



MASTER OF ARTS IN COUNSELING
MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

**RESEARCH METHODS
MCPY 640**

Course Syllabus

COURSE DESCRIPTION

This course provides the learner with an opportunity to be exposed to the diverse research traditions and cultures of inquiry within the human sciences. The emphasis will be on understanding the differing approaches, assumptions, and methodological processes that structure each research tradition as a form of knowledge construction. In particular, this course will focus upon research methods, both quantitative and descriptive, pertinent to psychology and counseling.

REQUIRED TEXTS AND READINGS

APA. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: APA. ISBN: 1-55798-791-2 soft. Companion website: <http://www.apastyle.org>.

Leedy, P. D., & Ormrod, J. E. (2004). *Practical research: Planning and design* (8th ed.). New York: Merrill/Prentice Hall (Pearson). ISBN: 0-13-110895-6 soft. ©2005. Companion website: <http://www.prenhall.com/leedy>.

Optional:

Cherry, A. L. (1999). *A research primer for the helping professions: Methods, statistics, and writing* (1st ed.). Wadsworth (Thomson). ISBN: 0-534-35585-4 soft. ©2000.

Fetterman, D. (2000). *Foundations of empowerment evaluation* (1st ed.). Thousand Oaks, CA: Sage Publications. ISBN: 0-80395-669-X soft.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2003). *Program evaluation: Alternative approaches and practical guidelines* (3rd ed.). White Plains, NY: Allyn & Bacon (Pearson). ISBN: 0-321-07706-7 soft. ©2004.

COURSE OBJECTIVES

1. To understand the importance of research and opportunities and difficulties in conducting research in the counseling profession (CACREP Standard 8.A)
2. To understand the Qualitative vs. Quantitative Research methods (CACREP Standard 8.B)
3. To be able to analyze and evaluate qualitative research
4. To be able to understand basic statistical findings presented in academic journals (CACREP Standard 8.C)
5. To understand the use of technology and statistical methods in conducting research and program evaluation (CACREP Standards 5.F, 8.C)
6. To understand the use of research to improve counseling effectiveness (CACREP Standards 8.D,E)
7. To know the ethical and legal considerations of conducting research (CACREP Standard 8.F)
8. To identify and effectively use library resources, including electronic research tools such as electronic databases (CACREP Standards 1.C, 8.C)
9. To be able to write a review of the literature and research proposal that is logically organized, structured, and tied to the question or problem identified by the student

COURSE ASSIGNMENTS

Although there are several assignments, these assignments are very short. Assignments must be completed before or by 6 pm on the dates they are due. Late work will be marked down. Students should be ready ahead of time for class participation and/or discussion. The course instructor will provide due dates for assignments at the first class meeting.

GRADED ASSIGNMENTS Grade% Due Dates

- 1st Evaluation of Research Example (3-page paper) 5% (CACREP Standards 8.A,B)
- 2nd Evaluation of Research Example (3-page paper) 5% (CACREP Standards 8.A,B)
- 3rd Evaluation of Research Example (3-page paper) 5% (CACREP Standards 8.A,B)
- 4th Evaluation of Research Example (3-page paper) 5% (CACREP Standards 8.A,B)
- Lead Class Discussion (20 minutes) 10% (CACREP Standards 8.A,B)
- Assignment 1: Conducting Research (4-page paper) 15%
- Assignment 2: Literature Search 5% (CACREP Standard 5.F)
- Assignment 3: Literature Review (5-page paper + 2 pages) 15% (CACREP Standard 1.C, 5.F)
- Assignment 4: Methods Section 15%
- Assignment 5: Quantitative Problem Set 5% (CACREP Standard B.5)
- Presentation of proposal 5%

Class Participation
Total 100%

Please keep in mind that being late to class may cause disruption; so, please be on time, and be prepared to participate and/or lead class discussions. **Any absences and/or consistent tardiness will affect the final grade (unless you have instructor's approval).**

INSTRUCTIONS FOR EVALUATION OF RESEARCH EXAMPLES

The primary object of this assignment is to introduce you to examples that demonstrate some of the most common qualitative research methodologies. Please pay attention to the literature reviews since you will be doing one.

