

North Carolina Central University
“Communicating to Succeed”
“Preparing Educators for Diverse Cultural Contexts for the 21st Century”

The School of Education’s Vision: To become an international community of scholars who are culturally responsive educators and practitioners

COUNSELOR EDUCATION PROGRAM MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is “to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services”. Central to this aim is “the development of leaders who promote social justice and dedicate themselves to the well-being of a global society”. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus
CON 8920
Advanced Applied Research in Counseling
Spring 2026

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Office Hours:

REQUIRED TEXTS & RESOURCES

Atlas.ti Web Student License

ATLAS.ti is powerful qualitative data analysis (QDA) software that helps researchers, academics, and students organize, code, analyze, and visualize unstructured data (text, audio, video, images) to find patterns, themes, and insights, increasingly enhanced with AI for automatic coding and summaries, available on desktop, web, and mobile. It's used across social sciences, education, market research, and more, enabling features like real-time collaboration and content analysis.

Option 1: Personalized (monthly, Web-Only) **\$14/month**

Requires proof of student status after purchase

License cannot be shared. Access via web browser only, ATLAS.ti for Windows and Mac is not included.

OR

Option 2: ATLAS.ti Student License (one year) (PC, Mac + Web)

\$130 Annually

OR

Option 3: ATLAS.ti Student License (six months) (PC, Mac + Web)

\$71.00 per half year

2. Galvan, M.C., & Galvan, J.L. (2024). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences* (8th ed.). Routledge. <https://doi.org/10.4324/9781003317098>
 Amazon https://www.amazon.com/Writing-Literature-Reviews-Students-Behavioral/dp/1032328681/ref=tmm_pap_swatch_0

\$57.09

3. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). \$31.02

4. JMP

SUPPLEMENTAL TEXTS

Creswell, J. W. & Roth, C. N. *Qualitative Inquiry & Research Design: Choosing among the five Approaches* (4th edition). Sage Publications: New York, NY.

COURSE DESCRIPTION:

This course examines various approaches to research methodology, statistical analysis, and program evaluation in counseling. The methodological focus is on qualitative, quantitative, action research, and evidence- or outcome-based research. Students will develop skills in data collection and basic statistical analysis. Research aimed at improving counseling effectiveness as well as opportunities, challenges, ethics, and legal issues in research and evaluation are considered. By the end of the semester, each student will have had the opportunity to learn and apply the skills needed to evaluate the methodological adequacy of published research and will understand the critical steps in designing and conducting a research project.

COURSE PREREQUISITES:

ECD 8910: Applied Research in Counseling

COUNSELOR EDUCATION DOCTORAL PROGRAM LEARNING OBJECTIVES

Counseling

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the counseling knowledge, attitudes, skills, and dispositions of highly competent counseling practitioners.

Supervision

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the supervision knowledge and skills of highly competent counseling supervisors.

Leadership and Advocacy

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display leadership in the counseling profession.

Teaching

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery of pedagogy in counseling.

Research and Scholarship

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery in research and scholarship.

CON 8920 - STUDENT LEARNING OUTCOMES

Students will be able to . . .

1. Learn about the importance of research in advancing of the counseling profession including how to critique research to inform counseling practice.
2. Demonstrate understanding and knowledge of quantitative, qualitative, and mixed methods approaches to

counseling research.

3. Demonstrate knowledge and proficiency in assessment and testing to inform treatment planning with diverse clients.
4. Will learn about ethical and culturally relevant strategies for conducting, interpreting, and reporting.

COURSE FORMAT

This course is a face-to-face, in-person seminar course that meets weekly.

COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
5. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919/530-7676).
6. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Please check the Bb site, should on-campus classes be cancelled – AND – please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

GRADED COURSE ASSIGNMENTS

1. Pre-Test Qualitative, Quantitative & Mixed Method Research Knowledge Tests (Graded for adherence to instruction and completeness.)
2. In class Activities on Qualitative and Quantitative Data Analysis
3. Article Analysis #1: Critique Qualitative
4. Article Analysis #2: Critique Quantitative
5. Post-Test Qualitative, Quantitative & Mixed Method Research Knowledge Tests (What you score on the Post-tests will count.)
6. JMP Case studies Review of Questions
7. Literature Review & Finding the GAP Paper and Presentation
8. Qualitative Analysis using Atlas.ti – *Color of Fear* Transcript
9. In Class Research Study using JMP

Pre-Test Qualitative, Quantitative, and Mixed Method Research Knowledge Tests

Qualitative Research Knowledge Test

The Qualitative Quantitative Research Knowledge Test is designed to address and cover part of the content in the CACREP standard 6.B.4.A: *Doctoral students will understand research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypothesis.* As you complete this pretest and posttest activity, focus on understanding the foundational components of Qualitative research design. Is this a design that you would like to use in your dissertation?

Step 1: This test is to assess where you are in your understanding of qualitative research at this moment in time. Try your best and select & give the best answer you can. You are to complete this test **without the assistance of another person or resource** (e.g. book, internet, article, etc.). Please submit by 3 PM the next class.

