

ANTIOCH UNIVERSITY

SEATTLE

Institutional Information

Antioch University Seattle

Master of Arts in Clinical Mental Health Counseling (CMHC) Program

COUN5500 -- Research Methods: Introduction to Research

Credits: 3

Quarter:

Prerequisites: None

Location: AUS Main Campus

Meeting Times:

Instructor: @antioch.edu

Course Owner and Course Liaison Information

Primary Course Owner/Liaison:

- Tanya Johnson, PhD, LMHC: tjohnson17@antioch.edu

Secondary Course Owner/Liaison:

- Keiko Sano, LMHC: ksano@antioch.edu

Course Consultant:

- Colin Ward, PhD, LMHC: cward@antioch.edu

Course Description

This introductory course provides an orientation to the fundamentals of research design, including an understanding of basic statistical methods and approaches to gathering and interpreting data. The course will focus on developing the ability to critically evaluate research literature in the social sciences with a view to determining which studies may be best applied to one's individual practice. An appreciation for the value of research and the role of empirical literature in clinical practice will be emphasized.

Demonstration of Competency Assignment : *Literature Review & Proposal*

CMHC Course Competency Information

Prerequisite Competencies: CACREP Professional Identity G2b,c, 3a, b, 5a, b, e; CACREP Clinical Mental health Counselor B1E2, 3, 5

1) Understand research methodologies relevant to mental health services.

2) Evaluate professional research studies and develop a research project of personal interest in mental health services.

<i>Student Learning Objectives:</i>	<i>Related 2016 CACREP Standards:</i>
To understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.b. identification of evidence-based counseling practices 2.F.8.c. needs assessments
To effectively read and evaluate professional research studies (CACREP Clinical Mental Health Standards)	2.F.8.d. development of outcome measures for counseling programs 2.F.8.e. evaluation of counseling interventions and programs
To understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs	2.F.8.f. qualitative, quantitative, and mixed research methods 2.F.8.g. designs used in research and program evaluation 2.F.8.h. statistical methods used in conducting research and program evaluation 2.F.8.i. analysis and use of data in counseling
To craft an original scholarly research project which evaluates existing research and proposes a research design that addresses a specific research question.	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.b. identification of evidence-based counseling practices
To gain an awareness of the sociocultural context of research and the ways in which cultural values impact both the process and interpretations of research	2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Key Performance Indicators	Corresponding Assignments
(S) 2.F.8.a. Students will learn the importance	Article Critique

of research in advancing the counseling profession, including how to critique research to inform counseling practice, 2.F.8.b.the identification of evidence-based counseling practices, and 2.F.8.c. needs assessments	
(K) 2.F.8.b.Student will obtain knowledge in identification of evidence-based counseling practices, 2.F.8.f. qualitative, quantitative, and mixed research methods 2.F.8.g. designs used in research and program evaluation 2.F.8.h. statistical methods used in conducting research and program evaluation 2.F.8.i. analysis and use of data in counseling	Literature Review
(D) 2.F.8.j. Students will demonstrate ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Annotated Bibliography

CFT Course Competency Information

CFT Competency Domain: *Research & Evaluation* (Domain #8).

CFT Student Learning Outcomes (SLOs). Out of the five SLOs in the CFT Program, the following SLOs will be addressed in this course:

- • SLO-1: CFT students demonstrate knowledge relevant to individual, couple, and family therapy
- • SLO-2: CFT students demonstrate skills relevant to individual, couple, and family therapy
- • SLO-5: CFT students demonstrate awareness and sensitivity regarding diverse populations

CFT Course Competencies. More specifically, by successfully completing the requirements for this course, students will be able to:

- Understands research methodologies relevant to mental health services.
- Evaluate professional research studies and develops a research project of personal interest in mental health services.

Competency Levels

All students are expected to demonstrate Required Competency in order to receive credit for the course. The different levels of competence that will be assessed for this course are as follows:

1. *Below Competency*—failed to meet minimum graduate-level competency in terms of the course attendance, scholarship, and performance standards.
2. *Required Competency*—met minimum graduate-level competency in terms of the course attendance, scholarship, and performance standards.
3. *Intermediate Competency*—achieved Required Competency plus demonstrated mastery of the identified course knowledge and/or skills areas.

