COUN 641: Counseling Research and Program Evaluation
Fall 2025, Online
Chadron State College

Part 1: Course Information

Instructor Information

Instructor: Tara Wilson, PhD
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Office Hours: Mondays 10-Noon and 1-2pm, Wednesday 1-2pm, Thursdays 10-11am
CSC Online Address: https://chadron.instructure.com/

Credit hours

3 credit hours

Course Description

This course introduces quantitative, qualitative, and mixed research methods. Emphasis will be placed on counseling specific research as the course will encourage students to develop their identify as a practitioner researcher. Counselor program evaluation methods and data collection will be explored.

Requirements: Successful completion of COUN 502 or 503.

Textbook & Course Materials

Required Text(s):

Sheperis, Carl J. (2024) *Counseling Research: Quantitative, Qualitative, and Mixed Methods (3rd ed.)* Pearson. **ISBN: 9780137848881**

Any additional assigned readings will be posted in CSC Online.

Method(s) of Instruction

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

Course Connection to Program Portfolio (Degree-Seeking Students):
A completed, approved, e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed courses. **For this course, your portfolio must include a copy of the syllabus and the Research Proposal assignment.**

Requirements of the course are to maintain an online presence in the class through completion of weekly assignments including reflection assignments, class readings, forum postings, and major paper assignments.

1. **Assignments**
   There are 6 assignments throughout the class. Assignments will be based on the required readings of the week. Please see CSC Online for weekly assignment prompts. Students should aim for a length of <u>at least</u> 2 pages' double spaced, times new roman, 12-point font to provide a sufficient reflection that addresses the readings and supplied prompts. See CSC Online for specific details.
   a. Due <u>Sundays</u> by 11:55pm
   b. 7 assignments total worth 20 points each
2. **Discussions**
   There is one discussion in this class. The purpose of forum discussions is to have a conversation based on how clinicians can incorporate research into their clinical work. It is expected that students read through each forum posting after posting their initial response. Additionally, students are required to respond to a minimum of two peers' posts. All postings must meet that of a graduate level standard.
   a. <u>Initial Posts</u>: Due <u>Wednesdays</u> by 11:55pm.
   b. <u>Reply to 2 Peers' Posts</u>: Due <u>Saturday</u> by 11:55pm. words.
   c. 1 assignments total worth 20 points each
3. **Quizzes**
   Throughout the semester there will be weekly chapter quizzes. They may consist of short answer, matching, essay, and/or multiple choice.
   a. Due <u>Sundays</u> by 11:55pm
   b. <u>21 quizzes, approximately 20 points each</u>
4. **Quantitative Article Critical Appraisal**
   The purpose of this assignment is to develop your critical evaluation skills by analyzing a peer-reviewed research article within the field of counseling. This critique must be a minimum of 4 pages in length, excluding the title and reference page, and written in APA style.
   a. Select an article: Students must choose a peer-reviewed research article, from a counseling specific journal, related to a counseling topic of their interest. Aim to select an article published in the last 5 years. The article must be quantitative in nature, and it must contribute to the knowledge base of counseling practice, interventions, or methodologies.
   b. Write a Critique: Upon reading and reflecting on the article, students will and write a critique of the article which includes:
      i. a concise introduction to the chosen article, including the title, authors, and publication details.
      ii. the key elements of the article, including the research question or purpose, objectives, and main findings.
      iii. the research design and methodology employed in the study. Evaluate the appropriateness of the chosen design for addressing the research question
      iv. the strengths and limitations of the chosen methodology.
      v. the sampling method used and its appropriateness for the study.
      vi. the data collection procedures, including the instruments or measures used and discuss any potential sources of bias in the data collection process.
      vii. how the authors presented the data. Was the data presented in a way that was helpful to the audience?
      viii. Evaluation of the discussion section, considering how well the authors interpret their findings in the context of existing literature.
      ix. a concise summary of your overall critique, highlighting key strengths and weaknesses of the research article

      x. your reflections on the article's contribution to the counseling field. How would this research apply to your work as a counselor?