Step 2: Now that you have completed this test. Read the article “**Step-by-step guide to critiquing research. Part 2: Qualitative Research.**” As you read, grade your test by looking up the answers in the article. Each question is worth one point. No partial credit. Do not change your answers. You may write/type the correct answers in next column.

Please indicate how many you got correct out of 65 points	
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Step 3: Save your exam “LastName QualTest Spring 2026.” Then, please upload your completed test with corrections to Canvas. Email me the number you got correct: “Qual Test score: ??.”

Quantitative Research Knowledge Test

The Quantitative Research Knowledge Test is designed to address and cover part of the content in the CACREP standard 6.B.4.A: *Doctoral students will understand research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypothesis.* As you complete this pretest and posttest activity, focus on understanding the foundational components of Quantitative research design. Is this a design that you would like to use in your dissertation?

Step 1: This test is to assess where you are in your understanding of quantitative research at this moment in time. Try your best and select & give the best answer you can. **You are to complete this test without the assistance of another person or resource** (e.g. book, internet, article, etc.). Please submit by 3 pm the next class.

Step 2: Now that you have completed this test. Read the article “**Step-by-step guide to critiquing research. Part 1: Quantitative Research.**” As you read, grade your test by looking up the answers in the article. Each question is worth one point. No partial credit. Do not change your answers. You may write/type the answers in the column to the right.

Please indicate how many you got correct out of 55 points	
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Step 3: Save your exam “LastName QuanTest Spring 2026.” Then, upload your completed test with corrections to Canvas. Email me the number you got correct: “Quant Test score: ??.”

Mixed Method Research Knowledge Test

The Mixed Method Research Knowledge Test is designed to address and cover part of the content in the CACREP standard 6.B.4.A: *Doctoral students will understand research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypothesis.* As you complete this

pretest and posttest activity, focus on understanding the foundational components of mixed method research design. Is this a design that you would like to use in your dissertation?

Step 1: This test is to assess where you are in your understanding of mixed method research at this moment in time. Try your best and select & give the best answer you can. You are to complete this test without the assistance of another person or resource (e.g. book, internet, article, etc.). Please submit by 3 pm the next class.

Step 2: Now that you have completed this test. Read the article “**A Strategy to Identify Critical Appraisal Criteria for Primary Mixed-Method Studies.**” As you read, grade your test by looking up the answers in the article. Each question is worth one point. No partial credit. Do not change your answers. You may write/type the answers in the column to the right.

Please indicate how many you got correct out of 50 points	
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Step 3: Save your exam “LastName MixedTest Spring 2026.” Then, upload your completed test with corrections to Canvas. Email me the number you got correct: “Mixed Method Test score: ??.”

Literature Review and Finding the GAP Paper (70%) and Presentation (30%)



Rationale: This assignment prepares doctoral students to write scholarly literature reviews for journal publication and to identify significant research gaps for their three-article dissertation. Using Galvan, M.C., & Galvan, J.L. (2024). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences* (8th ed.) as the foundational text, students will develop expertise in systematic literature searching, thematic synthesis, critical analysis, and gap identification.



The assignment consists of two major components: (1) a 20-25-page literature review paper that synthesizes current research, critically analyzes theoretical and methodological approaches, and clearly identifies a gap suitable for dissertation research; and (2) a 20-25-minute professional conference-style presentation with Q&A that communicates

the literature review findings and gap analysis to a scholarly audience. Students will learn to move beyond simple study summaries to sophisticated thematic synthesis, preparing them for publication in peer-reviewed journals. **Detailed assignment instructions, grading rubrics, required readings, and submission guidelines are available in Canvas.**

JMP Case Studies

This is a hybrid assignment that will be done in class and at home. We will be review case studies and answer discussion questions from last semester:

	Case Study No.	Case Study Name	Key Concepts	Objective	JMP Learning Library https://www.jmp.com/en/learning-library/all-topics
	JMP001	Medical Malpractice	Summary statistics, frequency distribution, histogram, box plot, bar chart, Pareto plot, and pie chart	Explore claim payment amounts for medical malpractice lawsuits and identify factors that appear to influence the amount of the payment using descriptive statistics and data visualizations.	Please watch: Graphical Displays and Summaries> Histograms, Descriptive Statistics, and Stem and Leaf; then watch Bar Charts and frequency Distributions; then Box plots; then Parto Plots and Pie Charts.
	JMP005	Improving Patient Satisfaction Health Care Case: Endocrinology Group Patient Feedback	Frequency distribution, summary statistics, Pareto plot, tabulation, scatterplot, run chart, correlation	Analyze patient complaint data at a medical clinic to identify the issues resulting in customer dissatisfaction and determine potential causes of decreased patient volume.	Please watch: <ul style="list-style-type: none"> Graphical Displays and Summaries> Bar Charts and frequency Distributions; Parto Plots and Pie Charts. To get summary statistics in JMP, go to Analyze > Distribution, select a

					quantitative variable (indicated by a blue icon), place it in the "Y, Columns" box, and click OK.
	JMP007	Treatment Facility	Summary statistics, time series plots, normal quantile plots, two sample t-Test, unequal variance test, Welch's test	Determine what effect a reengineering effort had on the incidence of behavioral problems and turnover at a treatment facility for teenagers.	
	JMP008	Siblings	Histograms, normal quantile plots, log transformations, confidence intervals, inverse transformation	Use data from a survey of students to perform exploratory data analysis and to evaluate the performance of different approaches to a statistical analysis.	

