



CNS 598 Research and Program Evaluation in Counseling

CLASS INFORMATION

Western Kentucky University
Counseling & Student Affairs
Gary A. Ransdell Hall 2006
Fall 2018, Thursdays 5:15-8:00pm

PROFESSOR INFORMATION

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270-745-3029 (O)
Office: GRH 2019

OFFICE HOURS

TBD

COURSE DESCRIPTION

Research designs in counseling and student affairs. Statistical methods for needs assessment and program evaluation. Action research, evidence-based practice, ethical and cultural implications.

PURPOSE OF THE COURSE

This course is designed for school counseling, clinical mental health and marriage and family counseling students to teach students the basic research methods they will need to be both consumers of research and scientist practitioners in their given field. Students will prepare and submit an original research proposal relevant to their specific counseling interests.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE

F.7. ASSESSMENT AND TESTING

- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations*

F.8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice*
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

KY EPSB

2.8. ASSESSMENT AND TESTING

2.8.g. Statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations*.

2.9. RESEARCH AND PROGRAM EVALUATION

2.9.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice*.

2.9.b. Identification of evidence-based counseling practices.

2.9.c. Needs assessments

2.9.d. Development of outcome measures for counseling programs

2.9.e. Evaluation of counseling interventions and programs

2.9.f. Qualitative, quantitative, and mixed research methods

2.9.g. Designs used in research and program evaluation

2.9.h. Statistical methods used in conducting research and program evaluation

2.9.i. Analysis and use of data in counseling

2.9.j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

REQUIRED AND RECOMMENDED COURSE READINGS

Students are expected to complete reading assignments for the scheduled class meeting and be prepared for class learning activities. Additional assigned and supplemental course readings and resources will be made available through Blackboard.

Educational Research: Planning, Conducting & Evaluating(6th ed)

Creswell, J.W. (2018).

Pearson Education, Inc.

ISBN 9780134458960

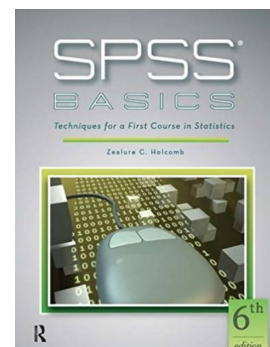
Rent a [discounted online text](#) at [VitalSource.com](#).

SPSS basics: Techniques for a first course in statistics (6th ed)

Holcomb, Z.C. (2016).

New York, NY: Routledge.

ISBN 9781936523450



Brain Rules: 12 Principles for Surviving & Thriving at Work, Home & School

Medina, J. (2014).

Pear Press

ISBN 9780983263371

Recommended

Publication Manual of the American Psychological Association (6th ed).

American Psychological Association (2010).

Washington, D.C.: Author.

ISBN#101433805618

Data storage device (e.g., flash-drive, jump-drive, etc.) of at least 500 MB memory capacity. This device will be used to store SPSS data files and outputs performed in the computer lab.

Additional Readings and Materials

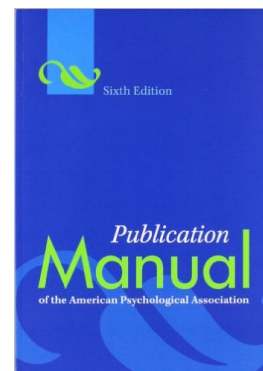
Additional assigned or recommended materials will be provided in Blackboard under the Unit to which they relate. They may include academic journal articles, *Counseling Today* articles, webinars, podcasts, videos, and worksheets.

Archived copies of *Counseling Today* can be found at:

<http://ct.counseling.org/archives/>

You may find journal articles online through the library (see guides below)

- Library tutorials: http://libguides.wku.edu/how_to
- Educational research guides: <http://libguides.wku.edu/educationresearchtips>



Recommended Journals

Journal of Counseling & Development (JCD)
 Educational and Psychological Measurement (EPM)
 Journal of Multicultural Counseling and Development (JMCD)
 Measurement and Evaluation in Counseling and Development (MECD)
 Professional School Counseling (PSC)

METHODS OF INSTRUCTION

The course is a mixture of large or small group discussion/exercises, class activities, and blackboard assignments to apply the basic knowledge gained from the readings. Traditional lectures will not be used; rather discussion and application will be used to further your understanding of the material so you are expected to have read the materials before class.

