



COUN 6005 Research and Program Evaluation

Spring 2019
Wed – 5:00-7:45
CAB 222

Justin C. Muller, PhD, LMFT

Office: CAB 305

Phone: 706 880 8159

Email: jmuller1@lagrange.edu (This is the best way to contact me.)

Office Hours: Tuesday: 1:30 – 2:30 PM

Wednesday: 1:30 – 4:30 PM

Thursday: 1:30 – 2:30 PM

Course Description

This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and evaluation of practices and/or programs. In this course, students will design a study, gather data, interpret their findings, and apply findings to counseling and educational practices. 3 hours (prerequisites: none)

Methods of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Course Objectives

Students will demonstrate knowledge of the following:

- 1) The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a)
- 2) Identification of evidence-based counseling practices (CACREP II.F.8.b)
- 3) Needs assessments (CACREP II.F.8.c)
- 4) Development of outcome measures for counseling programs (CACREP II.F.8.d)
- 5) Evaluation of counseling interventions and programs (CACREP II.F.8.e)
- 6) Qualitative, quantitative, and mixed research methods (CACREP II.F.8.f)
- 7) Designs used in research and program evaluation (CACREP II.F.8.g)
- 8) Statistical methods used in conducting research and program evaluation (CACREP II.F.8.h)
- 9) Analysis and use of data in counseling (CACREP II.F.8.i)
- 10) Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP II.F.8.j)

Textbooks:

Heppner, P.P., Wampold, B.E., Owen, J., Thompson, M.N., & Wang, K.T. (2016) *Research design in counseling*. Pacific Grove, CA: Cengage.

Student Expectations

Expectations for this class include the following:

1. **Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by reading all assigned material and by bringing any written or electronic assignments required for class.

2. **Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class.
3. **Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor **before** the due date. How these circumstances are handled is solely at the discretion of the professor.
4. **Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
5. **Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
6. **APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
7. **Have Fun:** Students are expected to have fun learning about the subject matter.

Assignments

A. Attendance, Participation, and Professionalism (10 points; 3% of final grade)

Students are expected to read all assigned materials before coming to class and be prepared to participate in all class discussions. A student's grade may be reduced for either class participation or attendance at the discretion of the professor. Leaving class early may also result in a reduction of grade for attendance.

If it is necessary for a student to miss class, be late, or leave class early, the professor must be notified in advance, if at all possible, or as soon as possible after the absence or tardy. Students may not leave class early unless it has been first cleared with the professor or in case of unavoidable circumstances, such as emergencies. Excused absences will be granted as a result of personal illness or as a result of illness or death in the immediate family (child, significant other, parent, or grandparent). All other emergencies will be considered and excused at the discretion of the professor on a case-by-case basis.

B. Research Project (190 points; 63% of final grade)

In groups of 4, students will follow the following steps in conducting a basic research study addressing a specific research problem identified by group members. Topics must be approved by the instructor. Each project will include each of the following required components:

1. **Read 5 Articles related to the topic of your research project. (10 points; 3% of final grade)** (*Course Objectives 1, 3, & 6*)

Each group member will explore the literature and read at least **5 articles** related to the topic for the group research project.

Each student in the group will be responsible for **presenting the content of one of the five articles to the class**. It is the students' responsibility to be sure that they do not duplicate articles presented by other students in the group. A **handout consisting of a bulleted outline** presenting the summary of the article must be provided for each member of the group. **An additional copy will be provided to the instructor**. Other articles will be shared with the group informally.

2. **Complete any required training and IRB forms for approval of a research project using human subjects. (30 points; 10% of final grade)**

3. **Research Paper (100 points; 33% of final grade)** (*Course Objectives 1, 2, 3, 5, 6, 7, 8, 9, & 10*)
Students will work as a team to produce a formal research paper to document work done on this project. This paper should be **not less than 12 pages in length (and may be more)** including title page, abstract, and references. Papers that have fewer than 12 pages will not receive the full point value for the paper. All papers must follow the form and style of a research paper as described by the most recent American Psychological Association (APA) Style Manual.

Your paper must include the following sub-sections with the headings listed below. Use the appropriate heading levels as described in the APA Style Manual.

Abstract – This section is a summary of your project. It should be clear from the abstract who the participants were, why they participated (volunteers, clients, students, etc.), what they did to contribute data to the project, the nature of your data, the results you obtained, and your interpretation of those results.

