



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

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|---------------------|---|
| Course Number | COUN 590 |
| Course Title | Research and Program Evaluation in Counseling |
| Call Number/Section | |
| Class Times | |
| Class Location | |
| Textbook | Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., Wang, K. T. (2016). Research Design in Counseling (4th ed.). Boston, MA: Cengage Supplemental Text: ACA Code of Ethics- https://www.counseling.org/resources/ethics CRC Code of Professional Practice https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf |
| Instructor | |
| Office | |
| Office Hours | |
| E-mail address | |
| Telephone number | |

Course Description

This course examines areas including statistics, research design, and development of research and demonstration proposals in a multicultural and ethical context. It includes understanding the importance of research in advancing the Counseling profession; program development and demonstration proposals; development and evaluation of program objectives; principles, models, and applications of needs assessment; and culturally and ethically relevant strategies for interpreting the results. Self-growth experiential activities may be associated with the content of this course.

CACREP (2016) Standards Covered in COUN 590

| Standard | Evaluation |
|---|---|
| 2.F.8. Research and Program Evaluation | |
| 2.F.8.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. | Research Article Review Chapter 2 Draft Final Research Proposal Paper |
| 2.F.8.b identification of evidence-based counseling practices | Research Article Review Discussion Questions |
| 2.F.8.c Needs Assessments | Discussion Questions |
| 2.F.8.d Development of outcome measures for counseling programs | Final Research Proposal Paper |
| 2.F.8.e. Evaluation of counseling interventions and programs | Final Research Proposal Paper |
| 2.F.8.f Qualitative, quantitative, and mixed research methods | Research Article Review Chapter 3 Draft Final Research Proposal Paper |
| 2.F.8.g Designs used in research and program evaluation | Research Article Review Chapter 3 Draft Final Research Proposal Paper |
| 2.F.8.h Statistical methods used in conducting research and program evaluation. | Chapter 3 Draft Final Research Proposal Paper |
| 2.F.8.i Analysis and use of data in Counseling | Chapter 3 Draft Final Research Proposal Paper |
| 2.F.8.j Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. | Program Evaluation Exercise/Assignment |

STUDENT LEARNING OUTCOMES

1. Facilitate student acquisition of skills and knowledge needed to conduct quantitative and qualitative behavioral research design and analysis.
2. Be familiar with at least one specific research methodology, preferably, one that is predominantly used in the student's field of study.
3. Know how to read and evaluate research articles.
4. Know how to write a literature review for a thesis using APA standards.

Course Outcomes

This course uses a performance-based approach designed to enable the student to become an educational service professional through the development of proficiencies specific to knowledge, skills, and dispositions required by national, regional, state, and institutional standards. Through a constructivist design, learning will be facilitated by collaboration that results in feedback that should contribute to continual reflection and self-assessment. Significant learning will be achieved through research, integrated experiences, and performances designed to contribute toward AAMU's Quality Enhancement Plan (QEP) of enhancing students' critical thinking skills.

Class Conduct

Students are expected to exhibit behavior that is appropriate for the learning environment. They are expected to actively engage in class activities (discussions, assignments, etc.), show respect for the professor, their fellow classmates, and themselves. Profanity and/or vulgarity will not be tolerated. Students are expected to abide by professional standards of speech, behavior, dress, and decorum as a part of professional development in their respective field of study. *Cellular phones may not be used in class* unless directed by the professor for an assignment or class activity. **They are absolutely prohibited during quizzes or exams** along with any other item/device not previously explicitly authorized by the professor. The use of laptops for note taking is permitted. Lectures and slides may not be recorded or captured (audio, video, or photos) without the professor's prior consent. *Online learning will still require active attendance and participation

Participation is calculated as follows: A letter grade is assigned at the end of the semester based on the student's overall class participation which includes, but is not limited to, evidence from the student's comments/questions that he/she read assignments, actively engaged in in-class discussions, actively participated in in-class activities, etc. Participation credit cannot be earned when absent, regardless of whether the absence was excused or not. General guidelines are:

A – Regularly actively participated—frequent appropriate questions and dialogue with professor and in groups.

B – Quietly attended regularly—did not interact much with professor or in groups.

C – Missed class often or did not interact much with professor or in groups.

D – Missed class frequently or did not interact with professor or in groups. **F** – Missed class/failure to attend/no show.

Assignments & Related Information

The student is responsible for the completion of all assignments, whether present or absent at the time the assignment is given. Late assignments will not be accepted unless accompanied by official, written documentation for excused absences. The textbook listed above is required, not optional, to successfully complete this course.