Research Article Critiques – Quantitative and Qualitative

Rationale:

Critiques of qualitative and quantitative research articles equips doctoral students with the analytical tools needed to move from passive readers to active, informed scholars. By evaluating how studies are conceptualized, designed,

executed, and interpreted, students develop a deep understanding of every stage of the research process—from literature review and methodological choice to data analysis and conclusions. Critiquing exposes students to a wide range of designs and analytic techniques, helping them identify which methods are appropriate, which are flawed, and why. This practice strengthens critical thinking by training students to question assumptions, recognize bias, evaluate the strength of evidence, and identify logical inconsistencies. It also helps students see that no study is perfect, fostering the capacity to discern both strengths and limitations while locating meaningful gaps in the literature that can inform future inquiry.

More importantly, critique assignments build the methodological awareness and evaluative habits essential for doctoral-level scholarship. By repeatedly examining published work, students internalize standards of rigor, credibility, and clarity, enabling them to judge the reliability and usefulness of research for their own projects. This process directly enhances their ability to design sound studies, write effectively, interpret findings responsibly, and contribute new knowledge to their field. Engaging with critique also promotes a growth mindset, revealing research as an iterative, revisable process rather than a fixed product. Ultimately, critiquing qualitative and quantitative articles prepares doctoral students not only to understand and consume research but also to become confident, competent producers of high-quality scholarship.

Students will analyze articles focusing on the research design and the relationships among theory, methods, and claims. Analysis will be conducted to identify research questions, theoretical framing, research design and methods for participant selection, data collection, and data analysis. By analyzing research methodology as reported in the article, students will evaluate strengths and weaknesses of the research report and the claims the author(s) make.

Analysis #1: Critique a Quantitative Research Article

“In critiquing the steps in the research process a number of questions need to be asked. However, these questions are seeking more than just a simple ‘yes’ or ‘no’ answer. The questions are posed to stimulate [you as the reviewer] to consider the implications of what the researchers have done. Does the way a step has been applied appear to add to the

strength of the study or does it appear as a possible limitation to the implementation of the study's findings? (See Table 1)." (Coughlan, Cronin & Ryan, 2007, p. 659)

Using the article, the "Step-by-step guide to critiquing research. Part 1: quantitative research" critique the following article: *Long-Term Outcomes of a Therapist-Supported, Smartphone-Based Intervention for Elevated Symptoms of Depression and Anxiety: Quasi-experimental, Pre-Post-intervention Study*.

In order to critique this article, you may need to get more information from the literature or internet so that you understand the concepts fully. Please indicate what sources you use in your in-text citations and reference sections. Your critique paper should have an APA title page, page numbers, in-text citations, and a reference page. Read **both** articles thoroughly.

By answering these questions posed in the article, you will help to identify the trustworthiness of the study and its applicability to counseling practice.

Please refer to Table 1 and the paragraphs covering each section. Your responses should address the questions in the tables and the content mentioned in the paragraphs. Your response should cover the area thoroughly.

Here is an example of a critique response for "writing style." The article being critiqued is by Flynn and Brown (2008) entitled "Co-occurring disorders in substance abuse treatment: Issues and prospects."

Writing Style

According to the USC Libraries' *Organizing Your Social Sciences Research Paper guide* (2024), academic writing style is defined as a formal style of expression that researchers use to define the intellectual boundaries of their disciplines and specific areas of expertise. It emphasizes a formal tone, the use of the third-person perspective, a clear focus on the research problem under investigation, and precise word choice. The purpose of this style is to communicate complex ideas clearly, logically, and objectively within the scholarly community. One of the most important attributes

of a good writer is the ability to explain complexity in a way that is understandable and relatable to the topic being presented.

Flynn and Brown's (2008) article is generally well written, formal, and adheres to the conventions of scholarly research writing. It maintains an objective tone, uses precise terminology appropriate for the field, and is organized into clearly defined sections (Introduction, Prevalence, Treatment Response, Issues, Recommendations) that follow a logical progression. Sentences are typically clear and direct, and the authors consistently use third-person voice and discipline-specific terminology without excessive jargon. The structure resembles standard journal formatting, and transitions between topics are smooth, helping the reader follow the argument.

That said, the article is lengthy and dense, occasionally relying on long paragraphs that could be more concise. While the terminology is appropriate for academic audiences, some sections accumulate multiple citations and complex qualifiers, which may hinder readability for non-specialists. A few paragraphs (especially in the treatment response and staffing sections) introduce numerous statistics and references in rapid succession, which could be broken up or summarized for greater clarity. Overall, however, the writing is rigorous, technically appropriate, and consistent with expectations for peer-reviewed research.

