

**Argosy University, Chicago Campus**  
**MA Community Counseling**  
**PC6521 – Research and Program Evaluation**  
**Summer I 2012 – Section BLA**

**FACULTY**

**Name:** Patrice Bounds, ABD, LPC, NCC  
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**Office Hours:** BY APPOINTMENT ONLY

**MEETING DATES**

First Weekend Meeting:  
May 11, 12, 13

Second Weekend Meeting  
June 8, 9, 10

**CLASS SCHEDULE**

Friday	6-8:45pm
Saturday	9am-5pm
Sunday	9am-4pm

**WEB-AUGMENTED ACTIVITIES**

Starting with the first week of the term and ending with the last week of the term. Term begins Monday May 7, 2012 and ends on Wednesday June 27, 2012.

**COURSE LENGTH** 7.5 Weeks

**CONTACT HOURS** 45 Hours

**CREDIT VALUE** 3 Credits

**Technology Requirements:** <http://intcampus.college.com/TechReq.learn>

**COURSE DESCRIPTION**

A basic understanding of types of research is presented covering basic statistics, research development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

**COURSE DELIVERY FORMAT**

This course has class meetings scheduled on weekends and is web-augmented with a weekly online component found at <http://myeclassonline.com/>. This online component is meant to supplement the content delivered in the face-to-face meetings and provides weekly instructional

contact with the instructor of this course. Students can expect weekly reading assignments and online discussion questions that offer opportunities to interact with fellow students and course faculty, as well as opportunities to engage with faculty and other students around activities meant to deepen and enhance the learning experience. In addition, the faculty may use the web-based learning environment to provide supplemental resources and reading material.

The course will be available online to students one week prior to the beginning of the term. For questions pertaining to the online format, please refer to the registration bulletin.

## **MASTER OF ARTS IN COMMUNITY COUNSELING MISSION STATEMENT**

The mission of the Master of Arts in Community Counseling program at Argosy University in Chicago is to create a learning environment that promotes academic excellence, professional competence, and personal integrity. This mission is achieved through a curriculum that integrates counseling skills, theoretical foundations of counseling, and clinical field experience into appropriate interaction and intervention skills for utilization in a variety of settings with diverse client populations. We serve a diverse student body from urban, suburban, and rural areas who are intrinsically motivated to help others. The program actively engages faculty and students in the preparation of counselors who meet the needs of diverse communities.

The purpose of the Master of Arts in Community Counseling program is to deliver the core learning experiences established by academic program accreditation and the licensure board of the State of Illinois to assure that students completing the program are competent, ethical counselors prepared for post-graduate positions and professional counseling licensure.

## **PROGRAM OUTCOMES**

The program outcomes of our Master of Arts in Community Counseling program are rooted in the CACREP standards. Each learning objective in this syllabus is tied to the program outcomes and each program outcome corresponds to a specific CACREP standard (the exact standard is delineated by numeric representation, i.e. CACREP Section II.K.2.a & II.K.5.b.c. & Community Counseling Section C.7, etc.).

### **Program Outcome One: Professional Identity**

**Competency 1.** Understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.

### **Program Outcome Two: Social and Cultural Diversity**

**Competency 1.** Apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.

### **Program Outcome Three: Human Growth and Development**

**Competency 1.** Apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.

**Program Outcome Four: Career Development**

**Competency 1.** Apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.

**Program Outcome Five: Helping Relationships**

**Competency 1.** Exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.

**Program Outcome Six: Group Work**

**Competency 1.** Understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.

**Program Outcome Seven: Assessment**

**Competency 1.** Understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.

**Program Outcome Eight: Research and Program Evaluation**

**Competency 1.** Understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

**Program Outcome Nine: Communication Skills**

**Competency 1.** Communicate clearly and effectively, both orally and in writing.

**Program Outcome Ten: Interpersonal Effectiveness (IE)**

**Competency 1.** Develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

**COURSE OBJECTIVES**

This course aims at providing students with an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Upon completion of this course, students will be expected to meet the following CACREP and programmatic competencies:

1. Demonstrate an understanding of the importance of research and opportunities and difficulties in conducting research in the counseling profession (II. K.8.a; & CC.B.3);
2. Articulate research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research (II. K.8.b; & CC.B.3)
3. Describe principles, models, and applications of needs assessment, program evaluation;
4. Utilize research findings to effect program modifications (II. K.8.d, & CC.B.3);
5. Apply research to improve counseling effectiveness (II. K.8.e; CC.B.3, C.2; & Program Outcome IE.);
6. Be aware of ethical and legal considerations, and their implication in research (II. K.8.f.);
7. Use of technology, computer statistical programs (SPSS), and introduction of statistical methods in conducting research and program evaluation (II. K.8.c).
8. Be able to identify various internal and external threats to validity, and strategies which can minimize them when designing a research model ((II. K.8.a; & CC.B.3);
9. Be able to apply basic statistical concepts, including descriptive and inferential statistics, and statistically significant relationships; and interpret statistical results when reading research articles;
10. Recognize the processes and issues involved in the development of an outcome study/program evaluation, including sampling, use of instruments, data collection procedures, data analysis, drawing statistical inferences, and reporting ((II. K.8.d, & CC.B.3); and
11. Attain skills for the proper foundation to conduct critical evaluation of research articles, and will be prepared to be an effective evaluator of research literature.
12. Attain a level of familiarity of the SPSS program and its usage to conduct basic statistical analyses

### **REQUIRED TEXT**

Hadley, R. G., & Mitchell, L. K. (1995). *Counseling Research and Program Evaluation*. Belmont, CA: Brooks/Cole. (ISBN-13: 978-1-111-82893-6)

### **RECOMMENDED TEXT**

Houser, R. (2009). *Counseling and educational research: Evaluation and application* (2<sup>nd</sup> ed). Thousand Oaks, CA: Sage Publication. ISBN: 978-1-4129-5661-1

### **SUGGESTED READINGS**

Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social science*. Philadelphia, PA: Open University Press.

Berliner, D. C. & Biddle, B. J. (1995). *The manufactured crisis*. Reading, MA.: Addison Wesley.

- Bogdan, R. C. & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Cherry, A L. (2000). *A research primer for the helping professions*. Belmont, CA: Wadsworth.
- Farr, B. & Trumbull, E.. (1998). *Assessment alternatives for diverse classrooms*. Norwood, MA: Chirstopher-Gordon Publishers.
- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon.
- Magin, P., Adams, J., Joy, E., Ireland, M., Heaney, S., & Darab, S. (2008). General practitioners' assessment of risk of violence in their practice: Results from a qualitative study. *Journal of Evaluation in Clinical Practice*, 14(3), 385-390.
- McAllister, C. A., Harold, H. A., & Ahmedani, B. K., (2009). Targeted mentoring: Evaluation of a program. *Journal of Social Work Education*, 45(1), 89-104.
- McKinney, G., (2009). Initial evaluation of Active Minds: A student organization dedicated to reducing the stigma of mental illness. *Journal of College Student Psychotherapy*, 23(4), 281-301.
- Popham, W. J. (1992). *Educational evaluation* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon.
- Popham, W. J. (2004). *Classroom assessment: What teachers need to know* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Ray, D. C., & Schottelkorb, A. A. (2010). Single-case design: A primer for play therapists. *International Journal of Play Therapy*, 19(1), 39-53.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation* (7<sup>th</sup> ed.). Newbury Park, CA: Sage Publications
- Shadish, W. R., Cook, T. D., & Leviton, L. C. (1991). *Foundations of program evaluation: Theories of practice*. Newbury Park, CA: Sage Publications
- Ward, A. W. & Murray-Ward, M. (1999). *Assessment in the classroom*. Belmont, CA: Wadsworth Publishing.
- Weiss, C. H. (1998). *Evaluation* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall

### **CLASS POLICIES AND EXPECTATIONS**

#### **UNIVERSITY ATTENDANCE POLICY**

Students are expected to engage in weekly academic activity by attending classes and/or

participating in the online portion of a course.