Blackboard: Essential information is available to students in Blackboard including, but not limited to, the course syllabus and grades. Students are expected to access Blackboard on a regular basis and take responsibility for all information posted there by the professor to assist them in successfully completing the course.

Late Assignments: Late assignments, without an official school excuse, **will not be accepted**. Therefore, please turn in all assignments on time, at the designated time.

- If you are having trouble uploading your assignment on Blackboard, your “fail-safe” is to email it to the professor by the deadline. In addition, you will have to produce adequate evidence/documentation that you have a technology issue, spoke with IT concerning the issue, and are working to resolve it.
 - As apart of the twofold review only legitimate circumstances will be considered. “My computer ate it” or “My internet crashed” or “I forgot to attach the assignment” or similar technical difficulties/etc. are not considered excused reasons for handing in something late, so please take all appropriate precautions.
- *Time management is a part of academic and professional development.*
- If your assignment uploads successfully, an email confirmation will be sent to you from Blackboard. Without this email confirmation, your assignment has not been successfully uploaded and you need to try again, contact IT, or email the assignment before the deadline.
- Do not email assignments unless otherwise requested.
- Emailed assignments must still be uploaded into Blackboard immediately. Please note that the university library is always an option.
- If you upload an assignment that the professor cannot open, read, or view due to improper format, it will be considered late. Therefore, **please upload your assignments using Microsoft Word or in PDF format.**
- Due to Covid19 this is currently an online synchronous course, and therefore Internet connection and access to various forms technology are required to successfully complete the course.

Disability Concerns/Assistance

Alabama A&M University accepts and appreciates diversity in its students, including student with disabilities. If you qualify for accommodations under the American Disabilities Act, please contact the Director of Special Student Services as soon as possible. Special Student Services works to provide reasonable adjustments and special help for students with qualified disabilities. They can be contacted at

(256) 372-4263; alternatively you may stop by the Student Center, Room 203. Accommodations can be provided only through the direction of Special Student Services; individual professors cannot legally approve accommodations.

Commitment to Diversity: The School of Education is committed to providing student candidates appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.

Academic Honesty: All acts of dishonesty in any work constitute academic misconduct that may result in a failing grade for the assignment and/or the class. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Also note the following as included:

- *Multiple Submissions* – Submitting the same assignment in two or more courses without obtaining prior permission of the respective professors. This includes submitting the same assignment in a class you are re-taking.
- *Misrepresentation* – Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of an assignment/course.
- *Facilitation of Academic Dishonesty* – Helping another student to violate any provision of the academic honesty code.

Attendance Policy

Regular, punctual attendance is required. However, life happens. A student is permitted **one (1) unexcused absence** for graduate classes that are three hours in length (3 credit hours). After that, each absence will be counted against your overall grade (dropping the grade by one letter). Three tardies, showing up after class has begun, are equal to one absence. Attendance will be taken.

- If you are absent beyond the one (1) permitted unexcused absence for any reason (sickness, death of a loved one, etc.) you **MUST** obtain and present an official school excuse within 7 business days.
- Because one can only participate at the level of their attendance, **your attendance, or lack thereof, will directly impact your class participation grade.**
- Missing more than three classes (in a 3 credit hour course) even with an excused absence will result in an FA (failure due to attendance), as there are contact hour standards that must be met per school guidelines and protocol.
- To be counted as present for online classes, I must be able to see you during the class (turn on your camera and remain in view).

Tutorial Assistance

Tutorial assistance can be obtained from the Tutorial Assistance Network (TAN), a subsidiary of the Office of Academics Support Services. TAN is located in Rm 100C, Buchanan Hall, at (256) 372-5487.

Communication: Please allow 24-48 hours for a response to email communication. Your email should be *professional in format and tone*. Emergencies should be directed toward the appropriate agencies/entities.

ASSIGNMENTS and GRADING. (see Blackboard assignment descriptions)

| ASSIGNMENT | POINTS |
|---|-----------------------|
| RESEARCH ARTICLE REVIEW x 2 | Each @ 35pts = 70 pts |
| CHAPTER 2 DRAFT | 30 pts |
| CHAPTER 3 DRAFT | 25 pts |
| CHAPTER 4 DRAFT | 25 pts |
| CHAPTER 5 DRAFT | 25 pts |
| TITLE PAGE, ABSTRACT, INTRODUCTION (STATEMENT of THE PROBLEM AND BACKGROUND), REFERENCE PAGE DRAFTS DUE | 25 pts |
| FINAL RESEARCH PROPOSAL PAPER (put it all together) | 100 pts |
| POSTER PRESENTATION* | 50 |
| Discussion Questions (8 in total) | Each @ pts= 200 |
| TOTAL POINTS | 550 pts |

***Key Performance Indicator (KPI)-** Students are required to earn an 80% or better to pass the KPI.

Assignment of Grades/Grading Scale

| Letter Grade | Percent |
|--------------|--------------------|
| A | Percent 90 – 99.99 |
| B | Percent 80 – 89.99 |
| C | Percent 70 – 79.99 |
| D | Percent 60 – 69.99 |
| F | Percent 50 – 59.99 |

Please see your specific program’s handbook for policies specific to your performance in this class (e.g., whether you must pass with at least a B and other possible consequences to your program continuation for failing the course).