As a part of preparatory curriculum, Advanced Competency is not possible for this course. Advanced Competency is only possible during internship.

LEARNING EXPERIENCES/ASSIGNMENTS

Required/Competency: Required competence is demonstrated by the satisfactory completion of the following assignments:

1. Article Critique (Due week 3):

Choose a peer-reviewed journal article using the Antioch Library that is no more than 3 (three) years old, published 2016 or more recently. The journal should be directly related to mental health counseling.

Carefully reviewing this article, write a 4-5 page paper addressing the following:

- Introduction (PURPOSE: to educate the reader on the topic/concept)
 - will define topic and other key terms
 - will include symptoms, statistics of occurrence and current information in the field
 - Main body (40 points) (PURPOSE: to explain the research conducted in the article)
 - will state what you found in the journal article
- HYPOTHESIS or PURPOSE:
 - What were the researchers trying to discover (i.e. what was the hypothesis or purpose)?
This is usually found at the beginning of the article. Usually the hypothesis or statement of a problem appears at the end of the review of the literature, most often in the last or next to last paragraph. The words that indicate that it is a hypothesis are, "We will examine. . ." or "Our hypothesis is . . ." In a statement of a problem, the researcher may say, "We plan to see if a relationship...," "We proposed to observe...," or "The problem we proposed to study..." (You must use your own words—do NOT use quotes)
- METHODOLOGY:
 - How was the research conducted (research design or type of study)?
 - Is the research descriptive (case study, naturalistic observation, laboratory observations, surveys, tests), correlation, experimental, or developmental? When and where the research was conducted?

How long did the study take?

Who were the participants? (number [N], age, sex, race and gender demographics, criteria to be a part of study)?

- **RESULTS/DISCUSSION:**

What did the researchers actually find in relation to their hypothesis/purpose?

ARTICLE MAY STATE: The researchers found that . . .

What limitations did the researchers reveal?

Summary/conclusion (PURPOSE: to show critical thinking in regards to the research)

How does the information in the article integrate with information from class discussion, the text, and/or other information in the discipline?

What is your opinion of the research findings?

EXAMPLE: was this research well done or not and why?

Why is this topic/research important? (relevance/benefits to community and/or society)

EXAMPLE: A conclusion to a study that suggests a new therapy/treatment for children with ADHD might help the child struggling to perform successfully in school, which then improves her confidence, her relationship with her parents, siblings, and classmates. Write about the implications of this new treatment.

In what ways does this topic relate to your own personal experience and how is your experience in agreement or disagreement with the outcome of this study?

How has your opinion of this topic changed since your review of the study?

2. Annotated Bibliography (due Week 4)

Using a minimum of five (5) peer-reviewed academic primary sources, complete an annotated bibliography in preparation for your literature review assignment. These sources should be directly related to one topic of interest directly related to clinical mental health counseling.

A bibliography is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following.

Summarize: Some annotations merely summarize the source. What are the main arguments?

What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

For more help, see our handout on paraphrasing sources.

Assess: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?

For more help, see our handouts on evaluating resources.

Reflect: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

3. Literature Review (7-10 pages – Draft version due Week 7)

Students will demonstrate their capacity to develop a research question of their own interest by completing a two-part document: 1) a literature review; and 2) a research proposal.

The purpose of this assignment is to give students the opportunity to apply their knowledge about the research process to an **original** project of their own interest. The literature review allows students to demonstrate their capacity to gather, evaluate, organize, and synthesize research into a coherent, logical, scholarly document.

The lit review will be **7-10 pages** in length (*not* inclusive of the title page or references), double-spaced, typewritten, in APA format, and must include at least 20 references (though most papers should have more than this). Literature Review is due via email by the end of **Week 7**.