Course Structure

The course is divided into 3 topics that include 4-8 learning units each to address each of the CACREP/course objectives as follows. In addition, a quiz is required for each unit.

Introduction to Research

- Unit 0: Introduction to the course and counseling program
- Unit 1: Process of conducting research
- Unit 2: Identifying a research problem
- Unit 3: Reviewing the literature

Data Analysis and Presentation of the Findings

- Unit 4: Specifying purpose & research questions/hypotheses
- Unit 5: Collecting quantitative data
- Unit 6: Analyzing & interpreting quantitative data
- Unit 7: Collecting qualitative data
- Unit 8: Analyzing & interpreting qualitative data
- Unit 9: Reporting and evaluating research

Quantitative & Qualitative Research Designs

- Unit 10: Experimental designs

- Unit 11: Correlational designs
- Unit 12: Survey designs
- Unit 13: Grounded theory designs
- Unit 14: Ethnographic designs
- Unit 15: Narrative research designs
- Unit 16: Mixed method designs
- Unit 17: Action research designs

COURSE SCHEDULE

Students are responsible for reading assigned text, supplemental readings, and other resources located in Blackboard under each Unit (including power point lectures, articles, and other documents). Students will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion.

The syllabus, readings, and grading requirements below may change as needed. *Follow the directions in the Blackboard learning units for updated readings and activities due each week.*

The tentative class schedule will be structured as follows by may change as necessary:

5:15-5:30 Class discussion & questions on the readings
 5:30-6:30 Quiz, Discussion, Questions on readings
 6:30-6:45 Break
 6:45-7:30 Independent/group activities
 7:30-8:00 Continued activity or computer lab

COURSE REQUIREMENTS

Points acquired through the course are combined through active participation, quizzes, and completed assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment; they will be used for grading the assignments in Blackboard. In addition to submitting these assignments through Blackboard, they must also be uploaded to the CEBS Electronic Portfolio System (see Appendix C) for the departmental and college accreditation reporting.

Attendance, Preparation, and Participation

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because the class will be interactive and experiential, there is no way to get the information from a missed class; the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions.

CITI Training Certificates (*CACREP Key Assessment, Standard CORE 8.a.; KY EPSB Key Assessment Standard CORE 2.9.a.*)

In order to conduct approved research on human subjects, all universities require Institutional Review Board (IRB) approval of the research study and ethical IRB training completed by the researchers. For this class, you will complete all modules in each of the two courses below:

1. Social/Behavioral Research Course (live human beings)
2. Social and Behavioral Responsible Conduct of Research Course (RCR)

Each course takes an estimated 2-3 hours each so plan your time accordingly. Once you complete all modules with an 80% or higher, print and scan (or save to pdf) your final certificate of completion for each course and upload them to Blackboard. Each certificate will be worth 4 points for up to **8 points** of your total grade. This training will make you eligible to apply for WKU IRB approval and/or participate in WKU research studies for 3 years after the date of completion.

Unit Quizzes (*CACREP Key Assessment, Standard CORE 7.g. 8.a-j..; KY EPSB Key Assessment, Standard CORE 2.8.g., 2.9.a-j.*)

Each learning unit will include a quiz over the text and supplementary readings. Up to 3 points will be awarded for each unit quiz. You may drop your lowest two quiz scores leaving the remaining quizzes to sum up to **48 points** of your total grade. Each quiz will have 6 questions each worth ½ point each; you will have 10 minutes to complete the quiz and you may only take it once. These questions are provided to assess your comprehension of the material and prepare you for the multiple-choice portion of your master's comprehensive exams (CPCE) and the national counselor exam (NCE). Quiz questions will be pulled from a pool of questions.

SPSS Exercises (*CACREP Key Assessment, Standard CORE 7.g., 8.h., 8.i; KY EPSB Key Assessment, Standard CORE 2.8.g., 2.9.h., 2.9.i.*).

In order for you to gain comfort with SPSS and learn additional analyses not described in your primary text, you are required to complete the assigned readings and exercises in SPSS Basics workbook. The book walks you through the procedures step-by-step so you learn the process of running the various statistical analyses. These exercises build upon each other using saved datasets created in earlier exercises; therefore, you are encouraged to bring a memory stick or create a folder on your WKU personal drive that allows you to save all of the files for weekly use. You will have time during the last 30 minutes of class to complete the exercises and upload the final printouts of the exercises (in pdf) on Blackboard. These exercises are worth 1 point each for a total of **16 points**.