According to the APA manual, use the following sections as headers in your paper. In your critique, please address the following:

1. Elements influencing believability of the study
 - a. **Writing Style (see example above)**
 - b. Authors
 - c. Report Title
 - d. Abstract (Does it follow the current APA manual? Or the instructions of the journal?)
2. Elements influencing robustness

- a. Purpose of the study/research problem
 - b. Logical consistency
 - c. Literature Review
 - d. What is the gap identified in the literature?
 - e. Theoretical framework
 - f. Aims and objectives/research question/research hypothesis
 - g. Sample and sample size
 - h. Ethical considerations (Consider what you learned in your CITI training as well)
 - i. Operational definitions
 - j. Methodology: research design (See Table 2)
 - k. Methodology: data collection
 - l. Methodology: instrument design
 - m. Methodology: validity and reliability
 - n. Analysis and results
 - o. Discussion/conclusion/recommendations
3. Overall impression (critique) of the article - trustworthiness of the study and its applicability to counseling practice.
 4. What did you learn from this study?

Analysis #2: Critique a Qualitative Research Article

As with a quantitative study, critical analysis of a qualitative study involves an in-depth review of how each step of the research was undertaken.

Using the article, the “Step-by-step guide to critiquing research. Part 2: qualitative research” critique the following article: *Are There Long-Term Effects of Behavior Therapy for Adolescent ADHD? A Qualitative Study*.

In order to critique this article, you may need to get more information from the literature or internet so that you understand the concepts fully. Please indicate what sources you use in your in-text citations and reference sections.

Your critique paper should have an APA title page, page numbers, in-text citations, and a reference page. Read **both** articles thoroughly.

According to the APA manual, use the following sections as headers in your paper. In your critique, please address the following:

1. Elements influencing believability of the study
 - a. Writing Style
 - b. Authors
 - c. Report Title
 - d. Abstract (Does it follow the current APA manual? Or the instructions of the journal?)
2. Elements influencing robustness of the research
 - a. Statement of the phenomenon of interest
 - b. Purpose/significance of the study
 - c. Literature review
 - d. What is the gap identified in the literature?
 - e. Research Question
 - f. Theoretical framework
 - g. Methodology: research design (Address topics covered in Tables 2 and 3)
 - h. Sampling
 - i. Ethical considerations (Consider what you learned in your CITI training as well)
 - j. Data collection
 - k. Data analysis
 - l. Rigour (trustworthiness)
 - m. Findings and discussion
 - n. Conclusions, implications, and recommendations
 - o. References
 - p. Conclusion

3. Overall impression (critique) of the article - trustworthiness of the study and its applicability to counseling practice
4. What did you learn from this study?

Post-Test Qualitative, Quantitative & Mixed Method Research Knowledge Tests

(What you score on the Post-tests will count.) Complete all three tests without the use of a person or any other resource. Grade the test using articles and submit to CANVAS.

Qualitative Analysis Using Atlas.ti – Color of Fear

Thematic and Discourse Analysis of "The Color of Fear" Documentary Transcript

Assignment Overview

In this assignment, you will conduct a qualitative analysis of the transcript from the documentary *The Color of Fear* (1994) using Atlas.ti software. Specifically, you will employ **thematic analysis** with elements of **discourse analysis** to examine complex dialogues about race, identity, and interpersonal dynamics. This analysis will help you develop skills in systematic coding, theme identification, and interpretation of dialogical data relevant to multicultural counseling practice. Please utilize the following for your assignment:

- A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research, Naeem, Ozuem, Howell, and Ranfagni (2023).
-

Methodological Approach

Thematic Analysis

Thematic analysis is a flexible qualitative method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). Unlike content analysis, which focuses primarily on counting and categorizing manifest content, thematic analysis emphasizes interpretation and meaning-making.

Key characteristics of thematic analysis:

- **Inductive and iterative:** Codes and themes emerge from close engagement with the data rather than being imposed beforehand
- **Interpretive:** Goes beyond surface-level description to explore underlying meanings and implications
- **Flexible:** Can be applied across various theoretical frameworks and research questions
- **Theme-focused:** Identifies patterns of meaning across the dataset that address the research questions

In this assignment, you will:

- Develop codes that capture significant patterns in the dialogue
- Group related codes into broader themes
- Interpret what these themes reveal about racial dialogue, identity, and communication
- Connect themes to multicultural counseling theory and practice

Discourse Analysis (Elements)

While your primary approach is thematic analysis, you will also incorporate elements of discourse analysis to examine *how* language functions in the dialogue.

