I. Course Description

This course focuses on the professional standards of writing, publishing and presenting proposals in a diverse society. Topics include a review of contemporary research on diverse populations. Special emphasis is placed on students gaining knowledge and skill for conducting and communicating the results of scholarly inquiry through processes of editing, consultation, and peer review processes. Prerequisite: Doctoral student status.

II. Rationale

Doctoral students are required to develop proficiency in conducting research and communicating their findings in professional outlets. This course is specifically designed as an experience devoted to academic writing of professional research proposals and manuscripts.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

N/A

IV. TExES Competencies

N/A

V. Course Objectives/Learning Outcomes

The course objectives are designed to address the needs of doctoral-level counseling students in CACREP accredited programs. Accordingly, the course emphasizes compliance with 2009 CACREP standards.

2009 CACREP Objectives and Associated Student Learning Outcomes

Learning Environment

Section 1 C1: Extending the knowledge based of the counseling profession in a climate of scholarly inquiry.

Section 1 C2: Supporting faculty and students in publishing and /or presenting the results of scholarly inquiry.
Section 1 C3: Preparing students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education and or supervision.

Professional Identity

Section 2 B2: Develop collaborative relationships with program faculty, facilitating in teaching, supervision, research, professional writing and service to the profession and the public.

Section 2 B4: Contribute to and promote scholarly counseling research and publication.

Doctoral Learning Outcomes

Section 4 F3: Demonstrates the ability to formulate research questions appropriate for professional research and publication.

Section 4 F4: Demonstrates the ability to develop and submit a program proposal for presentation at state, regional or national counseling conference.

Section 4 F5: Demonstrates the ability to write grant proposals appropriate for research program enhancement and/or program development.

Section 4 I3: Identifies current multicultural issues as they relate to social change theories.

Section 4 I5: Understands how current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

Specific Student Learning Outcomes

In addition the course also addresses the following specific student learning outcomes.

1. Students will demonstrate their ability to critically review the professional literature on contemporary issues in counseling research, particularly related to published research utilizing multicultural populations.
2. Students will demonstrate their ability to provide written editorial feedback to students on their submitted work.
3. Students will demonstrate their ability to prepare a professional manuscript for submission to an appropriate professional outlet.
4. Students will demonstrate their ability to prepare professional grant prospectus.
5. Students will demonstrate proficiency in use of professional writing skills as outlined in APA Manual of Style 6th edition.
6. Students will demonstrate the ability to develop collaborative relationships with program faculty and peers in teaching, supervision, research, professional writing,
and service to the profession and the public by submitting a manuscript to a professional meeting. (See section VIII for measurement of outcomes)

VI. Course Topics

The major topics to be considered are focused on skill development in conducting and communicating research results in professional outlets. (See Section IX)

VII. Instructional Methods and Activities

A variety of instructional methods will be utilized in this course including lecture, individual student and small group presentation.

Lectures. Lectures will address knowledge-based topics such as the mechanics of conducting research, strategies for communicating results, and navigating the publishing pipeline.

Independent Research Activities. Students will be assigned literature research projects designed to expose them to the current literature being produced in most relevant professional outlets for counselors and counselor educators.

Peer Review Teams. Students will be assigned to writing and consulting teams which will serve as review panels for draft assignments. Students will submit draft assignments for review by independent reviewers, who will then submit written reviews consistent with editorial review processes.

VIII. Evaluation and Grade Assignment

The evaluation of student work will be aligned with student learning objectives. Students will submit a portfolio containing all written material, including feedback from reviewers and editors, at the end of the semester.

1. Students will write and present a 4-6 page paper which introduces a professional journal and presents the findings of a content analysis of the published abstracts during the past 12-month period with a specific focus on the extent of multicultural emphasis (15 points). Student performance on this assignment will be evaluated based on content, presentation, and mechanics. Up to 7 points will be earned for adequate coverage of the journal content. Up the 3 points will be earned for presentation and bulleted report posted to class. Format and style points (0-5) will be earned for conforming to APA format and including all required sections as described below.