Academic activity is defined by (a) attending a face-to-face course, (b) posting a substantive response in a discussion section of the online classroom, (c) engaging in online tutorials, (d) submitting an assignment either in-person or via the online classroom, or (e) taking an exam.

**Students who do not have any academic activity for 14 consecutive days, either online or class meetings, will be administratively withdrawn from the course and may be administratively withdrawn from the University.** Online and blended courses start on the first day of the semester or session. A student who does not participate in the course prior to the Add/Drop date for the session, and has not submitted an official Add/Drop Form, will be dropped from the course automatically and receive a refund based on the applicable Argosy University refund policy. The add/drop period usually ends the first week or 7 days of the term for 7.5 week courses, and the first 10 days of the semester for 15 week classes.

**Attendance is not equivalent to participation.** Student grades will be impacted by the frequency and quality of participation in class, whether face-to-face or online, consistent with the requirements of the particular course and as outlined in the course syllabus.

The last day of attendance is based on the student's last academic related activity in the classroom.

In blended courses(those consisting of in-residence and online components), students missing equal to or greater than **30% of face-to-face and online instruction time, or two or more weeks of no online participation will receive an automatic "F" grade in the course**

## DEPARTMENT ATTENDANCE POLICIES

Students are expected to be punctual to all classes and practicum. Absences should occur only for such urgent reasons as ill health or critical emergency. Whenever possible, students should notify the faculty of these absences in advance. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student's academic standing.

Attendance in all blended (weekend) and evening face-to-face class meetings is required. A student who cumulatively misses three (3) hours of class will receive a reduction of the final grade unless the student successfully completes additional work with the instructor's consent.

A student who misses six (6) or more hours of on-campus class will be required to withdraw from the course. Exceptions may be made in extreme situations and on a case by case basis in the event of severe illness, critical emergency or family crisis. Documentation of these events must be submitted to the instructor (i.e. a doctor's note, etc.). Additional work will be assigned in lieu of mandatory withdrawal.

A student who misses 9 or more hours of either on-campus class meeting time, or 2 or more weeks of online participation, or a combination of both online and in class time, will receive an F grade automatically.

## DEPARTMENT ONLINE PARTICIPATION & ATTENDANCE POLICIES

- Students are expected to complete weekly reading and online assignments. Online components of the course begin as the term begins.
- Timely online participation is a form of class attendance. Student financial aid may be affected by when a student last participates online.
- Two weeks of absences, either online or on ground, will lead to automatic withdrawal from the class.
- Students can only take online courses with the Program Chair's approval, which can only be granted for irresolvable schedule conflict and possible delay of graduation.

## LATE WORK

Will be assessed a **reduction in grade** (e.g. A to A-) for each day the assignment is late. Students should notify the instructor ASAP of any problems with completing their work on time.

## CLASSROOM ETIQUETTE

It is to be expected that the instructor will treat all students with dignity and respect -- it is also expected that the students will treat both the instructor and other students with this same respect. In order to more effectively facilitate this, do the following: 1) **turn off all pager and cell phones before class**; 2) **abstain** from text messaging in class; 3) keep side conversations to a minimum; and, 5) **be respectful** in **all** interactions

## GRADING SCALE

93 to 100%	= A	78 to 79.9%	= C+
90 to 92.9%	= A-	73 to 77.9	= C
88 to 89.9%	= B+	70 to 72.9	= C-
83 to 87.9%	= B	69.9 & below	= F
80 to 82.9%	= B-		

## INCOMPLETE AND INCOMPLETE IN PROGRESS:

*Only due to extenuating circumstances, and only if at least 67% of the course requirements have been completed, can a student be given a grade of "I" or "IP" by the instructor's discretion.* A student who receives an "I" will need to complete the remaining course requirements within 10 days after the end of semester. A student in this situation can also be granted an "IP" ("Incomplete in Progress") if the instructor perceives student's difficulties in completing all the work within ten days after the semester ends. In this case, the student will need to fulfill all the course requirements by the end of the following semester. An "I" or "IP" will automatically change to an "F" grade if it is not made up by the required completion date.