5. **Qualitative Article Critical Appraisal**

The purpose of this assignment is to develop your critical evaluation skills by analyzing a peer-reviewed qualitative research article within the field of counseling. This critique must be a minimum of 4 pages in length, excluding the title and reference page, and written in APA style.

    a. Select an Article: Students must choose a peer-reviewed research article related to a counseling topic of their interest. Ensure that the article is from the last 5 years. The article should be qualitative in nature, and it must contribute to the knowledge base of counseling practice, interventions, or methodologies.

    b. Write a Critique: Students will read the article and write a critique of the article which includes:

        i. a concise introduction to the chosen article, including the title, authors, and publication details.

        ii. the key elements of the article, including the research question or purpose, objectives, and main findings.

        iii. the research design and methodology employed in the study. Evaluate the appropriateness of the chosen design for addressing the research question

        iv. the strengths and limitations of the chosen methodology.

        v. the sampling method used and its appropriateness for the study.

        vi. the data collection procedures, including the instruments or measures used and discuss any potential sources of bias in the data collection process.

        vii. how the authors presented the data. Was the data presented in a way that was helpful to the audience?

        viii. Evaluate the discussion section, considering how well the authors interpret their findings in the context of existing literature.

        ix. Provide a concise summary of your overall critique, highlighting key strengths and weaknesses of the research article

        x. Conclude with your reflections on the article's contribution to the counseling field. How would this research apply to your work as a counselor?

6. **Research Proposal**

Students will complete a research proposal on a counseling topic of their choice. The below sections will be included.

    a. Proposal - After selecting an educational topic of interest, you will create a brief research plan describing a practical research study that you could conduct in the future. The plan should involve quantitative methods or qualitative methods (as a group choose what type of methodology you would use). Use action research to guide the development of your research plan. You will write a research proposal consisting of 9-15 pages following APA format and include the following sections:

        i. Introduction & brief literature review (3-5 pages): Introduce your topic and synthesize the findings of four or more peer-reviewed journal articles on this topic. At least one of the articles must have contradictory findings or present a different perspective. Of the four articles you chose, you must include at least one quantitative and one qualitative article in the literature review. Articles must come from counseling related journals (i.e. Journal of Counselor Development, Counselor Education and Supervision, Journal of Mental Health Counseling, etc. See Online for a more exhaustive listing). End this section with a statement of the research question and/or hypothesis.

        ii. Description of method (3-5 pages): Present your plan for collecting data. You should include paragraphs that answer the following questions (structure this section using APA Level 2 headings for each paragraph):

            1. Participants: Who would participate in your study?

            2. Measures: What questionnaires, tests, interview questions, or other instruments would you use to collect data? Be sure to explain how you

would improve the reliability and validity of these methods (i.e. what could be potential limitations of your research).
3. Design and Procedure: What type of research design would you use, and what steps would you take to collect data?
4. Data analysis: What data analysis techniques would you use to make sense of your data?
iii. Implications for future research (3-5 pages): In this section you will identify how this research would add to existing literature or fill current gaps in the mental health field. You will also include cultural implications and diversity considerations for conducting this research.

7. **Program Evaluation Project**
The Program Evaluation Project aims to enhance your understanding of program evaluations within the field of Clinical Mental Health Counseling or School Counseling. Based on student's degree track, students will analyze, compare, and propose an evaluation plan of the program of a clinical agency or a school counseling program. Students will submit a final paper that discusses each of the below sections.
Instructions
   a. *Formation of the Evaluation Team.*
   b. *Identify key stakeholders.* Who are the key stakeholders? Consider all aspects- community, staff, administrators, students, clients, etc.
   c. *Determination of a focus of evaluation.* What aspects of the program will be evaluated? Key is to simplify data collection and evaluation.
   d. *Design the evaluation.* What questions will be answered? Provide examples of data collection. Be mindful of what type of evaluation (needs assessment, formative evaluation, and/or summative evaluation) will be utilized.
   e. *Gather the evidence.* Discuss how the evidence will be gathered. School counselors must consider student interviews, direct observation, educational records, consultation with parents/families/staff, and test results into proposed evaluation collection and data analysis.
   f. *Organize and Analyze the data..* Discuss how the data will be analyzed/aggregated. Consider how you and others will make data driven decisions.
   g. *Presentation of findings and Implementation.* Who will the findings be presented to and how will they be used. Include a 1-2 page summary of mock findings document that can be shared with key stakeholders.