Annotated Bibliography

Select a research topic of interest reflecting your student interests in counseling and begin with an annotated bibliography to explore the research in this area. Locate *five* research articles from peer-reviewed scholarly counseling-related journals; review and write a summary for each article. For this assignment, include the following (worth **10 points**; see Appendix A for rubric):

- a. **Research topic & questions:** Briefly summarize your research topic and potential research questions that guide this literature search.
- b. **Relevant citations:** The selected articles should clearly relate to the research topic and each annotation should begin with the proper APA citation including the author(s), date, title of article, publication title, etc.
- c. **Annotation:** Provide a brief summary of the content *in your own words* that captures the research purpose, theoretical framework, research problem/questions, research design, participants/sampling, data collection & analysis, key findings, analytic generalizations, and implications.
- d. **Evaluation:** Briefly describe the article's usefulness, rigor, strengths, limitations, and relevance to your research topic.
- e. **Word count:** Include the total word count at the end of each article summary; these should be approximately 150-170 words each including the annotation and evaluation (not the APA citation).

Research Proposal (*CACREP Key Assessment, Standard CORE 8.a-h.; KY EPSB Key Assessment, Standard CORE 2.9.a-h.*)

Complete the components of a research proposal (title page, abstract, introduction, literature review, methods, and references) in APA (6th ed) format and then present your research proposal in a presentation at the end of the course. You will have the opportunity to work for a grade worth **18 points**. The components of this project are broken down as follows (see Appendix B for rubric).

Title Page & Abstract. These components provide a very brief overview of your research paper. The best titles are accurately descriptive and may be catchy but appropriate. APA recommends a title no longer than 10-12 words. The abstract is a brief but detailed summary of the paper that provides a helpful outline to the reader of the introduction, methods, results, and conclusion. It is typically no more than 120 words.

Introduction (1-2 pages). This component of a research paper provides a clear and concise framework for your research paper. It includes the research issue/problem in counseling, a rationale for examining this research issue, and the purpose of your study.

Literature Review (4-6 pages). The literature review allows you to integrate the knowledge developed from your annotated bibliography to more fully explore and guide your research topic. It should include a brief overview of research relevant to your topic. Highlight key theoretical, clinical, or empirical findings that are relevant to your research questions or hypothesis and organize them in a way the reader can understand the course and rationale of your proposed research study. This should support your need to pursue this research study. In developing this component, you are strongly encouraged to visit the Writing Center at least once.

Methods Section (2-3 pages). In this component, describe the research methods that address your research questions. This section should be clear and thorough enough to allow other researchers to replicate your study. It should include the participants, instruments, research design, and procedures you plan to use.

References. This section should include all of the references you cited in your paper listed in APA format.

Proposal Presentation. After completing the components of the research proposal, you will create an attractive professional conference presentation summarizing the main aspects of your proposal; it should be appealing and easy-to-follow. In addition, you will have 5-7 minutes to present your work and respond to questions in a symposium held during our class. Make this presentation fun, creative, interesting, engaging, meaningful, and educationally relevant!

Peer Feedback. You will receive feedback on your drafts to help you improve your proposal. Therefore, you are expected to provide helpful and thorough feedback on the draft that you review.

STUDENT EVALUATION CRITERIA AND PROCEDURES:

Rubrics for the assignments are noted at the end of the syllabus. You must pass this class with a B or better to complete your counseling degree or you will have to retake the course. Grades for the course are determined from a percentage of the total points as follows:

A 90 - 100 | **B** 80 - 89 | **C** 70 - 79 | **D** 60 - 69 | **F** 0 - 59

Assignment	Points
Attendance and Participation	☺
CITI Training Certificates	8
Unit Quizzes*	48
SPSS Exercises	16
Annotated Bibliography	10
Research Proposal & Presentation*	18
TOTAL <i>*Also upload to CEBS e-portfolio</i>	100

CACREP Assessments

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

COURSE POLICIES

ADA Students with Disabilities Who Require Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Academic Integrity and Plagiarism

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note that the University does use web-based products to detect plagiarism. **Self-plagiarism:** This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their "previously published work as new scholarship (p. 16)." It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

Informed Consent

Students enrolled in counseling classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require

learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment.