Each student’s write-up and presentation must be in APA style and address each of the following:
Introduction to the Empirical Outlet

a. Students will introduce an assigned publication outlet from the official journal of an ACA division. In their review, students will describe the publisher guidelines for the outlet including:
   i. Publisher notes about scope of the outlet
   ii. Notes to potential contributors; number of pages; content and format of submission
   iii. Impact on the field (citation SSCI or other indices of impact)
   iv. Information about acceptance rates

Students will also be required to illustrate the appropriate use of these guidelines by presenting a typical article from those reviewed. The student will use annotation in the margins to comment on the typical style and focus of articles published in the outlet.

Content Analysis of Journal Abstracts for Multicultural Emphasis:

b. Students will be asked to conduct and present the findings of a content analysis of articles published for the most recent calendar year. The specific emphasis of this content analysis will be to describe the extent to which multicultural issues are infused into the corpus of published articles during the period of the review.

c. Students will base their conclusions on analysis of the published abstracts of the publication. The content to be reviewed will be the published abstracts of each article. Students will begin their review with the guidelines listed below:

Abstract Review Codes

Explicit listing of multicultural focus in Title or Abstract
   d. In depth focus of cultural, language, racial, religious, sex preference group specifically stated in the abstract
   e. Focus on multicultural issue as an independent variable and/or population: race/ethnicity etc. listed in title (not just described as a result)
      Key words in Title or Abstract or below abstract indicating multicultural significance of research endeavor.

Presentation and Bulleted Report to class
   Students will briefly present (10-15 minutes) the results of their work to the class and will provide a bulleted report (approximately one page) to be posted on BlackBoard.

2. Participate in peer review panel to provide feedback to their classmates on draft weekly writing assignments. This will involve: 1) providing formal review of at least two (2) students’ draft work as well as a second round of reviewing after any revision.
In addition, each student will serve as Editor and coordinate feedback to one author through summary of independent reviews. Each student will be responsible for maintaining documentation of written reviews and editorial feedback in a notebook to be turned in periodically to Instructor. This portion of the notebook should therefore contain a total of 4 written reviews and at least 1 editorial review (15 points). Student performance on this assignment will be evaluated based on completing four reviews and one written editorial response (0-10 points). Five additional points (0-5) will be earned based on the informativeness and thoroughness of the feedback provided as determined by instructor independent review.

Peer Review Panel Details
Each Person will serve as a reviewer for two independent submissions and Editor for one. Reviewers will complete a manuscript review form and write 1-2 pages of commentary. Editors will also complete an independent review, and will have the additional responsibility of providing feedback to the author in the form of an editorial decision (review that reflects the input of two independent reviewers as well as his/her own decision).

3. Documentation of completion of regular workbook writing assignments, including consultation feedback given and received from group members (10 points). Student performance on this assignment will be evaluated based on completing appropriate assignments on the days they are due for classroom discussion.

4. Prepare a manuscript of professional quality for submission to a professional journal demonstrating command of APA writing style techniques and mechanics on an original topic (15-20 pages). Evaluation of the final product will include consideration of the quality of drafts and incorporation of reviewer/editorial feedback (25 points). Student performance on this assignment will be evaluated based on the overall quality and presentation of the paper as indicative of a professionally prepared article submitted for professional publication (0-20 points). Five points will be earned for format and style (0-5) conformation to APA standards including all required sections of a manuscript.

5. Submit a grant proposal prospectus (8-12 pages) designed to support work for a planned research agenda. The prospectus must include a literature review in an approved topic area and provide an outline of goals, objectives, and methods of evaluation for the proposed work for which funding are being requested. This prospectus must build on a research agenda identified and justified in previous class exercises (20 points). Student performance on this assignment will be evaluated based on content (0-15 points). Format and style points (0-5) will be earned for conforming to APA format and including all required sections as well as creativity and plausibility of research ideas.

6. Submit a proposal for an educational session to a professional meeting (e.g., ACA, TCA). The proposal can be derivative of the professional manuscript, grant proposal, or research agenda being prepared concurrently in class (15 points). Student performance on this assignment will be evaluated based on content (0-10 points). Format and style points (0-5) will be earned for conforming to APA format and including all required sections as well as
creativity and plausibility of research ideas that are consistent with standards for acceptance for presentation at meetings of professional counseling organizations.