Introduction – This section provides the rationale for the research you are describing. It consists of two parts:

Review of Literature - This section will be the longest portion of your research paper. Your review must be focused specifically on the literature pertaining to the construct or issue you are addressing. Use primarily journal articles to provide the reader with an in-depth discussion of the issues involved with the research question you have addressed in your research. Summarize the information in journal articles and group them in your discussion according to their subject matter. You may also find some excellent books that will help you with your subject. You should include 15 - 20 references to ensure you have a good overview of the issue. **Note:** Although there are a number of electronic journals available on the internet using the World Wide Web (www), you should confine your searches to databases such as PsycInfo or ERIC, which may accessed through our library on line. Search only journals that are refereed by the profession. Many articles are available through these data bases in full text. (Suggested length - 6 pages).

Statement of the Problem - This is the thesis section and it describes the issue you are addressing. It should be a clear statement of the problem or issue that your research project seeks to address. What is the problem? Why is this a problem? Give a brief overview of the literature that shows why this is a problem worth the reader's attention. **Introduce the hypothesis you tested and relate it to your literature review.** The last paragraph of this section should begin with the following statement: "The purpose of this research project was to. . . ." (Suggested length 1 page).

Note: The introduction is the only section of your paper that does not have a heading. It begins with the title of your paper. Also, your literature review and problem statement are not separate sections and do not have headings. Your literature review consists of research you have read that suggested to you that your project was worth doing. Your hypothesis should follow logically from it.

Added Note: Reference only material you have actually read. It is dishonest to reference something you have only read about in a secondary source or to reference a full article if you have only read the abstract. Only reference articles you have described or referred to in your paper.

Method - This section is composed of three subsections. Each subsection has a heading.

Participants - Fully describe the participants in your study. Descriptive statistics should be used to give the reader a clear picture of your research sample. (Suggested length - 1/2 page).

Materials - This subsection will include a detailed description of the instrument(s) the team used in the study. (Suggested length - 1 page)

Procedure - Fully describe the procedure that you followed in conducting your research. Be sure to include within this section a full explanation of action taken to ensure that the research was performed within the ethical guidelines that counselors must follow. (Suggested length - 1/2 page).

Results – A complete description of your results. Make it clear what you measured and how your results were analyzed. You may include a table of your findings listing the variables of interest, statistics used, all significant results should be presented in this section. (Suggested length - 1 page)

Discussion - This section should start with a sentence that reintroduces the reader to the purpose of the study and then introduces the meaning of the results that your team found from the analysis of data. You will need to be sure go back to your literature review and compare what you found with what has been published previously. How do your results compare to the literature? Do your data contradict anything in the literature you cited? Why do you think that happened? Is there anything interesting that your data has turned up? What are the implications for practice? What are the most important things to be drawn from this study? (Suggested length 2-3 pages).

Website for assistance with writing: <http://www4.uwsp.edu/psych/mp/APA/apa4b.htm>

Grading of the Research Paper: Papers will be graded according to the following criteria:

Fluidity and Clarity of Expression - The writer has expressed ideas in a style that permits smooth reading and clear communication of ideas.

Organization - The paper has an introduction that advances the central ideas of the paper, the material in the paper is well organized, transitions link parts of the paper, and topic sentences unify paragraphs.

Elaboration and Detail - The ideas presented in the paper are fully developed and are adequately supported by published references.

Critical Thinking - The writer has demonstrated skilled analysis, synthesis, and critique which is based on credible sources.

Research Technique - The work contains appropriate references for the chosen topic. The paper format, including citations and references, adhere to APA style.

Diction and Effective use of Language - The writer has used college level vocabulary and correct word choice in the paper.

Mechanics of Writing - Spelling, capitalization, punctuation, verb tense, and subject-verb agreement are correct, and there are no sentence fragments or run-on sentences.

Note: The goal of good scientific writing is to make a clear and concise presentation of your project. **Do not pad your paper with irrelevant information just to make the length requirement.** You will lose points if you do this.

4. Research Presentations (50 points; 17% of final grade) (Course Objectives 1, 2, 3, 5, 6, 7, 8, 9, & 10)

Each group will make a presentation of the research project to the class. The presentation must provide an overview of each section addressed in the research paper. The presentation must be done using PowerPoint and be conducted as if presenting at a professional conference. The presentation length should be 30 to 45 minutes long but no longer. It's a good idea to rehearse the presentation. Presenters should expect to respond to questions from the class and all presenters must be prepared to answer questions pertaining to any part of the project. Class presentation will be graded according to the following criteria:

Fluidity and Clarity of Expression - Class members demonstrate good public speaking skills and a balanced presentation by all members of the team.