Students should clearly articulate the purpose and significance of the study and supported ideas with references to relevant literature. Relevant literature includes articles from **scholarly journals or edited books**. Internet references should only rarely be used (i.e. there are a few online journals that are acceptable). Wikipedia, information based websites, press releases, popular books (not edited) are **not** appropriate. If you have a question about a resource, **please bring it to class or email the instructor before you use it**.

Original citations should be located. "As cited in" references will NOT be accepted. IF full, original articles cannot be found, please read the abstract to confirm that the article addresses the appropriate point and use the original citation.

The paper should be scholarly in tone and authoritative. This is not an essay (i.e. opinion piece), a reaction paper, or a report.

A successful literature review includes the following:

- An identified problem area and its significance, in terms of scope, impact, urgency, etc.
- A clear research question that can be addressed within the scope of a 7- or 10-page paper.
- Identification and evaluation of other relevant research that has been conducted and why this body of research is not sufficient to answer the question at hand (e.g. does existing research not ask the right questions, or measure the right variables? Do they only focus on a particular age? Or not take age into account?)
- Adequate explanation of concepts and a clear statement of the expectations or research hypotheses.

The literature review should proceed logically from the general problem area down to the specific research being proposed.

A DRAFT of this portion of the final paper will be due Week 7.

REQUIRED SECTIONS OF THE FINAL PAPER

(By the way, these are also the ONLY Level 1 Headers that your paper will have)

Abstract: An abstract is a short (150-250 word) summary of the *entire* paper and appears on its own page after the title page. The abstract should include the problem area, gap in the research, proposed research design and potential contribution of the research. **This should be the last section written** and should not be merely an introduction to your paper. (Please see APA guidelines placement and formatting).

Background: (*This is your revised Lit Review*)

Method: Participants should clearly explain the primary method (research design) that will be used to gather information, which includes: **Participants, Instrumentation, and Procedure**. In addition, the proposal should address how the study will sufficiently protect the welfare of the participants of their study. If a survey instrument is to be constructed, include a sample of the survey, as well as how responses might be coded or analyzed. All aspects of any interventions should be well explained.

Data Analysis and Anticipated Results: The data analysis process should be clearly explained along with the anticipated outcomes of the study. Data analysis should detail how demographic data will be reported, as well as what statistical tests will be run to test hypotheses (if applicable).

Discussion: The implications of the research should be explored, as well as ways that the proposed research may meaningfully contribute to existing knowledge.

4. Paper Presentation

Each proposal will be presented in class (10-minute presentation, 5-minutes for Q&A). Presenters should use PowerPoint or other format so that work is displayed in a visually-pleasing presentation. More information will be provided in class.

Intermediate Competency. Participants indicate Intermediate Competency by meeting Required Competency *plus* the literature review/proposal includes a unique research question, a coherent analysis of the literature, and a research design that includes plausible methods for answering the research question at hand. Intermediate level literature reviews should exceed minimum expectations and show a higher level of thinking about the topic area and research question. The literature review addresses an identified question that is well-supported by a sufficient number of well-chosen research articles, shows clear attention to organization, proceeds logically, and clearly identifies shortcomings of existing research. The proposed research should be designed in such a manner that it adequately fills identified gaps and should offer a plausible method for gathering the appropriate data to answer the question at hand.

Course Requirements

1. Adherence to Antioch University Seattle procedures stated in the syllabus and defined in the Antioch University Seattle Catalog: <http://www.antiochseattle.edu/registrar/aus-catalog/>
2. Submitting course assignments to instructor(s) and returning course assignments to students. All students should check email frequently. When submitting work please use the following for ALL files: All assignments to be turned in electronically via email to instructor.

Please name your FILE using the format: FirstNameLastInitial+Type of Assignment – e.g. ThereseGDRAFT.doc and ThereseGFINAL.doc.

Files that are not correctly named will be returned for correction.