Discourse analysis examines:

- **Language in action:** How words are used to construct meaning, identity, and reality
- **Power dynamics:** Who speaks, who is silenced, whose perspective is validated or dismissed
- **Sequential organization:** How statements follow one another and create conversational patterns
- **Positioning:** How speakers position themselves and others through language choices

- **Social context:** How broader social structures (like racism) are reflected and reinforced through talk

In this assignment, you will attend to:

- Conversational sequences (e.g., what follows denial? What precedes breakthrough?)
- Communication patterns that reflect power and privilege
- How speakers construct and defend their racial identities
- The rhetorical strategies participants use (e.g., denial, storytelling, confrontation)

Why This Hybrid Approach?

The combination of thematic and discourse analysis is particularly appropriate for analyzing *The Color of Fear* because:

1. **Complexity of content:** Racial dialogue involves both explicit content (what is said) and implicit processes (how it's said, what functions it serves)
2. **Clinical relevance:** As counselors, you need to understand both the themes clients present AND the communication dynamics in therapeutic relationships
3. **Layered analysis:** Thematic analysis captures patterns of meaning while discourse analysis reveals power dynamics and interactional processes
4. **Reflexivity:** Both approaches require reflection on your own positionality and interpretive process

Your Analytical Stance

As you conduct this analysis, you will:



- **Engage reflexively:** Continuously reflect on how your own racial identity, experiences, and biases shape your interpretation
- **Balance rigor and flexibility:** Follow systematic procedures while remaining open to unexpected insights
- **Move between data and interpretation:** Stay grounded in what participants actually say while also interpreting deeper meanings
- **Connect micro and macro:** Link specific exchanges to broader patterns of racial discourse in society
- **Apply to practice:** Consider implications for counseling relationships and multicultural competence



Learning Objectives




By completing this assignment, you will:

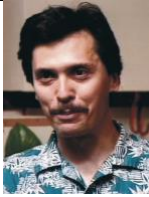
- Develop proficiency in using Atlas.ti for qualitative textual analysis
- Apply thematic analysis procedures to systematically code and identify themes
- Incorporate discourse analysis techniques to examine communication patterns and power dynamics
- Synthesize qualitative findings relevant to multicultural counseling practice
- Demonstrate reflexivity about your positionality as a researcher analyzing racial dialogue
- Connect analytical findings to multicultural counseling theory and competencies

STEP by STEP Guide for assignment in Canvas

Group Members of <i>Color of Fear</i>	Description of Men in the Group by Group Therapist Lee Mun Wah
<p>Loren Moye, Teacher (American of African Descent)</p> 	<p>Loren was a teacher's aide at a San Francisco middle school where I was a Resource Specialist. I always found him very intelligent and knowledgeable about race issues and current events. I chose him because I found him very forthright and genuine. During the filming, he surprised me by his moving stories and insights. He was an important contrast to Victor and, to me, equally effective and memorable. I will always remember his Appalachian speech and the one about having to still shuffle in corporate America.</p>
<p>Roberto Almanzan, Therapist, Diversity Trainer (American of Latin Descent)</p> 	<p>Roberto was probably the one person in the film that I knew the longest. Roberto and I met during the time I was doing a great deal of group work with men. I instantly found him to be a kind and passionate Latino man. He had a way about him that made you feel comfortable and safe. In some ways, I always felt he was the elder of the group.</p> <p>One of my fondest memories of him was attending a meeting with a group EuroAmerican men to help plan a men's conference. The leader of the group wanted us to get started immediately, but Roberto stopped him because he first wanted us to process what it was like for us, as men of color, coming into a predominantly White, wealthy neighborhood. I was astounded by his candor and willingness to risk revealing the truth so easily. It changed the whole course of the meeting and my impression of him from that moment on.</p>

	<p>His role in the film, especially the part about what it means to be an American, gave words to so many of us who have felt like outsiders for so long, but couldn't find the words to describe our pain and anguish. To me, it was the turning point in the film, especially for the men of color.</p>
<p>David Christensen, Jeweler (American of European Descent)</p> 	<p>David was one of the last ones I chose for the cast because he was the only one I didn't know personally. From the beginning, I had a very strong sense of the type of EuroAmerican man I wanted – a middle aged man who was racist and didn't know it, but might be willing to hear a different point of view. I asked a friend of mine, Spencer Brewer, if he knew anyone who might fit that particular description, and he said he knew just the perfect person. When I met David, I wasn't particularly impressed. He definitely looked unassuming, but the moment he started talking, he emerged as the exact kind of person I was looking for. He talked about how Blacks were irresponsible and couldn't be trusted, Chinese wouldn't share anything, and Hispanics often took siestas.</p> <p>In retrospect, I have often wondered why he didn't mention any of these stereotypes during the filming. What I have finally come to realize is that he probably didn't because he was only one of two White men in a room filled with a majority of people of color – a situation that EuroAmericans seldom have to experience, unless they are on vacation in another country. And so, finding himself in this situation, he became a "brother" to everyone.</p> <p>In private, David later revealed that he thought Victor was on welfare and that most of the men of color hadn't gone to college. When he discovered that he was the only one who didn't go to college, he became "a brother" to all the men. Funny how not being in power changes one's perspective and sense of safety.</p>
<p>Yutaka Matsumoto, Therapist (American of Japanese Decent)</p> 	<p>Yutaka was someone I knew when we were organizing Men of Color Conferences. As a therapist and friend, I found him very thoughtful and considerate. Though he was not my first choice, he certainly added many unique insights to what it is like being a Japanese man in this country. My first choice was another Chinese man who was very outspoken and impassioned against racism and other injustices, but I just couldn't locate him in time. I have often wondered about what kind of impact he would have made on the film. He certainly would have broken the Chinese myth about quiet, mild mannered Asian men. But then again, it was Yutaka's tender connection with David Christensen that also helped David Christensen become more open to hearing what people of color go through on a daily basis and the plight of Japanese Americans during the internment.</p>