Organization of Material Presented - Information is presented by the team is logically sequenced, easily followed, and made sense given the goal of informing the audience.

Thorough Reporting of Important Information - The team demonstrates the ability to provide a complete analysis of the topic.

Creativity and Presentation Splash - The team demonstrates an ability to convey material in a manner that is creative and interesting to the group.

Note: this is a Key Performance Indicator (Standard CACREP II.F.8)

C. Two Exams (worth 50 points each, 100 total points; 33% of final grade) (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)

There will be two exams during the semester on the material covered in the course and will be based on both the text and lecture. These exams will be on Connect and must be completed by 11:59PM on the due date.

Note: this is a Key Performance Indicator (Standard CACREP II.F.8)

Assignment Point Breakdown

Attendance	10 points
Journal Articles Presentation	10 points
IRB Forms	30 points
Research Paper	100 points
Research Presentation	50 points
Exams	<u>100 points</u>
Total Points	300 points

Grading Scale	
A	270-300
B	240-269
C	210-239
D	180-209
F	<180

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedures

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify **Ms. Pamela Tremblay**, Director, Counseling and Career Development Center, located in Smith Hall (X8313).

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. However, due dates for project related activities are firm. Updates, when necessary, will be provided to you either in class or electronically.

Date			Topic	Assignment Due
Week 1	Feb	6	Course Overview	In-Class Meeting
Week 2		13	Basic Terminology Research Ethics IRB Process Ethics Discussion Formation of Research Groups	In-Class Meeting Read Chapter 1, 2, & 3, 5
Week 3		20	Professional Writing Choosing Research Designs Validity Issues in Research	Read chapters 4, 6, 7
Week 4		27	Population Issues Diverse Populations: Conceptual/Methodological considerations Scale Construction	Read chapters 8, 9, 10
Week 5	Mar	6	True Experimental Designs Quantitative Descriptive Designs Qualitative Research	In-Class Meeting -Read Chapters 11, 13, 16

			Discuss Next Week's Exam	-Presentation of Articles related to your project
Week 6		13	Quasi-Experimental/Longitudinal Designs Analogue Research Single-Subject Designs Mixed Methods	-Read Chapter 12, 14, 15, 17 -Exam 1 on Connect due by 11:59 PM
Week 7		20	Methodological Issues Independent Variable Dependent Variable	-Read Chapters 18 & 19 -IRB Approval Due on Connect/via email
Week 8		27	Group Meetings with Professor Muller To Determine Appropriate Analysis for Project Counseling Outcome Research Process Research	-Read Chapters 20 & 21 -Schedule Meeting with Professor Muller
	Apr		Spring Break – No Class	
Week 9		10	Program Evaluation Bias: Error Variances from Investigators, Experimenters, & Participants	-In-Class Meeting -Read Chapters 22 & 23
Week 10		17	Preparation for Research Project	
Week 11		24	Preparation for Research Project	
Week 11	May	1	Group Meeting with Professor Muller to Design Presentation	Schedule Meeting with Professor Muller
Week 12		8	Presentation of Projects (Papers & Posters) Discuss Final Exam	-In-Class Meeting -Paper Due in Class (Hard Copy)
Exam Week		13		-Final Exam on Connect due by 11:59 PM

Current Course Related Research

- Mary, Snyder Broussard. *Reading, Research, and Writing*., Association of College and Research Libraries, 2017. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/lagrange/detail.action?docID=4845046>.
- Proudfit, Benjamin. *Writing Research Papers*, Gareth Stevens Publishing, 2014. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/lagrange/detail.action?docID=5084217>.
- Bazerman, C., Krut, R., & Lunsford, K. (Eds.). (2009). *Traditions of writing research*. Retrieved from <https://ebookcentral.proquest.com>
- Torrance, M., Waes, L. V., & Galbraith, D. (Eds.). (2007). *Writing and cognition : Research and applications*. Retrieved from <https://ebookcentral.proquest.com>, <https://ebookcentral.proquest.com/lib/lagrange/detail.action?docID=283951>.
- DeRenzo, E., & Moss, J. (Eds.). (2005). *Writing clinical research protocols : Ethical considerations*. Retrieved from <https://ebookcentral.proquest.com>