## COURSE REQUIREMENTS/ASSIGNMENTS

1. *In-class participation* **50 points**  
(25 points for each weekend)

You will be assessed by your enthusiasm in taking part in class discussion, leading and reporting small group work, and other in class activities and writing exercises (e.g. short reaction, papers to various theories, etc.). For every 3 hours of missed class time, there is a 5-point deduction.

## 2. *Online Activities and Quizzes*

**50 points**

Online weekly participation of the class begins with the semester, the week of May 7, 2012. Ground rules for online participation, instructions for the first week activities, and assignment will be posted online the week before. The format of these online assignments and activities vary. You are to respond to two small activities, or two discussion questions per week. Each Friday, new instructions of the online activities of the following week will be posted. **As a general rule, week cycles begin on Mondays and end on Sundays; thus online assignments should be completed and submitted before or by Sundays, midnight.**

Students' online performance will be assessed according to the qualities of their responses to both the activities and to other students. Some of the characteristics of quality communication and feedback include: meaningful statements with context and content, constructive and respectful criticism or arguments, and clear expression of ideas.

## 3. *Critique of Research Article*

**50 Points**

Each student will be responsible for a critique of one article. Students will select one (1) empirical article (ones that use data), which have been published within the last five years. Choose a topic in your area(s) of interest. Students are required to provide an oral presentation (15 minutes) and written report of their critique. Each student will present their critique of a chosen article to the class on **Sunday May 13, 2012.**

Written Report: Each article critique should be approximately 4 pages in length, excluding title page, abstract, and references. Articles must be typed in the style presented by the American Psychological Association (APA), 6th edition publication. Due on **Sunday May 27, 2012.**

### Guidelines for Article Critique:

- I. Find one article on a topic that is of interest.
  - a. Concerning an issue within the counselling field
  - b. The article must be current (last 5 years) and it must be an empirical study
  - c. The article must be published in a scholarly journal
- II. Consider the following points in the summary of your paper and presentation:
  - a. What is the question under investigation and why the authors find it interesting and important to research
  - b. What hypotheses are tested?
  - c. Summarize their findings and how the results were interpreted
  - d. What conclusions did the authors draw from their findings
- III. Discuss the value and strengths of the study as well as its deficits:



- a. Do you agree that this is the correct way to frame the question under investigation? Do you find it an interesting question?
  - b. The way the hypotheses were operationalized was appropriate or not? Explain. Were the independent and dependent variables carefully selected? How about the control group?
  - c. Were the findings of the study clearly and completely reported?
  - d. How were the author's conclusions warranted by their findings?
- IV. Identify the shortcomings of the research and clearly state what approach would improve the study.
- V. What significant contributions has this article made in the field of counseling? What questions still remain unanswered? How does this relate to the field of counseling?

**\*\* Additional information will be provided in class during the first weekend meeting.**

**4. *In-class projects and assigned activities* *50 points***

Students will be required to work on various in-class group/individual projects and presentations. The assigned activities will be explained during class.

**5. *Research Proposal* *100 points***

**There are three parts to this activity:**

- **In-class discussion** of ideas will happen during the first weekend meeting and students will commit to a topic by **Sunday May 13, 2012**
- **Individual Presentations** will take place during the second weekend meeting **June 8-10**. Presentations will be 60 minutes. Further instructions will be provided during the first weekend meeting.
- Final **written proposal** must be submitted via the designated dropbox in eCollege by **FRIDAY June 22, 2012**. The research proposal must follow APA guidelines and include the following:
  - Title page
  - Abstract
  - Introduction
  - Literature Review
  - Methods
  - Proposed Analysis
  - Expected Results
  - References (at least 15 peer-reviewed journals published within the last 10 years)

**Instructions for Research Proposal:**

Research proposal involves selecting a research problem that interests you, review the literature regarding the topic, design a study and write the proposal. For this particular project you are required to propose an intervention-based study.