Course Schedule of Readings, Assignments, and Due Dates

| Week# / Date | Topic | Assignment(s) for the week | CACREP Standards |
|-----------------------------|--|--|----------------------|
| 1 January 10-16 | - Course Introduction – Icebreakers Chapter 1 - Why Science Matters to Counseling <i>*Attendance Verification Period Begins</i> | -Review of Syllabus -Read Chapter 1 -Complete Intro Discussion 1 | |
| 2 January 17-23 | Chapter 2 -Research Training: Joys & Challenges Chapter 3 -Ethics in Counseling Research | Read Chapters 2, 3 | 2.F.8.a |
| 3 January 24-30 | Chapter 4 -Professional Writing -APA Writing Format <i>-The Write Place (Dr. Roper)</i> | Read Chapter 4 Discussion 2 ARTICLE REVIEWS DUE | |
| 4 January 31- February 6 | Chapter 5 -Identifying Interests and Operationalizing Topics Chapter 6 -Choosing a Design | Read Chapter 5, 6 RESEARCH TOPICS CHOSEN | 2.F.8.b 2.F.8.d |
| 5 February 7-13 | Chapter 11 -The Experimental Designs Chapter 12 -Quasi-Experimental and Longitudinal Designs | Read Chapters 11, 12 STATEMENT OF RESEARCH INTEREST DUE | 2.F.8.b-f |
| 6 February 14-20 | Chapter 13 -Quantitative Research Chapter 16 - Qualitative Research | Read Chapters 13, 16 Discussion 3 | 2.F.8.b.d.e. f. |
| 7 February 21-27 | Chapter 9 - Conceptual and - Methodological Considerations Chapter 17 Mixed Methods Designs | Read Chapters 9, 17 Chapter 2- LITERATURE REVIEW DRAFT DUE | 2.F.8.b. 2.F.8.e. |
| 8 February 28- March 6 | Chapter 10 - Scale Construction | Read Chapter 10 Discussion 4 | 2.F.8.b. |
| 9 March 7-13 | Chapter 18 - Independent Variables Chapter 19 - Dependent Variables | Read Chapters 18, 19 Chapter 3- PROPOSED METHODOLOGY DRAFT DUE | 2.F.8.c. |

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|-----------------------|---|---|----------------------|
| 10 March 14-20 | Chapter 7 - Validity Issues Chapter 8- Population Issues | Read Chapters 7, 8 | 2.F.8.c. J1. |
| 11 March 21-27 | Chapter 23 -Bias: Error Variances | Read Chapter 23 CHAPTER 4- PROPOSED ANALYSIS AND INTERPRETATION OF DATA DRAFT DUE | 2.F.8.c. |
| March 28-April 3 | SPRING BREAK | SPRING BREAK | |
| 12 April 4-10 | Chapter 20 -Counseling Outcome Research | Read Chapter 20 CHAPTER 5- DISCUSSION DRAFT DUE Discussion 6 | 2.F.8.a. 2.F.8.e. |
| 13 April 11-17 | Chapter 21 -Process Research | Discussion 7 Read Chapter 21 TITLE PAGE, ABSTRACT, INTRODUCTION (STATEMENT of THE PROBLEM AND BACKGROUND), REFERENCE PAGE DRAFTS DUE | 2.F.8.a. |
| 14 April 18-24 | Chapter 22 -Program Evaluation | Read Chapter 22 FINAL RESEARCH PROPOSAL AND POSTER PRESENTATION DUE | 2.F.8.b-d J1. |
| 15 April 25- May 1 | | Discussion 8 POSTER PRESENTATION DUE (contd) | |

*Upload all assignments on Blackboard; email PowerPoint presentations prior to class.

*If using a different edition book from the one specified, follow the course outline by topic/chapter title/content and not chapters (where applicable), as chapters may differ.

Nonetheless, it is your responsibility to read and be prepared for the correct chapter/topic for all exams/assignments as discussed and delegated herein or in class.

****Additional Information**

The syllabus is subject to change at the discretion of the professor. Changes to the syllabus will be announced and presented in writing in class and/or on Blackboard.