I. Read chapters 1 and 2 from *Qualitative Research in Practice*

II. Read the examples from each of the following 7 categories

1. Basic Interpretive Qualitative Research
 - a. How Cultural Values Shape Learning in Older Adulthood: The Case of Malaysia
 - b. Spirituality and Emancipatory Adult Education in Women Adult Educators for Social Change
2. Phenomenological Research
 - a. A Phenomenological Study of In-Church and Televised Worship
 - b. A Phenomenological Investigation of "Good" Supervision Events
3. Grounded Theory
 - a. Development of Professional School Counselor Identity: A Grounded Theory
 - b. A Conceptual Model of Multiple Dimensions of Identity
4. Case Study
 - a. The Role of the School in the Assimilation of Immigrant Children: A Case Study of Arab-Americans
 - b. Jermaine: A Critical Case Study of a Gifted Black Child Living in Rural Poverty
5. Ethnography
 - a. The Ethnography of an Electronic Bar: The Lesbian Café
 - b. Hard and Heavy: Gender and Power in a Heavy Metal Music Subculture
6. Narrative Analysis
 - a. Stories of One's Own: Nonunitary Subjectivity in Narrative Representation
 - b. Cathy: The Wrong Side of the Tank
7. Critical Research
 - a. Tootle: A Parable of Schooling and Destiny
 - b. The Politics of Consumer Education Materials Used in Adult Literacy Classrooms

III. Using Table 2.1 *Assessing the "Quality" of Qualitative Research* on p. 23 of your textbook, evaluate 4 research examples. Each example must be from a different category. In other words, **do not select two examples from the same category.**

IV. Write a 3-page paper for each example you evaluate answering **how the study followed or failed to follow the criteria for good research (p. 23).**

PARTICIPATION & DISCUSSION LEADERSHIP

Students should anticipate leading a 20-minute class discussion on any of the research examples they selected. Each student will have an opportunity to lead one or more class discussions based on the assigned readings. The goal of class discussions is to involve students in active debate and conversation about the readings.

The participation grade is based on how much one participates in the class discussions when others lead. Leadership will be assessed by how well each student presents, facilitates discussion, builds on the ideas and comments of other students and organizes group discussion. Participation as a non-leader will be assessed by how actively the student engages in the group discussion, offers own ideas and relevant comments, and builds on the ideas and comments of other students.

*I understand that some people are adversely affected by shyness in group settings. If this is the case for you, please see me so that I am aware of your situation.

Possible strategies for class discussion are:

- To generate and disseminate to other students, in advance, a list of questions from the readings,
- To “integrate” other academic articles in the class discussion,
- To use videos to encourage discussion,
- To divide the class in half for debates, and/or
- To find relevant news paper articles to generate discussion of theories or findings presented in the assigned readings.
- Take an article from a magazine such as “Psychology Today” and get a couple of the articles referenced in an article. Are these articles examples of “good” research?

ADDITIONAL RECOMMENDED READINGS

1. Qualitative Studies in Special Education. By: Brantlinger, Ellen; Jimenez, Robert; Klingner, Janette; Pugach, Marleen; Richardson, Virginia. *Exceptional Children*, Winter 2005, Vol. 71 Issue 2, p195, 13p; (AN 15457835). PDF Full Text (3.2MB)
2. Theoretical and methodological approaches in discourse analysis. By: Stevenson, Chris. *Nurse Researcher*, 2004, Vol. 12 Issue 2, p17, 13p; (AN 15350786). HTML Full Text PDF Full Text (522K)
3. Low-Income Young Fathers: Contexts, Connections, and Self. By: Glikman, Helen. *Social Work*, Apr2004, Vol. 49 Issue 2, p195, 12p; (AN 12860470) HTML Full Text PDF Full Text (2.4MB)
4. Choosing Among Qualitative Traditions. By: Donalek, Julie G.. *Urologic Nursing*, Oct2004, Vol. 24 Issue 5, p409, 3p; (AN 15151224) PDF Full Text (324K)
5. A Qualitative Study of Bullying from Multiple Perspectives. By: Mjshna, Faye. *Children & Schools*, Oct2004, Vol. 26 Issue 4, p234, 14p (AN 14698668) PDF Full text (969K)
6. Sampling issues in qualitative research. By: Higginbottom, Gina Marie Awoko. *Nurse Researcher*, 2004, Vol. 12 Issue 1, p7, 13p; (AN 14502334) HTML Full Text PDF Full Text (560K)
7. Qualitative research sampling: the very real complexities. By: Tuckett, Anthony.