<p>Victor Lewis, Diversity Trainer, Universal Life Minister (American of African & Cherokee Decent)</p> 	<p>Many folks have wondered how I came about choosing Victor. Actually, I bumped into him at a store and asked him if he wanted to be in the film. I really had no one in particular in mind, other than Loren Moye. I first learned about Victor when I read an article about urban racism that Victor had written, and I was taken by his clarity and passion.</p> <p>During my visits with Harrison Simms, the Director of the Oakland Men’s Project, I had an opportunity to watch Victor presenting a series of diversity exercises. He struck me as very charismatic and knowledgeable about race issues. I chose him, very much like Hugh, for his diversity training experience and for the passion he might bring to the film. Obviously, he exceeded my expectations. His speech about what it is like to a black man in America and the spikes in the road are forever etched in our hearts because it boldly describes our daily experiences as folks of color and the reality of the two Americas.</p>
<p>Gordon Clay, Founder/Director, Wildwood Hermitage (American of European Decent)</p> 	<p>Gordon was someone who I had also known while I was doing men’s work. I chose him because he would often console me on the phone when I felt alone and isolated as a man of color in predominately all White groups. I later realized that though I appreciated his talking to me, I was also perplexed as to why he didn’t say anything while he watched me struggling to get everyone to understand what I was going through as a man of color. I felt that his role in the film was to represent my experience of many EuroAmericans – seeing something happen that was discriminatory, but not saying anything. Much like the “don’t ask, don’t tell” process operating in this country.</p>
<p>David Lee, Psychologist, Lawyer, Diversity Trainer (American of Chinese Decent)</p> 	<p>I did not choose David, but rather I think I was persuaded. He came to see me after hearing I was interviewing for my film. I had met him through Victor Lewis when they were both working for the Oakland Men’s Project. He told me that it was important to have a gay and Asian person in the film. I am not sure whether he suggested himself or led me to that conclusion, but he was perfect for the film. He has a way about him that is direct, yet persuasive – much like a lawyer, which he is. He has a keen sense of taking what seems very complex and making it into a simple, yet important point.</p>
<p>Hugh Vasquez, Diversity Trainer, Former Director of Todos (American of Latin and European Decent)</p>	<p>Hugh worked with New Bridges (a youth-oriented camp dealing with diversity issues) in Oakland, California, along with Victor. I chose him because he had a sense of fairness in him that came across when the moment got heated and polarized. During the filming, I sensed that David Christensen listened to Hugh because of his compassion and his willingness to be honest with him about the experiences of Latinos in this country. One of the things that Hugh mentioned after the filming was that he came to the filming feeling burnt out about diversity work and left feeling hopeful and energized.</p>



Lee Mun Wah, Documentary filmmaker, Author, Poet, Asian folk teller, Educator, Community therapist and Master diversity trainer (American of Chinese Decent)







For more than 25 years he was a resource specialist and counselor in the San Francisco Unified School District. He later became a consultant to private schools, working with students that had severe learning and behavioral issues. Lee Mun Wah is now the Executive Director of Stirfry Seminars & Consulting, a diversity training company that provides educational tools and workshops on issues pertaining to cross-cultural communication and awareness, mindful facilitation, and conflict mediation techniques. Thousands of people from government and social service agencies, corporations and educational institutions have taken Lee Mun Wah's workshops and partnered with Stirfry Seminars & Consulting on their diversity initiatives









In Class Research Study using JMP






COURSE SCHEDULE







*(**Instructor reserves the right to adjust the schedule and assignments**)*










 = Readings
  = Videos
  = Assignment







DATE	TOPIC	READINGS, FILMS, & ACTIVITIES	CACREP Standard Addressed	ASSIGNMENT DUE (submitted by 3 pm)
Week 1 1/14	Introduction, Syllabus and Course Overview	N/A	N/A	N/A
Week 2 1/21	Quantitative, Qualitative, and Mixed methods in Research	<p> Read: Step-by-step guide to critiquing research Part I- Quantitative Research</p> <p> Read: Step-by-step guide to critiquing research Part II - Qualitative Research</p> <p> Read: A Strategy to Identify Critical Appraisal Criteria for Primary Mixed-Method Studies</p> <p>In Class/Home Activities: Qualitative Data Analysis Activity and Resource Guide</p>	<p>6.B.4.a – research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses</p> <p>6.B.4.b quantitative data analysis methods</p> <p>6.B.4.c - qualitative approaches to data analysis</p>	<p> Pre-Test: Qualitative, Quantitative, and Mixed Method Research Knowledge Tests</p>