Late or Missing Assignments

Please plan ahead. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

Use of Current Research

Course content is continuously revised to include the most recent relevant research. In addition to the references listed in this syllabus, the instructor will post references for relevant current research on the course Blackboard site. In order to create a high caliber graduate level paper, you are encouraged to work with the education librarians to help you find additional research articles. You may also view the [library tutorials](#) or educational [research guides](#) for more help.

Use of Technology in Course

This is a blended course and includes online and face-to-face elements. The online portion incorporates a variety of resources, quizzes, and assignments provided online through Blackboard. Therefore, you will need to have a computer with a reliable internet connection and access to Microsoft Word and PowerPoint software (download free through wku.edu/it). You are also encouraged to download the free anti-virus software to ensure your computer and submitted documents are free from malicious viruses or spyware. E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

Title IX Misconduct and Discrimination Policies

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding the following policies:

- [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070)
- [Discrimination and Harassment Policy](#) (#0.2040)

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Flexibility Clause

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled and class may be moved online via Blackboard, AdobeConnect, or other option. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

Date	Class Topics & Units	Readings*	Quizzes in class Assignments Due in Bb
Introduction to Research			
Aug 30	Unit 0: Introduction to the course and counseling program	Syllabus & Blackboard JM Ch 1 -3	https://www.youtube.com/watch?v=GufhzLSmqMs&feature=youtu.be
Sept 6	Unit 1: Process of conducting research (F.8.a)	CR Ch 1 JM Ch 4-6	Unit 1 Quiz
Sept 13	Unit 2: Identifying a research problem	CR Ch 2 CITI Training materials	Unit 2 Quiz CITI certificates (2)
Sept 20	Unit 3: Reviewing the literature (F.8.b, e) <i>Guest: Roxanne Spencer, Librarian</i>	CR Ch 3 JM Ch 7-9	Unit 3 Quiz Research topic & potential questions
Data Analysis and Presentation of the Findings			
Sept 27	Unit 4: Specifying purpose & research question/hypothesis (F.7.g; F.8.h, i)	CR Ch 4, JM Ch 10 -12 SPSS Ch 1, 2,3,4 (in-class)	Unit 4 Quiz SPSS Ex Ch 2,3,4*
Oct 4 (GA)	Unit 5: Collecting quantitative data Unit 6: Analyzing & interpreting quantitative data (F.7.g; F.8.h, i)	CR Ch 5, 6 Articles for your research SPSS Ch 5,6,7 (in-class)	Unit 5, 6 Quiz Annotated Bibliography SPSS Ex Ch 5,6,7*
Oct 11 (GA)	Unit 7: Collecting qualitative data Unit 8: Analyzing & interpreting qualitative data (F.8.j)	CR Ch 7,8,	Unit 7,8 Quiz Lit review draft Midterm Course Eval
Oct 18	Unit 9: Reporting and evaluating research In class review (F.8.c, d, f, g)	CR Ch 9 SPSS Ch 8, 9, 10 (in-class)	Unit 9 Quiz SPSS Ex Ch 8, 9, 10*
Quantitative & Qualitative Research Designs			
Oct 25	Unit 10: Experimental designs (F.8.c, d, f, g)	CR Ch 10 SPSS Ch 11,12	Unit 10 Quiz Lit review peer feedback SPSS Ex Ch 11*,12
Nov 1	Unit 11: Correlational designs Unit 12: Survey designs (F.8.c, d, f, g)	CR Ch 11, 12 SPSS Ch 13,14,15	Unit 11,12 Quiz Intro draft SPSS Ex Ch 13,14,15*
Nov 8	Unit 13: Grounded Theory Unit 14: Ethnographic (F.8.c, d, f, g)	CR Ch 13, 14 SPSS Ch 16,17	Unit 13,14 Quiz Intro peer feedback SPSS Ex Ch 16, 17*
Nov 15	Unit 15: Narrative research Unit 16: Mixed Method design (F.8.c, d, f, g)	CR Ch 15 & 16	Unit 15,16 Quiz Methods draft
Nov 22 <i>no class</i>	Thanksgiving Holiday		Methods peer feedback
Nov 29			Research proposal Presentations