**CHD 601 – Research Methods & Program Evaluation in Counseling**

**Professor:** Sandra Loew, Ph.D. **Office:** 413 Stevens Hall

**Phone:** 256-765-4912 **E-mail:** saloew@una.edu

**Office hours:** T: 3:00 – 4:00; R:4:00 – 6:30; M/W/F: By appointment

Additional office hours are available by appointment. Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.

**Revised: 5/2016**

**Course Description:** A study of the methods and techniques generally used in counseling research and program evaluation. Emphasis is placed on understanding the research literature in the counseling profession. Students will become informed consumers of counseling and related research by studying research design, statistical methods, and critically analyzing published research.

**Referenced Standards:**

ALSDE 290-3-3-.50(3)(h)1 - knowledge of research and evaluation, to include basic statistics and research designs, with emphasis on the ethical and legal implications of research;

ALSDE 290-3-3-.50(3)(h)2 - ability to apply basic statistics and research;

ALSDE 290-3-3-.50(3)(l)1.(i); CACREP-2009. CMHC I.1; CACREP-2009. SC I.1; - understanding of how to critically evaluate research relevant to the practice of school counseling or clinical mental health counseling;

CACREP-2009.G.8.a. – understanding of the importance of research in advancing the counseling profession;

CACREP-2009.G.8.b. – understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

CACREP-2009.G.8.c. – understanding of statistical methods used in conducting research and program evaluation;

CACREP-2009.G.8.d. – understanding of principles, models, applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

CACREP-2009.G.8.e. - understanding of the use of research to inform evidence-based practice; CACREP-2009.G.8.f. - understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies;

CACREP-2009.CMHC. I.2; CACREP-2009.SC.I.2 – knowledge of models of program evaluation for school counseling programs or clinical mental health programs.

**Prerequisites:** None

**Required Readings:**

American Psychological Association. (2010). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: author.

Houser, R. A. (2015). *Counseling and educational research: Evaluation and application.* (3rd ed.)

Thousand Oaks, CA: Sage

Other material assigned in class.

**Instructional Modalities:** Lecture, discussion, cooperative learning, role-playing, experiential exercises

**Student Knowledge & Skill Outcomes & Course Competencies:**

1. Knowledge of research and evaluation, to include basic statistics and research designs, with emphasis on the ethical and legal implications of research. (ALSDE 290-3-3-.50(3)(h)1.)

2. Ability to apply basic statistics and research. (ALSDE 290-3-3-.50(3)(h)2.)

3. Understanding of how to critically evaluate research relevant to the practice of school counseling or clinical mental health counseling. (ALSDE 290-3-3-.50(3)(l)1.(i); CACREP-2009. CMHC I.1 or CACREP-2009. SC I.1)

4. Understanding of the importance of research in advancing the counseling profession. (CACREP-2009.G.8.a.)

5. Understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research. (CACREP-2009.G.8.b.)

6. Understanding of statistical methods used in conducting research and program evaluation. (CACREP-2009.G.8.c.)

7. Understanding of principles, models, applications of needs assessment, program evaluation, and the use of findings to effect program modifications. (CACREP-2009.G.8.d.)

8. Understanding of the use of research to inform evidence-based practice. (CACREP-2009.G.8.e.)

9. Understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. (CACREP-2009.G.8.f.)

10. Knowledge of models of program evaluation for school counseling or clinical mental health. (CACREP-2009.CMHC I.2 or CACREP-2009.SC.I.2)

**Evaluation:**

**Course Requirements Outcomes & Competencies Grading Scale**

Comparison paper (20%) 3, 5, 6 A = 90% to 100%

Article critique (Ethics) (15%) 1, 2, 3, 5, 6, 9 B = 80% to 89.99%

Article critique (Pgm. Eval.) (15%) 1, 2, 3, 5, 6, 7, 10 C = 70% to 79.99%

Research Proposal (35%) 1-10 D = 60% to 69.99%

Poster session presentation (15%) 2, 4, 8 F = Below 60%

* Five points will be deducted for each day beyond the due date that late assignments are submitted. Assignments are submitted in Canvas.
* All assignments should be typed using Times New Roman, 12 point font and double spaced. (APA style)
* Since counseling, and the research of counseling, is an inexact science, part of the grade will be a professional, subjective decision by the instructor.
* Cell phones should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission from the instructor must be obtained prior to class in these situations.
* Students are expected to observe ethical standards at all times.

**Description of Course Requirements:**

**1.** **Class attendance and participation:** Students are expected to attend class regularly and inform the instructor when unable to attend.

**2. Two article critiques**: Students will choose two articles related to a particular area within Clinical Mental Health Counseling or School Counseling.

Article critiques generally include:

a. an analysis of the statement of the problem

b. the quality of the literature review

c. evaluation of the research design, methodology, statistical methods used, data analysis, etc.

d. assessment of the results and conclusions

e. Strengths and weaknesses

**Critique #1** will focus on ethical concerns related to the research study. In the analysis consider: What are the ethical and legal implications of this research? How did the researchers manage these? What concerns are related to generalizability and ethics? What culturally relevant strategies were, or could have been, used?