3. Course Evaluations: Students evaluate all courses during mid-term and at the end of the quarter. The final course evaluation is required for all students in all courses. Research Methods: Intro to Research Syllabus 6

Required Reading

Beins, B. C., & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters, and presentations*. Hoboken, NJ: Wiley. ISBN: 978-0470672440

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed)*. Thousand Oaks, CA: Sage. ISBN: 978-1-5063-8670-6

Houghton, P. M., & Houghton, T. J. (2009). *APA: The Easy Way! 6th Edition*. Flint, MI: Baker College. ISBN: 978-0-923568-96-2

Recommended Resources

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders (4th ed., text rev.)*. Washington, DC: Author. ISBN: 0-89042-024-6

American Psychological Association. (2010). *Publication guide of the American Psychological Association (6th ed.)*. Washington, DC: Author. ISBN: 978-1-4338-0562-2

CMHC WRITING RESOURCE AND MULTICULTURAL RESOURCES

David, P., & Blake, A. B. (2016). *Style guidelines for writing academic papers in the social sciences*. Handout from the School of Applied Psychology, Counseling, and Family Therapy. Antioch University Seattle.

Lee, C. C. (Ed.). (2013). *Multicultural issues in counseling: New approaches to diversity (4th ed.)*. Alexandria, VA: American Counseling Association.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy (3rd ed.)*. New York, NY: Guilford Press.

Supplemental Reading (Optional. Posted in the Resources Folder on Sakai under “Writing Resources”):

Bem, D. J. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin* 118(2), 172-177.

Jesson, J., & Lacey, F. (2006). How to do (or not to do) a critical literature review. *Pharmacy Education*, 6(2), 139–148.

Class Schedule Week	Topic(s)	Assignment/Readings
Week 1	Course introduction/overview <i>What is research?</i> <i>The cultural context of research</i> <i>What’s a Lit Review?</i> <i>What do you want to know?</i> <i>What’s known already?How to find the research you want.</i> <i>What’s a Line of Thinking?</i>	<i>For today read: Textbook:</i> Beins & Beins – Ch. 1-5 Creswell – Ch. 2 Posted Reading: Sakai>Resources>Course Reading>Week 1: Wampold & Bhati DUE TODAY: Tentative topic

<p>Week 2</p>	<p>Meaning of Behavior: Observation <i>Direct & indirect observation</i> <i>Critical appraisal of observation</i> <i>Ethics of Research</i></p>	<p><i>Due today:</i> Article Critique Textbook: Creswell – Ch. 8 pp 148-160</p>
<p>Week 3</p>	<p>Relationship and Prediction: Surveys & Scales <i>Question construction</i> <i>Sampling</i> <i>Validity</i> Annotated Bibliography Workgroups</p>	<p><i>Due today by email:</i> Annotated Bibliography Textbook: Creswell – Ch. 7 pp 136-144; Ch. 8 pp. 161-174</p>
<p>Week 4</p>	<p>Effects of Intervention: Experiments & Quasi-experiments <i>Control & Internal Validity</i> <i>External Validity</i> <i>Simple and Complex Designs</i></p>	<p><i>For today, read:</i> Textbook: Beins & Beins – Ch 6, 7, 9, 10 Creswell – Ch. 5-7 <i>Watch:</i> (Writing Tips YouTube video) <i>Look at:</i> OWL APA Formatting PowerPoint in Resources on Sakai</p>
<p>Week 5</p>	<p>How to do a Lit Review. What is academic writing? <i>The basics of academic writing/APA style</i> <i>Word processing tips/review</i> APA Workout</p>	<p><i>Due today:</i> Article Critique Textbook: Creswell – Ch. 8 pp 148-160</p>
<p>Week 6</p>	<p>Qualitative Research <i>Case Studies</i> <i>Grounded Theory</i> <i>Content Analysis</i> Paper Workgroups</p>	<p><i>For today:</i> Bring some of your writing on your paper. Textbook: REVIEW Creswell Ch. 9</p>
<p>Week 7</p>	<p><i>Debrief/discuss Lit Reviews & Proposal</i> <i>Brainstorming</i> <i>Beginning info about statistical analyses</i></p>	<p>Literature Review DRAFT DUE by email. Textbook: Creswell Ch. 4 pp 75-79</p>
<p>Week 8</p>	<p>Applied Research <i>Program Evaluation</i> Evidence-based Practice <i>Common</i></p>	<p>In Resources>Course Readings>Week 8: Program Evaluation/EBP READ: Sprengle & Blow</p>