DESCRIPTION OF ASSIGNMENTS

REVIEW OF RESEARCH ARTICLES (70pts) LENGTH 4-6 PAGES

The purpose of this assignment is to help you understand how research is conducted and reported in counseling and/or psychology. Read two peer-reviewed articles from scholarly journals (ONE QUALITATIVE and ONE QUANTITATIVE). Articles of this type will typically report on original research or replications of previously conducted experiments, or they will be literature reviews in which the author(s) present the results of a literature search on a specific topic. In the latter case, the article will usually be a dissertation on the most current thinking on a specific topic.

TO LOCATE AN APPROPRIATE ARTICLE:

You can browse the periodical room of the college library for journals that pertain to counseling and/or psychology. The article must be from a counseling or psychological perspective. There are many journals to choose from in the field. Here is a list of journals to get you started:

American Counseling Association

American Psychological Association

Counseling and Values

International Journal for the Advancement of Counseling

Journal of Counseling and Development

Professional Psychology: Research and Practice

You should limit your search to:

Full text

Scholarly (peer reviewed) journals

Published in the past 5 years

EXAMPLE:

Here is an example of the proper form for your journal article review. It should be two-three pages long, typed, double spaced. This goes at the top of page one; don't bother with a cover page:

Your Name

PSY 585

Date

Dr. Brownrigg

Author(s). (year of publication). Article title. *Journal name, volume, number, pages.*

Example:

Hall, C. R., Dixon, W. A., & Mauzey, E. D. (2004). Spirituality and religion:

Implications for counselors. *Journal of Counseling & Development, 82(4), 504–*

507.

First, summarize the article.

The subject of this article is to

Next, explain and critique the methods used and/or the findings presented.

The author selected research articles and other writings from the field for review and analysis. His methods were thorough. His intent was to integrate the findings that had already been reported into a single article that could be the starting point for future research. Wood found that.....

And finally, offer your opinion on the value of the study. Will this study further our knowledge base or the goals of counseling and/or psychology, i.e., to describe, explain, predict and influence behavior? What does it add to our knowledge of the field?

STATEMENT OF RESEARCH INTEREST

CHAPTER 2 LITERATURE REVIEW DRAFT (6-7 pages)

The literature review will be an integrated synthesis of prior research and theory that relates to your current study/experiment. It aids the reader in gaining understanding about your research study and shows that you have an in-depth grasp of your subject, and that you understand where and how your own research fits into and contributes to an existing body of knowledge. Information should be presented in an organized way that critically analyzes the information you will gather. In addition, a literature review should:

- Summarize prior research while showing how your current research is linked to it.
- Integrate and summarize what is already known about your subject.
- Demonstrate that you are aware of other researcher's work, have learnt from that

research, and will be contributing a new perspective/new ideas with your own current research.

CHAPTER 3 PROPOSED METHODOLOGY (3-4 pages)

Typically for research IRB approval is needed to conduct studies and gather data when human subjects or otherwise are involved. In the case of simple studies, which you will be conducting in this class, you will not be required to submit an IRB proposal. However, before collecting data you MUST submit to me your *Proposed Methodology for review and approval*, which includes:

- Intended participants
- Research design
- Procedure of data collection
- Instruments to be used

CHAPTER 4 DATA COLLECTION (2-3 pages)

Using the collected data from your population sample provide (1) descriptive statistics (in table format); (2) proposed statistical method of analysis and reasons *why* this method is most effective to understanding your data results; and (3) expected findings. Proposed methods of statistical analysis may include:

- T-Test
- One-Way Anova
- Two-Way Anova
- Regression
- Chi-Square

*Ideally and in practice and theory, you should be able to fully analyze your collected data using SPSS, GraphPad, or VassarStats (hence why PSY 502: Statistics is the prerequisite to this course) and report the findings. That being said, anyone who can fully analyze their collected data will receive extra credit comparable to the quality of their analysis and reported findings (up to, but not to exceed 10 points on their midterm grade or final research proposal, whichever is most beneficial).

CHAPTER 5 CONCLUSION (2-3 pages)

The conclusion reiterates the importance or significance of your proposal and provides a brief summary of the entire study. This section should be only one or two paragraphs long, emphasizing why the research problem is worth investigating, why your research study is unique, and how it should advance existing knowledge.

