

**SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

COURSE SYLLABUS

Title of Course: **Research Methods and Program Evaluation in Counseling (3 cr)**

Course No. **CP 691**

Revised Fall 2020 (2016 CACREP Standard Updates)

Semester: Spring 2021

Instructor: Melissa Odegard-Koester, Ph.D., LPC, NCC, CCH

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Office Hours: Mondays 1:00-4:00 p.m. or by appointment

Class Room: SC 303

Class Days: Tuesdays

Class Times: 6:00-8:50 p.m. we will also have online discussions, activities and forums scheduled. Website: <https://learning.semo.edu/>



I. Catalog Description and Credit Hours of Course:

An overview of data collection, analysis, designs used in program evaluation, and evidence-based practices in the counseling profession. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required		

IV. Student Learning Outcomes

A. The student will select a topic and conduct a literature review related to evidence based practice in the field of counseling. This outcome will be measured by the Evidence-Based Topic Literature Review Assignment (CACREP Standards, 2016: Professional Identity Standards 2.8.b.d.e.).

B. The student will be able to critique a journal article relevant to their career in counseling. Critiques will address the relevance and applicability of this article to inform

counseling practice. This outcome will be measured by the Journal Article Critique Assignment (CACREP Standards, 2016: Professional Identity Standards 2.8.a.).

C. The student will be able to identify a hypothetical research project of their own design that includes anticipated statistical analysis procedures. This outcome will be measured by the Research Project and Peer Review Presentation (CACREP Standards, 2016: Professional Identity Standards 2.8.f.-j.).

D. Can articulate how the course content was meaningful and described how it can be applied into their work as a Mental Health Counselor (MHC). This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Core/Specialty Area Integrated Reflection.

V. Course as Relates to External Requirements

CACREP Requirements (2016)	DESE Requirements (2011)	LPC Requirements	NBCC Requirements
Professional Identity		Core Course	Coursework Content Area

VI. Course as Relates to External Standards

CACREP Standards (2016)
<p>Section 2.8. RESEARCH AND PROGRAM EVALUATION</p> <ul style="list-style-type: none"> 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
DESE Standards (2011)
None.

VII. Purposes or Objectives of the Course:

- A. The purpose of this course is to help counseling students gain necessary skills to understand and use research and research tools in support of becoming a responsive professional.
 - 1. Develop a critical understanding of the nature and methods of research, particularly in the area of counseling
 - 2. Become an informed and intelligent consumer of research in counseling.
 - a. Read and understand research articles
 - b. Recognize and distinguish "good" from "bad" research practices
 - c. Possess healthy skepticism to expect credible evidence in support of claims.
 - 3. Develop basic skills in analysis and interpretation of quantitative data; a strong grasp of statistical and measurement concepts and procedures
 - 4. Develop basic skills in analysis and interpretation of qualitative data; understanding of research fidelity, trustworthiness, and application
 - 5. Develop the capacity to synthesize the findings of research, summarize findings in practical and relevant ways, communicate the essential meaning of research findings professionally, and integrate findings of research into practice
 - 6. Become knowledgeable about the strategies and techniques for evaluating quality, effectiveness, and impact of counseling techniques, interventions, and skills on clients.

VIII. Course Content or Outline:

Class Hours

A.	Overview of Research	3
1.	Contemporary issues in counseling research	
2.	Getting started	
B.	Literature Review	6
1.	Literature review	
2.	Selecting a topic	
C.	Ethics and Multicultural Issues in Research	6
1.	IRB Review	
2.	Writing for the behavioral and social sciences	
3.	Ethics	
4.	Multicultural considerations	
D.	Organization and Structure of Manuscript	3
1.	Developing a research report	
2.	Writing clearly and concisely	

E.	Research Methods and Designs	21
1.	Mixed methods	
2.	Methodological issues and statistics overview	
3.	Quantitative designs	
4.	Qualitative designs	
F.	Program Evaluation	6
1.	Applying science and practice to real life	
2.	Action Research	

IV. Required Textbook(s):

Sheperis, C.J., Daniels, M.H., & Young, J.S. (2016). *Counseling Research: Quantitative, Qualitative, and Mixed Methods*. Boston: Pearson.

Note: Because of the amount of writing assignments required throughout your counselor preparation program, it is strongly recommended that you purchase of the following for your use and reference in every course throughout the program.

American Psychological Association (2020). *Publication Manual of the American Psychological Association*. (7th Ed.). Washington, DC: Author.

X. Expectations of Students:

- A. The student will actively participate in class.
- B. The student will complete the required readings and assignments.
- C. The student will demonstrate satisfactory performance on examinations.
- D. The student will know about and use a variety of technological strategies to enhance learning.
- E. The student will apply legal and ethical standards in counseling.

XI. Basis for Student Evaluation

All course information is included on the class Moodle site, which includes grading rubrics, weekly assignment formats, and contact information. Every effort will be made to respond to emails within 48 hours during the work week. Every effort will be made to grade course assignments in 2 weeks, based upon scope of assignment.

Course Assignments:

Class Participation and Forums (15% of overall grade):

Students are expected to participate in various course activities and online forums to continue the development of reflectivity and critical thinking skills. If you are not present, you will not receive in class participation points. To receive participation credits in class, students will be expected to contribute to classroom discussion through facilitating questions and/or answering questions on multiple occasions throughout the duration of the face to face class times. *These participation points cannot be made up.* Activities include the following: group discussion, individual assignments, and experiential activities designed to enhance student comprehension of course content.