	<i>Factors Research on Therapy</i>	article Reproducibility Project article Lambert & Barley article
Week 9	Presentation of Proposals (Part 1)	
Week 10	Presentation of Proposals (Part 2)	
Week 11	<i>Keep available in case of unforeseen events</i>	

Attendance and Participation

This is an experiential class with dyad/triadic processing activities that provide opportunities to interact with and learn from your peers. Such activities are significant factors in your educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and peer practice sessions at the graduate level. Students are expected to demonstrate interpersonal effectiveness, openness to feedback, and respect for the community of learners.

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the 90% standard of attendance, it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work will be permitted and no credit will be granted in those cases where 20% or more of the total class meeting time has been missed.

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Furthermore, as stated in Antioch University's attendance policy, missing more than one class for any reason may result in a No Credit evaluation. It is the policy of the instructor that students who are more than 15 minutes late will receive a loss of attendance for that class period.

Scholarship

Completion of written assignments should be typed, double-spaced, proof read, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students should submit papers electronically through Sakai ("Assignments"). All written papers must conform to M.A. Psychology style and writing standards of graduate level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No students will be permitted more than one opportunity to re-write a paper that fails to meet M.A. Psychology scholarship standards. No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.

Competency

All students are expected to demonstrate Required Competency in order to receive credit for the course. Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, demonstration of willingness to learn basic counseling skills, peer collaboration, receive and provide feedback, and synthetic thinking are aspects of professional counselors and expected of students throughout the course. Evaluative feedback will occur both in person and in written throughout the quarter.

Assessment Criteria for CMHC Students

CMHC students are assessed in 9 areas across 5 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall *minimum level of competency*. In order to successfully move into the internship year, students must demonstrate an overall 50% *competency level* in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency level in at least 75% of course/learning assessments for their program.

Definitions of Competency Areas (CMHC)

To achieve a particular level of competence for the course, students must complete the following:

Critical Thinking – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge and skills. Demonstrates willingness to increase self-awareness and effective use of feedback.

Verbal Communication – articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of individual interactions and group dynamics, as well as awareness of own impact on the other individual and the group. Demonstrates the use of culturally sensitive verbal communications and provision of supportive feedback to peers.

Oral Presentation – able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication – writes clearly. Presents ideas and information in an organized format, demonstrates technical writing skills including appropriate punctuation, spelling, quotation, grammar, and APA style.

Cultural Awareness and Responsiveness – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews. Demonstrates culturally sensitive basic counseling skill

Social Responsibility – aware of social, political and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations. Be aware of counseling dynamic, including counselor's privilege, role as a helping profession, and role as a member of the learning group.

Emotional Maturity – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change. Ability to provide non-judgmental supportive feedback. Positive attitude to learn basic skills.

Ethical Conduct – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity

Interpersonal Skills – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

Definitions of Competency Levels

“Below Competency” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.

“Required Competency” indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted*). As a mastery-learning course, assignments will be returned with a **P** (Pass) or **I** (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

“Intermediate Competency” denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.

“Advanced Competency” is reserved for practicum/internship coursework.

Counselor Competency & Fitness

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are

compromised. The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

- Reading assignments with due dates
- Assignments (papers, projects, exams, presentations) with dues dates

Audio- or Video-recording of Classes

- **Audio- or Video-recording of Classes**

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students’ written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Evaluation Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

University Policies

- Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, Jharmonjacobs@antioch.edu or 206.268.4714.

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or dss.aus@antioch.edu.

Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help.

Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

Writing Support at Antioch University

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for *free writing support*:

Writing Lab (room 323 Library/CTL): The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email writinglab.aus@antioch.edu) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their [website](#) for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): fee-based writing support

The *Writers' Exchange* (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.