Someone reading this section should come away with an understanding of:

1. Why the study should be done, 5pts
2. The specific purpose of the study and the research questions it attempts to answer, 5 pts
3. The decision to why the research design and methods used were chosen over other options, 5pts
4. The potential implications emerging from your proposed study of the research problem, 5pts
5. A sense of how your study fits within the broader scholarship about the research problem. 5pts

Title Page, Abstract (7-10 sentences), Introduction (1-2 pages) and Reference Page (4-5 pages total)

FINAL RESEARCH PROPOSAL- PUT IT ALL TOGETHER!

A final project must be completed and submitted by each student (or group). The final project will be a **research proposal** between **15-20** pages in APA style and format. The final paper will

consist of the following sections, which must be clearly specified (see sample provided on Blackboard):

- Cover Page
- Abstract
- Chapter 1 Introduction (**2-3** pages)
 - o Problem & Purpose of the Study
 - o Independent & Dependent Variables outlined/explained
- Chapter 2 Literature Review (**7-10** pages)
- Chapter 3 Proposed Methodology (**3-4** pages)
- *Participants, Design, and Procedure* (includes *instruments*) sections should come directly from your *Data Collection* materials and information.
- Chapter 4 DATA ANALYSIS (**2-3** pages)
 - o Description of the sample (based on IV/DV)
 - o Statistical analysis/findings
- Chapter 5 Discussion (**2-3** pages)
- References (minimum of **10** LEGIT research articles and/or combination of texts)

POSTER PRESENTATION (50 points) You will present your research proposal paper in a poster presentation format. You need to include the topics above and any other important information. Each student will have 15 minutes to briefly present your topic. Afterward, your classmates and myself will ask questions and critique your study.

PROGRAM EVALUATION EXERCISE

Answer the questions using the chapter on Program Evaluation. This will serve as your attendance verification and the evaluation information needed for this chapter. Your responses must be in Times New Roman, 12-point font.

You have been asked to evaluate a co-ed grief camp held in the summer, for children ages 8-15. It is run by a local non-profit organization that provides resources for families who have lost loved ones. Use this example when answering the following questions:

1. What sources of information will you use to describe the program and understand its mission and goals?
2. Outline a couple of evaluation questions you might pose during the implementation phase of the program.
3. How would the evaluation questions change if the evaluation were conducted during the conceptualization phase of the program?
4. Who are the possible stakeholders for your program? Are there any silent stakeholders? Are there any disenfranchised stakeholders?

5. The second phase in the evaluation of a program involves outlining data collection steps and timelines. What is the relevance of this procedure?
6. What data collection strategies will you use?
7. What might be some of the advantages and disadvantages of using participant observation in your evaluation?
8. What does it mean to “triangulate the data sources”?
9. When does primary data analysis occur, and why is it important in the evaluation of a program?
10. What is secondary data analysis, and how does it differ from primary data analysis?
11. What are some of the advantages of involving the stakeholders when writing the evaluation recommendations?
12. What is an “evaluation trail,” and what does it include?
13. How do research and program evaluation differ?

| Final Project Presentation Rubric | | | | | | | |
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| Content | Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Demonstrates a good understanding of the material. Listeners gain insights. | 0 | 1 | 2 | 3 | 4 | 5 |
| Organization | The presentation and handbook had a clear introduction, content, and conclusion. Presentation is also clear, logical, and organized. The listener can follow the flow of the information presented. | 0 | 1 | 2 | 3 | 4 | 5 |
| Delivery | Level of presentation is appropriate for the audience. Presentation is paced for audience understanding and holds listeners' interest. Presenter speaks clearly and audibly. | 0 | 1 | 2 | 3 | 4 | 5 |
| Visual/Creativity | Poster enhances presentation. Information is represented and organized to maximize user comprehension. Main points stand out. | 0 | 1 | 2 | 3 | 4 | 5 |

Rubric & Evaluation Criteria for Paper(s)

| Criteria | Superior | Sufficient | Minimal | Unacceptable |
|---------------------|--|--|---|--|
| Depth of Reflection | Response demonstrates an in-depth reflection on/and personalization of the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations | Response demonstrates a general reflection on, and personalization of the theories, concepts and/or strategies presented in the course materials to date. Viewpoints and interpretations | Response demonstrates a minimal reflection on, and personalization of the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations | Response demonstrates a lack of reflection on or personalization of the theories concepts and/or strategies presented in the course materials to date. Viewpoints and interpretation |

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| | are insightful and well supported. Clear detailed examples are provided, as applicable. | are supported. Appropriate examples are provided, as applicable. | are unsupported or supported with flawed arguments. Examples when applicable, are not provided, or are irrelevant to the assignment. | are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
| Required Components | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required. | Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required. | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. | Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. |
| Structure | Writing is clear, concise, and well organized with excellent sentence and paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page. | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. |

CLICK THE LINK

[Citing References and Reference Page](#)