		Quantitative Data Analysis Activity and Resource Guide		
Week 3 1/28	Literature, Research Questions, and Action Research	 In class watch: <i>Color of Fear</i> (90 minutes)  Read: Galvan & Galvin Chapter 1. Writing Reviews of Academic Literature: An Overview  Read: A Practical Guide to Writing Quantitative and Qualitative Research Questions and Hypotheses in Scholarly Articles  Read: Participatory Action Research: Strategies for Implementation in Counseling Outcome Research	6.B.4.a - research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses 6.B.4.g research questions or hypotheses appropriate for professional research and publication	 Completed Qualitative Data Analysis Activity and Resource Guide Completed Quantitative Data Analysis Activity and Resource Guide
Week 4 2/4 CACREP Meeting	Orientation to Atlas.ti Qualitative Analysis Software	 Read: Galvin & Gavin Chapter 2. Learn to Navigate the Electronic Resources in Your University's Library;  Watch: Getting Started with Atlas.ti: Simplify Your Qualitative Data Analysis Process (20:46)	6.B.4.c qualitative approaches to data analysis	 Two page single spaced or four page double spaces synopsis of what you learned today. Cover reading and Orientation to Atlas.ti. Due at 11:59PM.

		<p>https://www.youtube.com/watch?v=WggwE63OCtI</p> <p> Watch: Mastering ATLAS.ti: Uploading Data and Organizing Demographics (17:24) https://www.youtube.com/watch?v=G7PjAzIf-RQ</p> <p> Watch: Mastering Qualitative Data Coding with ATLAS.ti: A Step-by-Step Guide (25:15) https://www.youtube.com/watch?v=Wj45MVxHWOA</p> <p> Watch: Mastering Theme Development in ATLAS.ti: A Step-by-Step Guide (18:33) https://www.youtube.com/watch?v=dGDGof3RAN8</p> <p> Watch: AI-Powered Qualitative Analysis in ATLAS.ti: A Complete Guide (15:34) https://www.youtube.com/watch?v=42XJcIVcYnE&list=PLSOjmgd2Fg_kH-20UsNfOSorzi-f8aFO9&index=5</p> <p> Watch: Disclose AI Use in Research the Right Way Free Tools for Academics (8:00) https://www.youtube.com/watch</p>		
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		<p>?v=J4t8lgyTouA&list=PLSOjmgd2Fg_kH-20UsNfOSorzi-f8aFO9&index=17</p>		
<p>Week 5 2/11</p>	<p>Qualitative Data</p> <p>Types of Qualitative Analysis</p>	<p> Read: A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research</p> <p> Watch: Thematic analysis in qualitative research - example of Braun and Clarke's six stage process https://www.youtube.com/watch?v=zC6H5v2yuxc</p> <p> Read: What is Discourse Analysis? An Introduction & Guide</p> <p> Watch: Discourse Analysis - https://youtu.be/bSAbg7yHgfl</p>	<p>6.B.4.a - research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses</p>	
<p>Week 6 2/18</p>	<p>Literature Review Loading</p>	<p> Read: Galvan & Galvin Chapter 3. Selecting a Topic for Your Review</p> <p> Read: Galvan & Galvin Chapter 4. Organizing Yourself to Begin the Selection of Relevant Titles;</p>	<p>6.B.4.h. professional writing for peer-reviewed journal publication</p> <p>6.B.4.d. models and methods of sampling relevant to research design</p>	

		 Read: Galvan & Galvin Chapter 5. Conduct a Deep Analysis of the Articles; Read: Webster (2023) Sampling Methods, Types & Techniques - Qualtrics		
Week 7 2/25	Literature Review Still Loading plus Measurement & instrument design	 Read: Galvan & Galvin Chapter 6. Analyzing Quantitative Research Literature;  Read: Galvan & Galvin Chapter 7. Analyzing Qualitative Research Literature;  Read: Galvan & Galvin Chapter 8. Organizing Your Notes by Grouping the Results of Your Analysis; Read: Pittman & Bakas (2010), Measurement and instrument design	6.B.4.h. professional writing for peer-reviewed journal publication 6.B.4.e. models and methods of instrument design	
Week 8 3/4	Critiquing Qualitative & Quantitative Research Literature Review	 Read: 9. Synthesizing Trends and Patterns: Preparing to Write;  Read: 10. Guidelines for Writing a First Draft;  Read: 11. Guidelines for Developing a Coherent Essay;	6.B.4.h. professional writing for peer-reviewed journal publication	 Analysis #1: Critique a Quantitative Research Article  Analysis #2: Critique a Qualitative Research Article

