, J., E. R., Kinney, J., Anderson, R. F. (1985). The effects of counseling on classroom performance. *Humanistic Education and Development, 155-165*.

Grossman, D. C., Neckerman, H. J., Koepsell, T.D., Liu, P., Asher, K. N., Beland, K., Frey, K., & Rivara, F. P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school: A randomized controlled study. *Journal of the American Medical Association, 277* (20). 1605-1611.

Gilbert, J. N., & Orlick, T. (1996). Evaluation of a life skills program with grade 2 children. *Elementary School Guidance and Counseling, 31*, 139-150.

Grossman, D. C., Neckerman, H. J., Koepsell, T. D., Liu, P., Asher, K. N., Beland, K., Frey, K., & Rivara, F. P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. *Journal of American Medical Association, 277*(20), 1605-1611.

Henderson, P. A., Kelby, T.J., & Engebretson, K.M. (1992). Effects of a stress-control program on children's locus of control, self-concept, and coping behavior. *School Counselor, 40*, 125-130.

Johnson, D. W., Johnson, R., Dudley, B., Ward, M., & Magnuson, D. (1995). The impact of peer mediation training on the management of school and home conflicts. *American Educational Research Journal, 32*, 829-844.

Larson, J. (1994). Violence prevention in the schools: A review of selected programs and procedures. *School Psychology Review, 23*(2), 151-165.

Lösel, F., & Beelmann, A. (2003). Effects of child skills training in preventing antisocial

behavior: A systematic review of randomized evaluations. *The Annals of the American Academy of Political and Social Science*, 587, 84-109.

Morse, C. L., Bockoven, J., & Bettsworth, A. (1988). Effects of DUSO2 and DUSO-2 Revised on children's social skills and self-esteem. *Elementary School Guidance and Counseling*, 22, 199-205.

Mosconi, J., & Emmett, J. (2003). Effects of a values clarification curriculum on high school students' definitions of success. *Professional School Counseling*, 7(2), 68-79.

Newman-Carlson, D. & Horne, A. M. (2004). Bully busters: A psychoeducational intervention for reducing bullying behaviors in middle school students. *Journal of Counseling and Development*, 82, 259-267.

Rathvon, N.W. (1991). Effects of a guidance unit in two formats on the examination performance of underachieving middle school students. *School Counselor*, 38, 294-304.

Robinson, S.E., Morrow, S., Kigin, T., & Lindeman, M. (1991). Peer counselors in a high school setting: Evaluation of training and impact on students. *The School Counselor*, 39, 35-40.

Schaefer-Schiumpo, K., & Ginsberg, A. P. (2003). The effectiveness of the warning signs program in educating youth about violence prevention: A study with urban high school students. *Professional School Counseling*, 7(1), 1-9.

Schlossberg, S.M., Morris, J.D., & Lieberman, M.G. (2001). The effects of a counselor-led guidance intervention on students' behaviors and attitudes. *Professional School Counseling*, 4, 156-164.

Somers, C. L., & Piliawsky, M. (2004). Drop-out prevention among urban, african american adolescents: Program evaluation and practical implications. *Preventing School Failure*, 48(3), 17-20.

Stevahn, L., Johnson, D. W., Johnson, R. T., & Schultz, R. (2002). Effects of conflict resolution training integrated into a high school social studies curriculum. *The Journal of Social Psychology*, 142(3), 305-331.

Tobias, A. K., & Myrick, R.D. (1999). A peer facilitator-led intervention with middle school problem-behavior students. *Professional School Counseling*, 3(1), 27-33.

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Organization and Administration:

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Web-Based Resources:

Center for School Counseling Research Briefs.
<http://www.umass.edu/schoolcounseling/briefs.htm>

What Works Clearing House. <http://w-w-c.org/>

From: Deena Wener wener@fau.edu
Subject: RE: Requesting feedback for Counselor Education course change
Date: September 15, 2014 at 12:06 PM
To: Barbara Ridener BRIDENER@fau.edu, Michael Whitehurst whitehur@fau.edu, Emery Hyslop-Margison ehyslopmargison@fau.edu, Paul Peluso ppeluso@fau.edu, Robert Shockley SHOCKLEY@fau.edu, Michael Brady mbrady@fau.edu
Cc: Valerie Bristol BRISTOR@fau.edu

Hi Paul,

Neither of your proposed courses conflicts with any of our offerings.

FYI, we have been incorporating evidence-based content into all of our courses, as a direct result of CAA accreditation requirements. If I can be of any help please let me know.

Good luck as you move forward. We are facing our site visit in March.

With best regards,
Deena

Deena Louise Wener, Ph.D., CCC-SLP
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*"I have heard there are troubles of more than one kind.
Some come from ahead and some come from behind.
But I've bought a big bat. I'm all ready you see.
Now my troubles are going to have troubles with me!"
~Dr. Seuss*

From: Barbara Ridener
Sent: Sunday, September 14, 2014 9:49 PM
To: Michael Whitehurst; Emery Hyslop-Margison; Paul Peluso; Robert Shockley; Michael Brady; Deena Wener
Cc: Valerie Bristol
Subject: RE: Requesting feedback for Counselor Education course change

Teaching and learning does not have a conflict.