Student grades will be assigned according to a 100 point scale

<table>
<thead>
<tr>
<th>Points Earned for Class Assignments</th>
<th>Letter Grade assigned</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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</tbody>
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### IX. Course Schedule and Policies

- **Class time:** T: 4:20-7
- **Location:** TBA
- **Instructor:** Richard J. Ricard, PhD
- **Office:** ECDC 232
- **Phone:** 825-3725; **Fax:** 825-3377
- **Email:** Richard.ricard@tamucc.edu
- **Office Hours:** TBA

#### A: Tentative Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings &amp; Independent work assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>1/24 1/24 Introduction, syllabus review, and scope of class</td>
<td>Expectations, writing commitment &amp; portfolio tools; Assign journal abstracts Belcher: 1; JCD :Overview of Research in Counseling; 349 JCD v 89 assignments <em>Overview of Elements of a publishable manuscript as organized by a topical outline</em></td>
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<tr>
<td></td>
<td>The writing task: Voice, attitude, and resistance and persistence</td>
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<td></td>
<td>Review of elements of APA manuscript</td>
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<td></td>
<td>Current topics in counseling research:</td>
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<td></td>
<td>Infusion of multiculturalism in counseling research</td>
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<tr>
<td>2</td>
<td>1/31 1/31 Current topics in counseling research:</td>
<td>Review writing plans Review Assignment and Multicultural content analysis, continued Belcher: 2; Due: Abstract &amp; Topical Outline For Publication Effort &amp; targeted journal outlet</td>
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<tr>
<td></td>
<td>Infusion of multiculturalism in counseling research, continued.</td>
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<td></td>
<td>Finalize/discuss codes list</td>
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<tr>
<td>3</td>
<td>2/7 2/7 Zotero and other tools, Sarah Sutton APA mechanics and style,</td>
<td>Instructor feedback on topical outline presented in session 2 Belcher: 4 Due: Paper/Presentation, including one-page bulleted</td>
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<td>continued</td>
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<tr>
<td>4</td>
<td>2/14 2/14 Presentations re infusion of multiculturalism in counseling</td>
<td>Belcher: 4 Due: Paper/Presentation, including one-page bulleted</td>
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<td>research</td>
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<td>Week</td>
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<td>Topic</td>
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<tr>
<td>5</td>
<td>2/21</td>
<td>Issues in research: JCD v 89</td>
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<td>6</td>
<td>2/28</td>
<td>Finding your voice: Developing a programmatic research and writing agenda</td>
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<td>7</td>
<td>3/7</td>
<td>Mechanics of the publishing pipeline: Framing your contribution in the context of contemporary literature</td>
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<tr>
<td>8</td>
<td>3/21</td>
<td>Proposing and evaluating research topics and advancing a sound argument</td>
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<tr>
<td>9</td>
<td>3/28</td>
<td>Grant seeking Mechanics: Presenting the case for value and significance of your work. Review the relevant sources and logic structure of templates for granting applications</td>
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<tr>
<td>10 &amp; 11</td>
<td>4/4, 4/11</td>
<td>Participation in peer review process</td>
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<tr>
<td>12</td>
<td>4/18</td>
<td>Publish or perish: Issues in the professional development of new faculty</td>
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<tr>
<td>13</td>
<td>4/25</td>
<td>Consultation teams Writing Lab</td>
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</table>
B. Course Policies

**Attendance/tardiness**
Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Absences for university approved reasons will be accepted and considered when arranging for make-up credit. Unexcused absences will have a direct impact on grades as normally these absences result in the forfeiture of points available for earning on the day of absence. Students will be responsible for make-up of all the missed work on days of their absence. Experiential exercises are an important component of the class some of which will require an alternate assignment to substitute for experiences missed. The alternative assignment will involve an activity/assignment commensurate in time and learning objectives to the one missed. All make ups must be arranged individually with the instructor.

**Late work and Make-up Exams**
Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day tardy. No late work will be accepted beyond the last class day for the semester.

**Cell Phone/Electronic Device Usage**
Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency call are to notify the instructor.

**Academic Integrity**
University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the Student Handbook. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.

**Required method of scholarly citations**
Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated
for style, content, grammar, spelling, and syntax.

**Classroom/professional behavior**

The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment are expected.

**X. Textbook(s)**


Readings from professional journals in counseling, counselor education, and related fields. Students will be assigned one of the 12 divisional journals of the American Counseling association.

**Recommended but not required supplementary textbooks are:**


**XI. Bibliography**


**XII. Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to
first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**See Section VIII for Rubrics**