Assignment	Points Poss.	Course Objective
Attendance/Participation/Professionalism	10	
IRB Training and forms	30	
Journal articles & Presentation	10	CO 1, 3, 6
Research Paper	100	CO 1, 2, 3, 5, 6, 7, 8, 9, & 10
Presentation	50	CO 1, 2, 3, 5, 6, 7, 8, 9, & 10
2 Exams (2 x 50 points)	100	CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TOTAL	300	

Research Paper Rubric

APA Format/Writing

	10	8	6	0
APA Formatting	Paper was formatted in APA Style and had 0 APA Formatting Mistakes; paper did not have any citation concerns	Paper was formatted in APA style and only had 1 or 2 APA formatting Mistakes, paper did not have many citation concerns	Paper formatted in APA style but had many APA formatting errors, paper had several citation concerns	Paper not formatted in APA
Writing	Paper was well written, had very few grammatical errors, paper was clear and concise, paper was at least 12-pages in length	Paper was well written but had some grammatical errors, paper was 9-11 pages in length	Paper was not clear and concise and had many grammatical errors, paper was 6-8 pages in length	Paper was not well written, was not clear and concise and had grammatical errors throughout; paper was 5 pages or less

Abstract

	10	8	6	0
Abstract	Paper provides a summary of project including: who the participants were, why they participated, what they did to contribute data to	Paper is missing 1 of the following: who the participants were, why they participated, what they did to contribute data to the project, the	Paper is missing 2 of the following: who the participants were, why they participated, what they did to contribute data to the project, the	Paper is missing an abstract

	the project, the nature of your data, the results you obtained, and your interpretation of those results	nature of your data, the results you obtained, and your interpretation of those results	nature of your data, the results you obtained, and your interpretation of those results	
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Introduction

	10	8	6	0
Literature Review	Paper has a thorough literature review, literature review pertains specifically to the construct studied, 15-20 references included in review of literature	Paper reviews the literature surrounding the construct being examined, 10-14 reference included in review of literature	Paper does not have a sufficient review of the literature, paper includes articles that do not pertain to the construct being studied	Paper does not include a literature review
Statement of Problem	Paper clearly describes the problem/issue being addressed; paper gives a brief overview of the literature that shows why this is a problem worth the reader's attention	Paper describes the problem/issue being addressed; paper gives minor support for why this problem is worth the reader's attention	Paper mentions problem/issue being addressed but does not provide any support for why this problem is worth the reader's attention	Paper does not include a statement of the problem

Methodology

	10	8	6	0
Participants	Paper fully describes the participants in the study	Paper describes the participants but not provide a full description	Paper gives a minor description of the participants	Paper gives no description of the participants
Materials	Paper gives a full description of the instruments used	Paper describes the instruments used but does not provide a full description	Paper gives minor details about the instruments used	Paper gives no description of the instruments used
Procedures	Paper fully describes the procedure used; paper provides a full explanation of actions taken to ensure that research was performed within ethical guidelines	Paper describes the procedure used; paper does not provide a full explanation of actions taken to ensure that research was performed within ethical guidelines	Paper provides a short description of the procedure used; paper does not provide a full explanation of actions taken to ensure that research was performed within ethical guidelines	Paper gives no description of the procedures used

Results

	10	8	6	0
Results	Paper provides a full	Paper provides a	Paper provides a	Paper provides no

	description of the results; paper makes it clear what you measured and how your results were analyzed.	description of the results; paper was somewhat clear on what you measured and how your results were analyzed	small description of the results, paper was not clear on what you measured and how your results were analyzed	description of the results
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Discussion

	10	8	6	0
Discussion	Paper reintroduces topic and introduces the meaning of the results found; paper revisits literature review and compares what was found in study and what has been published previously; paper provides implications for practice; paper provides a summary of the most important things to be drawn from this study	Paper is missing 1 of following: Reintroducing topic and introduces the meaning of the results found; Revisiting literature review and comparing what was found in study and what has been published previously; Providing implications for practice; Providing the most important things to be drawn from this study	Paper is missing 2 of following: Reintroducing topic and introducing the meaning of the results found; Revisiting literature review and comparing what was found in study and what has been published previously; Providing implications for practice; Providing the most important things to be drawn from this study	Paper provides no discussion section