Journal Article Critique (15% of overall grade): Students will be able to critique a journal article relevant to their career in counseling. Critiques will address the relevance and applicability of this article to inform counseling practice. Students will share their review in class.

Research Project and Peer Review Presentation (20% of overall grade): Students will give a class presentation on a hypothetical research project of their own design. The presentation will be in PowerPoint format and will include the essential components of a research project including anticipated statistical analysis procedures. Length of presentation will be limited to 10 minutes. A 1-page summary will be provided to the instructor at the time of the presentation. Audience members will provide feedback to the presenter on the feedback sheet provided by the instructor at the time of the presentation.

Evidence-Based Topic Literature Review (20% of overall grade):

Students will select an original topic of interest in the field of counseling and plan, design, and write a literature review. This literature review will focus on evidence-based practice in the field. A minimum of eight (8) current (2010 to present), peer-reviewed journal article references are necessary for an appropriate literature review. Remember the purpose of a literature review is to explain how the topic/issue is defined in the literature and summarize previous research findings on the topic as to provide a rationale for a study. The studies you cite should be closely related to the various aspects of the topic/issue (for example, if you are proposing the implementation of a bullying prevention program, then you should cite studies that have examined the effectiveness of such programs and identified what components appear to reduce bullying). APA style must be strictly followed.

Class Reflection Paper-Final (10% of overall grade): Each student is required to write and submit a 2 – 4 page reflection paper on what you learned from this class and how you plan to integrate class material in your work as a professional counselor (school or mental health setting). This paper can include descriptions of assignments that were particularly meaningful to you, key takeaways, and other points of interest as well as your plans to integrate your learning. This assignment also satisfies a requirement of the Integrated Professional Counseling Portfolio and can be uploaded in Moodle.

Exams (20% of overall grade): There will be one midterm and one comprehensive exam, further information will be provided on our Moodle course page.

Final letter grade:

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

XII. Methods of instruction

A combination of:

Classroom lectures and discussions

Classroom experiential exercises

Web-assisted instructions and tests/exams

XIII. Academic Honesty:

Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

XIV. Accessibility:

Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational

experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

XV. Civility:

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <https://semo.edu/psychology-counseling/accreditation.html> where the current student handbook can be accessed.

XVII. Mandatory Reporting:

I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

XVIII. Student Success:

This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XIX. Course Schedule

TENTATIVE SCHEDULE

Date	Topics/Assignments	Readings	Standards Clinical Professional Identity (2.8.)
Week 1	Overview <ul style="list-style-type: none">• What is research and why is it important?	<i>Counseling Research: Quantitative, Qualitative, and Mixed Methods</i> (Research): Chap 1 - Contemporary Issues in Counseling Research Research: Chap. 2 - Getting Started	Overview of standards covered based on syllabi topics and all standards: 2.8.a.-j.
Week 2	Finding and Reviewing Literature	Research: Chap. 3 - Reviewing Literature	2.8.a.
Week 3	Ethics in Research Forum Due	Research: Chap. 17 - Ethics APA Manual: Chap. 1 – Writing for the Behavioral and Social Sciences pp. 9 - 20 ACA Ethics Code: Section G – Research and Publication pp. 15 - 16	2.8.j.
Week 4	Multicultural Issues in Research Journal Article Critique Due	Research: Chap. 18 - Multicultural	2.8.a. & j.

Week 5	Reporting Your Findings	Research: Chap. 16 - Developing a Research Report APA Manual: Chap. 2 - Manuscript Structure and Content pp. 21 - 40 APA Manual: Chap. 3 - Writing Clearly and Concisely pp. 61 - 77	2.8.a.
Week 6	Mixed Methods Research Research Design	Research: Chap. 13 - Mixed Methods	2.8.f.

	Identification <ul style="list-style-type: none"> • What is quantitative research? • What is qualitative research? Forum Due		
Week 7	Methodological Issues and Statistics Overview	Research: Chap. 4 - Methodological Issues Research: Chap. 15 - Basic Statistics Chapter Excerpt: Sampling Strategies	2.8.g. & h.
Week 8	Quantitative Designs – Experimental Midterm Exam	Research: Chap. 5 - Quantitative – Experimental Designs Sampling Strategies (Chapter Excerpt)	2.8.f.
Week 9	Quantitative Designs – Predictive & Survey	Research: Chap. 6 - Quantitative – Predictive Design Research: Chap. 7 - Quantitative – Survey Research	2.8.f.

Week 10	Quantitative – TimeSeries	Research: Chap. 8 - Time Series Research	2.8.f.
Week 11	Introduction to Qualitative Research <ul style="list-style-type: none"> • Paradigm • Perspective • Trustworthiness • Sampling 	Introduction to Qualitative Research: JCD article: <i>Infusing Qualitative Traditions in Counseling Research Designs</i>	2.8.f.
Week 12	Qualitative Designs – Grounded Theory Evidence-Based Topic Literature Review	Research: Chap. 9 - Qualitative – Grounded Theory	2.8.f.
Week 13	Qualitative Designs – Phenomenological	Research: Chap. 10 - Qualitative – Phenomenological	2.8.f.
Week 14	Qualitative Designs – Narrative Research Project and Peer Review Presentations	Research: Chap. 11 - Qualitative – Narrative	2.8.f.-j.
Week 15	Program Evaluation Literature Review Integrated Class Reflection	Program Evaluation: Applying Science and Practice to Real Life (on Moodle)	2.8.g. & h.
Week 16	Final Comprehensive Examination	Chapters 1-18	2.8.a.-j.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Interim Dean, Dr. Joe Pujol.