Note: ALL Papers and Assignments must meet the most current APA guidelines and standards

Mental Health & Wellbeing

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at https://www.csc.edu/healthserv/counseling-services/ or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-credit hour course, Nebraska State College Board Policy 4141 (http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) suggests that you spend at least 45 hours per credit hour in learning activities. Since COUN 523 Diagnosis and the DSM is 3-credit hour course, you should plan to spend a **minimum** of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Learning Activity	Hours Per Week	Total for Course
Readings	2 X 15 weeks	30
Weekly Assignments and Discussions	3 X 15 weeks	45
Weekly Quizzes	2 X 15 weeks	30
Major Papers and Assignments	2 X 15 weeks	30
Total	**9**	**135**

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

Student Learning Outcomes

Chart for Course learning objectives and how the accreditation learning objectives align as well as the hours for the learning objectives.

COUN 560 Counseling Research and program evaluation in counseling	CACREP and CSC Learning Objectives	Delivery	Assessment
Develop the ability to read, critique, evaluate, and contribute to professional research literature.	CSC SLO 8	Throughout Semester	Research Proposal
Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.	ASCA 3.1	Throughout Semester	Program Evaluation Project
Discuss the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	CACREP II F.8.a	Chapters 6-15 Evaluating	Quantitative Critical Analysis Qualitative Critical Analysis
Review qualitative, quantitative, and mixed research methods	CACREP II F.8.f	Chapters 6-15 Qualitative, Quantitative, Mixed Methods research designs	Quantitative Critical Analysis Qualitative Critical Analysis

Review ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	CACREP II F.8.j	Chapter 2	Assignments 2
Understand designs used in research and program evaluation	CACREP II F.8.g	Chapters 6-13 Chapter 16 Program Evaluation	Research Proposal Program Evaluation Project
Review statistical methods used in conducting research and program evaluation	CACREP II F.8.h	Chapters 6-13 Chapter 16 Program Evaluation	Research Proposal Program Evaluation Project

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the due dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class.

Assignments	Points per Week	Total for Course
Assignments	20 points x (7 weeks)	140 points
Discussions	20 points x (1 week)	20 points
Quizzes	20 points x (18 chapters)	360 points
Qualitative Critical Appraisal	50 points x (1 appraisal)	50 points
Quantitative Critical Appraisal	50 points x (1 appraisal)	50 points
Research Proposal	50 points x (1 paper)	50 points
Program Evaluation Plan	100 points x (1 plan)	100 points
Total		**730 points**

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions in the time frame allowed for each unit. You are also responsible for prioritizing your time accordingly to ensure timely completion of assigned course work and activities. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in CSC Online

I will update grades in CSC Online each time a grading session has been completed—typically 1-week following the completion of an activity.

Part 4: Course & Institution Policies

Academic policies, including the selected policies detailed in this syllabus section, can be found on [Chadron State College's Policy Website](http://www.csc.edu/policy/category/index.csc).
(http://www.csc.edu/policy/category/index.csc)

Student Behavior

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.

4. Generative AI – the use of artificial intelligence platforms and/or content produced by AI assistive software (e.g. ChatGPT, Dall-E 2, CodePilot, etc.,) against course use parameters.

5. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:

   1. Submitting an assignment that someone else has written and claiming the work as one's own.

   2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.

   3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.
(https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected.

Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.

(https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Internet Access

In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.

On Handling Technical Issues

Our online learning environment is dependent on technology. Please see On Handling Technical Issues in CSC Online course resources. Students should contact helpdesk@csc.edu or 308-432-6311 for assistance should they have any additional technical questions.