<p>Week 9 3/11</p>	 SPRING BREAK HOLIDAY			
<p>Week 10 3/18</p>	<p>Literature Review</p>	<p> Read: 12. Guidelines for Editing Your Review and Incorporating Feedback;</p> <p> Read: 13. Preparing a Reference List;</p>	<p>6.B.4.h. professional writing for peer-reviewed journal publication</p>	
<p>Week 11 3/25</p>	<p>Educational Intervention Study</p>	<p> JMP Learning: Paired t-Test and Confidence Interval https://www.jmp.com/en/learning-library/topics/basic-inference-proportions-and-means/paired-t-test-and-confidence-interval</p> <p>Read: How to Write Limitations of the Study (with examples) https://www.aje.com/arc/how-to-write-limitations-of-the-study</p>	<p>6.B.4.b quantitative data analysis methods</p> <p>6.B.4.g research questions or hypotheses appropriate for professional research and publication</p>	<p> Post-Test Qualitative, Quantitative & Mixed Method Research Knowledge Tests <i>(What you score on the Post-tests will count.)</i></p> <p> In Class Research Study using JMP</p>
<p>Week 12 4/1</p>	<p>JMP Case Studies Review of Questions</p>	<p>Look at the JMP Table above</p> <p>Watch: How To Write A Research Paper: Conclusion (Step-By-Step Tutorial)</p>	<p>6.B.4.b quantitative data analysis methods</p> <p>6.B.4.h. professional writing for peer-reviewed journal publication</p>	<p>Qualitative Analysis Using Atlas.ti – Color of Fear</p>

		<p>https://www.youtube.com/watch?v=D2QnK8eDvsk</p> <p>Watch: How To Write A Research Paper: Discussion (PROVEN Template) https://www.youtube.com/watch?v=q66mjuMX4VQ</p> <p>Watch: How To Write The Discussion Section For Your Research Paper (DETAILED GUIDE) https://www.youtube.com/watch?v=O4JXM2F-las</p>		
<p>Week 13 4/8</p>	<p>Program evaluation</p>	<p>In class watch: U.S. Department of Health and Human Services: Different Types of Evaluation and When to Use Them (49:35) https://www.youtube.com/watch?v=oXwh8HpLYTs</p>	<p>6.B.4.f models and methods of program evaluation</p>	<p>Summary notes from Different Types of Evaluation and When to Use Them</p>
<p>Week 14 4/15</p>	<p>Culturally Competent Research & Ethics in Research</p>	<p>Read: Stepanova et al (2026) Cultural Competency in Research: A Practical Framework for Use by Researchers, Policymakers, Community Leads and Others When Working With People From Diverse Groups Read:</p>	<p>6.B.4.l strategies for conducting culturally relevant and culturally competent research</p> <p>6.B.4.m ethical considerations and strategies for conducting research</p>	

		<p>Evidence-Based Treatment for Culturally-Diverse Populations: Does Cultural Competence Matter? https://www.youtube.com/watch?v=HMbXoJ6luVA</p> <p>Read: Denison (2025) Ethical considerations in research: Best practices and examples</p> <p>Read & Discuss: Disclose AI Use in Research the Right Way Free Tools for Academics</p>		
<p>Week 15 4/22</p>	<p>Literature Reviews</p>	<p>None</p>	<p>6.B.4.h. professional writing for peer-reviewed journal publication</p>	<p>Literature Review & Finding the GAP Paper and Presentation</p>

COURSE EVALUATION

<p>Method</p>	<p>Points Available</p>
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Class Participation/Student Disposition	100
Pre-Test Qualitative, Quantitative & Mixed Method Research Knowledge Tests	75
In class Activities on Qualitative and Quantitative Data Analysis	50
Article Analysis #1: Critique Qualitative	50
Article Analysis #2: Critique Quantitative	50
Post-Test Qualitative, & Quantitative Research Knowledge Tests	50
JMP Case studies Review of Questions	50
Literature Review & Finding the GAP Paper and Presentation	200
Qualitative Analysis using Atlas.ti – Color of Fear Transcript	100
In Class Research Study using JMP	50
TOTAL	775

GRADING SCALE

Point Total	Final Letter Grade
693.6-775	A
616-693.5	B
538.6-615	C
0-538.5	F

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

ATTENDANCE VERIFICATION POLICY

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits,

hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://nccu-accommodate.symplicity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

CONFIDENTIALITY AND MANDATORY REPORTING

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed

through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, [\(919\) 530-7492](tel:(919)530-7492), studentadvocacy@nccu.edu.
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, [\(919\) 530-7646](tel:(919)530-7646), counseling@nccu.edu.
- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, [\(919\) 530-6106](tel:(919)530-6106), nccupinfo@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

ⁱ Economides, M., Ranta, K., Nazander, A., Hilgert, O., Goldin, P., Raevuori, A., Forman-Hoffman, V. (2019). Long-Term Outcomes of a Therapist-Supported, Smartphone-Based Intervention for Elevated Symptoms of Depression and Anxiety: Quasi-experimental, Pre-Post-intervention Study. *JMIR Mhealth Uhealth*, 7(8) URL: <https://mhealth.jmir.org/2019/8/e14284>
DOI: 10.2196/14284