Good luck!

Barbara

From: Michael Whitehurst
Sent: Sunday, September 14, 2014 6:53 PM
To: Emery Hyslop-Margison; Paul Peluso; Robert Shockley; Michael Brady; Deena Wener; Barbara Ridener
Cc: Valerie Bristor
Subject: RE: Requesting feedback for Counselor Education course change

Paul,
I support your department in making these changes.
Mike

From: Emery Hyslop-Margison
Sent: Sunday, September 14, 2014 4:44 PM
To: Paul Peluso; Robert Shockley; Michael Brady; Deena Wener; Michael Whitehurst; Barbara Ridener
Cc: Valerie Bristor
Subject: RE: Requesting feedback for Counselor Education course change

No conflicts with CCEI Paul - hope everything works out well.

Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
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College of Education
Florida Atlantic University
Boca Raton, FL 33431

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From: Paul Peluso
Sent: Sunday, September 14, 2014 2:48 PM
To: Robert Shockley; Michael Brady; Emery Hyslop-Margison; Deena Wener; Michael Whitehurst; Barbara Ridener
Cc: Valerie Bristor
Subject: Requesting feedback for Counselor Education course change

Dear Colleagues,

You may be aware that the Department of Counselor Education is currently facing two serious challenges. Both involve our specialty accreditation by CACREP. The first is to regain full accreditation. Adding the proposed course in Traumatic Stress and Crisis Counseling will directly remedy the deficiency noted by the CACREP Site visitors in Spring 2013. The second is to meet a number of new and stringent requirements in CACREP's 2016 standards for accredited programs. As you will see in the accompanying document, there is a new emphasis on evidence-based approaches. Not only are researchers and theoreticians required to consider the evidence-base for a given approach or technique (something that is to be covered in doctoral education), but now entry-level clinicians at the Masters level are being required by the marketplace and by third-party payers (i.e., Medicaid, Insurance panels) to *demonstrate* the evidence base of their own practice. In response to this, CACREP will now require that training programs train and equip masters-level clinicians with the ability to adequately digest and produce an evidence-base for their work.

From: Michael Brady mbrady@fau.edu
Subject: RE: Requesting feedback for Counselor Education course change
Date: September 15, 2014 at 4:19 PM
To: Paul Peluso ppeluso@fau.edu

The content of your proposed courses does not conflict with the courses or curriculum in the ESE Department.

Michael P. Brady, PhD
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mbrady@fau.edu

From: Paul Peluso
Sent: Sunday, September 14, 2014 2:48 PM
To: Robert Shockley; Michael Brady; Emery Hyslop-Margison; Deena Wener; Michael Whitehurst; Barbara Ridener
Cc: Valerie Bristor
Subject: Requesting feedback for Counselor Education course change

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The prospect of adding two courses, presents two monumental problem for us. First, of all, our program is mandated by state law to be 60 credit hours, of which, 57 are pre-programmed. Second, other programs are increasingly competing for students. As a result, we need to find a way to add two courses (6 credit hours) to our curriculum without going over 60 credit hours. After much analysis and consultation, the Counselor Education faculty has come up with the following plan to both regain full accreditation and meet the increasingly stringent CACREP standards. We are seeking a variance in the long-standing policy of requiring EDF 6481 Educational Research for graduate study. The plan is for MHS 6710 to replace EDF 6481. Of

course, STA 6111 will remain as a requirement, and it will be a prerequisite for MHS 6710 (just as it is for EDF 6481). This is not something that we do lightly or without careful forethought. In fact, we have been in consultation with both Dan Morris and Bob Schockley, who have been very helpful, and they will be presenting this plan to the ELRM faculty during their next faculty meeting. We strongly affirm and believe in the grounding of graduate students in statistical analysis and research methods. This will allow us to offer the required coursework, while keeping with the *spirit* of the College requirement for graduate students.

We will also add the Traumatic Stress and Crisis Counseling course. This means that students will no longer have an elective. However, the result will be that we will be in full compliance with CACREP requirements. It is also our intention that any student from an FAU Counselor Education master's program who wishes to seek a Ph.D. in Counseling from FAU will be required to take EDF 6481 as a pre-requisite for Advanced Research Methods.

I am asking that you provide feedback as to whether either of these courses conflict with courses in your curriculum which will help us regain full CACREP accreditation. Please send me an email response by Monday September 22, 2014. If I do not hear from you by then I'll assume that there are no conflicts.

Thank you in advance for your assistance in this matter.

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Chair and Associate Professor

President, International Association of Marriage and Family Counselors (IAMFC)

Editor in Chief, *Measurement and Evaluation in Counseling and Development*

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