- Nurse Researcher, 2004, Vol. 12 Issue 1, p47, 15p, 3 charts, 2 diagrams; (AN **14502369**) HTML Full Text PDF Full Text (2.2MB)
8. Strategies for gaining access to organizations and informants in qualitative studies. By: Shenton, Andrew K.; Hayter, Susan. Education for Information, Sep-Dec2004, Vol. 22 Issue 3/4, p223, 9p; (AN **15781790**) PDF Full Text (34K)
9. Building on New Foundations: Core Principles and New Directions for Qualitative Research. By: Shank, Gary; Villella, Orlando. Journal of Educational Research, Sep/Oct2004, Vol. 98 Issue 1, p46, 10p, 1 chart; (AN **14709673**) PDF Full Text (1.0MB)
10. Guidelines for Writing a Qualitative Manuscript for the Journal of Counseling & Development. By: Choudhuri, Dibya; Glauser, Ann; Peregoy, John. Journal of Counseling & Development, Fall2004, Vol. 82 Issue 4, p443, 4p; (AN **15083387**) PDF Full Text (143K) C
11. Explorations of the Functions of Humor and Other Types of Fun Among Families of Children With Disabilities. By: Rieger, Alicja; Ryndak, Diane. Research & Practice for Persons with Severe Disabilities, Fall2004, Vol. 29 Issue 3, p194, 16p, 4 charts; (AN **16075371**) PDF Full Text (1.4MB)
12. A Phenomenological Research Design Illustrated. By: Groenewald, T. International Journal of Qualitative Methods, 2004, Vol. 3 Issue 1, p1, 26p; (AN **13359031**) PDF full text (355K)
13. Event Analysis Techniques. By: Happ, Mary Beth; Swigart, Valerie; Tate, Judith; Crighton, Margaret H. Advances in Nursing Science, Jul-Sep2004, Vol. 27 Issue 3, p239, 10p; (AN **14192093**) PDF Full Text (1.5MB) Cited References (43)
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14. The usefulness of qualitative case studies in research on special needs education. By: Ghesquière, Pol; Maes, Bea; Vandenberghe, Roland. International Journal of Disability, Development & Education, Jun2004, Vol. 51 Issue 2, p171, 14p; DOI: 10.1080/10349120410001687382; (AN **13532262**). PDF Full Text (91K)
15. Generating data with sexual offenders using qualitative material: A paradigm to complement not compete with quantitative methodology. By: Webster, Stephen D.; Marshall, William L.. Journal of Sexual Aggression, Mar2004, Vol. 10 Issue 1, p117, 6p; DOI: 10.1080/13552600410001670964; (AN **13006684**) PDF Full Text (61K)
16. Getting the most from archived qualitative data: epistemological, practical and professional obstacles. By: FIELDING, NIGEL. International Journal of Social Research Methodology, Feb2004, Vol. 7 Issue 1, p97, 8p; (AN **12633553**) PDF Full Text (188K)
17. The impact of childhood cancer on the family: a qualitative analysis of strains, resources, and coping behaviors. By: Patterson, Joän M.; Holm, Kristen E.; Gurney, James B.. Psycho-Oncology, Jun2004, Vol. 13 Issue 6, p390, 18p; (AN **13359855**) PDF Full Text (205K)
18. Mini-disc Recorders: A New Approach for Qualitative Interviewing. By: Given, Lisa M.. International Journal of Qualitative Methods, 2004, Vol. 3 Issue 2, p1, 5p; (AN **13673283**) PDF Full Text (409K)
19. Using Transcendental Phenomenology to Explore the "Ripple Effect" in a

- Leadership Mentoring Program. By: Moerrer-Urdahl, Tammy; Creswell, John. International Journal of Qualitative Methods, 2004, Vol. 3 Issue 2, p1, 28p; (AN *13673261*) PDF Full Text (397K)
20. Immigrant teachers: stories of self and place. By: Elbaz-Luwisch, Freema. International Journal of Qualitative Studies in Education (QSE), May/Jun2004, Vol. 17 Issue 3, p387, 28p; (AN *13133364*) PDF Full Text (173K) Cited References (57)
21. The impact of violence on mothers' and children's needs during and after parental separation. By: McInnes, Elspeth. Early Child Development & Care, May2004, Vol. 174 Issue 4, p357, 12p; DOI: 10.1080/0300443032000153417; (AN *13929203*) PDF Full Text (100K)
22. Family Dynamics Associated with the Use of Psychologically Violent Parental Practices. By: Gagné, Marie-Hélène; Bouchard, Camil. Journal of Family Violence, Apr2004, Vol. 19 Issue 2, p117, 14p; (AN *12535196*) PDF Full Text (134K)

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning..

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.

4. Does not adequately meet course objectives.
5. C+ or C-grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

*On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University.
Draft 1/26/04*

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmnts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of SPS Counseling Psychology Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

SPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

"Disruptive Behavior" or "Disorderly Conduct" as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

COUNSELING FACULTY RESPONSIBILITIES

Student Performance Evaluations

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses), and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

Student Performance Evaluation (Page 1)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