Communication/Email Étiquette

Please contact me via email for all questions and concerns regarding this course. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to begin with a salutation, provide course information in the subject section, and include a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD)**, please address them with their academic title. All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms., Miss, Mrs., or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message. Finally, **check your official CSC Eagle email account often** as all campus communications are sent to your Eagle mail.

Civility and Netiquette

Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.

2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.

3. Forward emails only with a writer's permission.

4. Be considerate of others' feelings and use language carefully.

5. Cite all quotations, references, and sources.

6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.

7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Writing Style Requirements for All Papers

1. It is the student's responsibility to submit work in the format required by the class. For this class, all assignments and papers must be submitted to CSC Online as a Word Document.

2. When writing your paper, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at http://owl.english.purdue.edu/owl/resource/560/01/). This includes a cover page, reference page, page numbers and headers. Papers should be double spaced with 1-inch margins, Times New Roman, and in 12 point only.

3. Proofread everything you write, checking for grammar and spelling.

4. See Criteria for Graduate Level Writing in CSC Online Course Resources.

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

View the Equal Employment and Education Opportunity Policy on CSC's Policy Website.

(https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu.

Personal Emergency & Academic Attendance

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region.

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Part 6: Course Topic Schedule/Outline

COUN 523 Tentative Schedule

Week of:	Topic	Assigned Readings	Activities and Assignments
Week 1 **August 18th-24th**	Contemporary Issues in Counseling Research	Sheperis Cpt 1	Quiz Chapter 1 Assignment #1: Finding a Research Article
Week 2 **August 25th-31st**	Ethical Consideration in the practice of research	Sheperis Cpt 2 and Appendix A	Quiz Chapter 2 Assignment #2: Ethics Discussion Optional extra credit
Week 3 **September 1st-7th**	Reviewing the Literature	Sheperis Cpt 3	Quiz Chapter 3 Assignment #3: Draft RQ, proposed research design, data collection
Week 4 **September 8th-14th**	Methodological Issues	Sheperis Cpt 4	Quiz Chapter 4 Meetings with Instructor Assignment #4: Draft Literature Review
Week 5 **September 15th-21st**	Basic Statistical Concepts and	Sheperis Cpt 5	Quiz Chapter 5 Assignment #5: Meetings with instructor

	Descriptive Statistics		
Week 6 **September 22nd -28th**	Experimental Designs	Sheperis Cpt 6	Quiz Chapter 6 Meetings with Instructor
Week 7 **September 29th- October 5th**	Predictive Designs	Sheperis Cpt 7	Quiz Chapter 7
Week 8 **October 6th-12th**	Single-Case Research Design	Sheperis Cpt 8	Quiz Chapter 8 Quantitative Critical Analysis
Week 9 **October 13th- 19th**	Overview of Qualitative approaches and Case Study Research	Sheperis Cpt 9	Quiz Chapter 9 Continue working on Research Proposal
Week 10 **October 20th- 26th**	Grounded Theory Methodology	Sheperis Cpt 10	Quiz Chapter 10 Continue working on Research Proposal
Week 11 **October 27th- November 2nd**	Phenomenological Designs	Sheperis Cpt 11	Quiz Chapter 11 Assignment #6:
Week 12 **November 3rd- 9th**	Narrative Research	Sheperis Cpt 12	Quiz Chapter 12 Assignment #7: Updated Research Proposal Draft to include- updated literature review, RQ, design, data collection plus participants, analysis, reliability and validity
Week 13 **November 10th- 16th**	An Overview of Survey Research	Sheperis Cpt 13	Quiz Chapter 13 Qualitative Critical Analysis
Week 14 **November 17th- 23rd**	Mixed Methods Design	Sheperis Cpt 14	Quiz Chapter 14 Research Proposal
Week 15 **November 24th-30th**	Action Research	Sheperis Cpt 15	Quiz Chapter 15 Discussion #1: How to incorporate Research into clinical work
Week 16	Program Evaluation	Sheperis Cpt 16	Quiz Chapter 16

December 1st-7th			Program Evaluation
Week 17-*Finals Week* **December 8th-12th**	Data Management Developing a Research Report	Sheperis Cpts 17-18	Quiz chapter 17 Quiz Chapter 18