The **written proposal should be at least 15 pages** (including references, but **excluding** the title page, abstract, table of contents, appendix, or tables) and include the following major sections, along with appropriate subsections as outlined in your course readings:

1. Introduce the problem/topic of interest by discussing prior research in the area theoretical context which account for need in this research. Discuss the general practical, scientific, ore historical context to provide background information regarding your planned research
2. Literature review of at least 15 articles to support the rationale and purpose for proposing your research (i.e. what are the gaps in current knowledge)
3. Statement of research questions: explain the research questions and discuss how obtaining the answers to these questions will advance the counseling field. Include a hypothesis which corresponds to each of the research questions.
4. Discuss the methods in which you plan to carry out your proposed research. It is important to be specific and it should include the following sub sections:
  - a. Describe the population that you plan to recruit for you study. This includes demographics, sampling procedures and sample size.
  - b. How will you recruit your participants? Do you plan to use flyers? Provide sample of recruitment material with your final paper.
  - c. How do you plan to obtain informed consent? What are the potential risks and benefits for participants who enter the study?
  - d. Provide a description of your research design and how you plan to implement your proposed idea (i.e. experimental conditions)
  - e. How do you plan to measure the independent and dependent variables in the study
  - f. What are the data analyses methods that you plan to use? And what do you expect to find.
5. In the discussion section include some of the potential limitations of your proposed study (i.e. validity, reliability, generalizability, etc.) and implications of your study.

### TENTATIVE COURSE OUTLINE AND ASSIGNMENT SCHEDULE

Week	Dates	Themes/Topics	Readings	Assignments
1	5/7/12 to 5/13/12	Introduction, What is research?, identifying research topics, professional writing, evaluating articles.	Chapters 1, 2, 6-10	Online Posting In-Class Activities <b>Presentation of Critiques (Sunday)</b>
2	5/14/12 to 5/20/12	Scholarly research, qualitative vs. quantitative research	Articles will be posted on line	Online Posting
3	5/21/12 to 5/27/12	Program Evaluation	Chapter 3 & 4	Online Postings <b>Written Critique Due (Sunday 5/27)</b>
4	5/28/12 to 6/03/12	Ethical Issues in Research	Chapter 5	Online Posting
5	6/04/12 to 6/10/12	Methodological	Articles will be posted online	Online Posting <b>Presentations</b>
6	6/11/12 to 6/17/12	Methods, investigator, experimenter, and participant bias, analyzing the data	Chapter 13 Handouts	Online Posting
7	6/18/12 to 6/24/12	Drawing Inferences Collecting data, measurement principles and sources	Chapter 11-12, 14 Articles will be posted online	Online Posting <b>Written Proposal Due (FRIDAY 6/22)</b>
8	6/25/12 to 6/27/12	Concluding Remarks	None	Online posting

### UNIVERSITY POLICIES AND STATEMENTS

#### **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

### **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student

Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

**The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

**Instructional Contact Hours/Credit Statement**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the e-classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### ACKNOWLEDGEMENT OF THE SYLLABUS

I have read and understand the syllabus and the course requirements of **PC6521 Research and Program Evaluation**, taught by **Patrice Bounds**. By signing I further acknowledge the requirements and restrictions of Confidentiality and Limits of Confidentiality. I further acknowledge that I will be subject to video or audio taping, and that these tapes may be attended to by the class, instructor, Counselor Education faculty/staff, and any administrator of Argosy University if deemed necessary by any/all of these individuals.

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Student Signature

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Date

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Print Name