**Critique #2** will focus on program evaluation. In the analysis consider: What research methods and statistical analyses were done in the program evaluation? What models of program evaluation were the researchers using? Discuss the validity of the findings. What might be missing from this program evaluation and how can that be remedied?

**3. Comparison paper:** Students will choosetwo articles related to an area within Clinical Mental Health Counseling or School Counseling. One will be a quantitative study and the other will be a qualitative study. Students will compare and contrast the two studies with a focus on sampling, methodology, results, and conclusions. Note how the results of each study might inform counseling practice. Also discuss what other forms of research (single-case design, action research, outcome-based research) would be helpful to add to the body of knowledge related to this topic.

**4. Research proposal:** Students will develop a research proposal for a possible or a hypothetical study related to the practice of Clinical Mental Health Counseling or School Counseling.

An outline for a research proposal might include:

a. Introduction:

What is the problem?

What is earlier work that addresses the problem (literature review)?

How will this study contribute to understanding the problem?

What is the hypothesis? (The four articles required in the above assignments could be a part of the literature review.)

b. Method:

Design?

Participants (including sample size)?

Variables?

Data collection?

Data analysis?

Included in this research proposal:

1. Informed consent form
2. Certificate of Completion from the National Institutes of Health (NIH) Office of Extramural Research showing that you have completed the training course “Protecting Human Research Participants” <https://phrp.nihtraining.com>

**5. Poster session presentation:** Students will develop and display a poster that outlines their research proposal. Poster session presentations will occur on the last two class dates. On the first evening, half of the class will present their poster sessions while the other half talk to presenters and ask questions. The next evening, the rest of the class will present their posters.

**Attendance**

**UNA’s attendance policy states:** “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor. Students should expect their instructors to monitor attendance as required by the Federal Students Aid Handbook, (Volume 5, Chapter 2).” (p. 39)

**All faculty in the Counselor Education department have adopted the following policy:**

If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

**Academic Honesty**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**Title IX**

The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**\*Course Schedule:**

**Date Topic Readings**

6/7/16 Science & the research process Chapter 1

Practitioner/scientist

Steps in the scientific process

Searching for articles Chapter 2

Database searches

Plagiarism

6/9/16 Basics of statistical methods Chapter 3

Scales

Descriptive/inferential statistics

Quantitative research Chapter 4

Strengths & weaknesses

Variables

Research designs

True/quasi experimental designs

Descriptive designs

6/14/16 Qualitative research methods Chapter 5 Advantages & disadvantages

Case study

Ethnographic, grounded theory,

phenomenological, historical

Qualitative data analysis Chapter 6

Interviews, observations, focus groups

Organizing data

Coding & reducing

Interpreting & reporting

6/16/16 Mixed methods research Chapter 7

Triangulation

Mixed-research models

Examples

Single-case & single-subject research designs Chapter 8

Guidelines & procedures

Data interpretation

Evaluation criteria

6/21/16 Evidence-based research methods Chapter 9

Standards & steps

Principles

Criticisms

Examples

Developing a research proposal Chapter 18

Practitioner/researcher

Developing a research proposal

Practical considerations

**Comparison paper due**

6/23/16 Ethics & research Chapter 10

Principles & guidelines

Research violations

Various studies

6/28/16 Evaluating the literature review Chapter 11

Guidelines & questions

Evaluation of examples

A**rticle critique due (Ethical analysis)**

6/30/16 Evaluating the purpose statement & hypotheses Chapter 12

Examples of purpose statements/hypotheses

Types of hypotheses

Guidelines for evaluation

7/5/16 Evaluating the methods section (Sampling) Chapter 13

Sample size

Sampling methods

Sampling errors

Evaluating examples

Evaluating the Methods section (Procedures) Chapter 14

Variables

Study assignment

Threats to validity

Evaluating examples

7/7/16 Evaluating the methods section (Instruments) Chapter 15

Standardization

Culture, gender, diversity bias

Reliability & validity of instruments

Measuring the dependent variable

Evaluating examples

7/12/16 Evaluating the results section Chapter 16

Qualitative research results

Quantitative research results

Guidelines & examples

Evaluating the discussion section Chapter 17

Quantitative research

Qualitative research

Single-subject research

7/14/16 Program evaluation research Chapter 19

Professional standards

Types of evaluations

Models of evaluation

Steps in evaluation

**Research proposal due**

7/19/16 Technology in research Chapter 20

The internet

Neuroscience & technology

**Article critique due (Program evaluation)**

7/21/16 Current & future issues in counseling research Chapter 21

Practitioner/scientist

Relevance of research to practice

A diversity perspective

7/26/16 **Poster session presentations**

7/28/16 **Poster session presentations**

**\*This schedule should be considered a tentative outline for the course and subject to change.**

I have received a copy of the syllabus for CHD 601. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name