

Master of Arts in Counseling

Course Syllabus



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| Course Information COUN 536 - A – FOUNDATIONS IN RESEARCH & PROGRAM EVALUATION: THEORY, DESIGN, AND FOUNDATIONAL STATISTICS Fall 2019 3 Semester Hours | Location/Date/Time Room: SB003 Tues., 8:30 – 11:10 am |
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INSTRUCTOR'S INFORMATION:

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

Office Hours: by appointment

Michael Horst, PhD

Email: michael.horst@emu.edu

Office Phone: 540.432.4244

Office Hours: by appointment

COURSE DESCRIPTION:

This course will offer a review of the research methods used in counseling and program evaluation. Students will gain experience in research tools such as literature databases, methodology, research paradigms, basic statistics and statistical software such as SPSS, the application of research strategies to program evaluation, and communicating research findings. This course is a prerequisite to *[COUN 537 Counseling Research and Program Evaluation: Research Methodology, Implementation, and Analysis]*, and culminates in a capstone project, which may be comprised of research, program development or evaluation, advocacy or community outreach.

COURSE GOALS AND OBJECTIVES:

COUN 536 will provide students with an understanding of research methods, statistical analysis, needs assessment, and program evaluation. This course will often assume an orientation focused on practitioner -research strategies (McLeod), which are needs-focused, and the programmatic evaluation strategies used optimize services to meet needs. Students will be able to conceptualize the research process as contiguous with counseling practice, and understand counseling interventions and assessment as applied research.

This includes these CACREP objectives:

1. development of measurable outcomes for clients (CACREP 2.F.5.i)
2. evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j)

Measurable outcomes and evidence-based practice involve a working knowledge of:

1. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP 2.F.7.g) reliability and validity in the use of assessments (CACREP 2.F.7.h)

Practitioner oriented, client centered, research includes the knowledge and skills of:

2. importance of research in advancing the counseling profession, including how to critique research to inform counseling practices (CACREP 2.F.8.a)
3. identification of evidence-based counseling practices (CACREP 2.F.8.b)

4. needs assessments (CACREP 2.F.8.c)
5. development of outcome measures for counseling programs (CACREP 2.F.8.d)
6. evaluation of counseling interventions and programs (CACREP 2.F.8.e)
7. qualitative, quantitative, and mixed research methods (CACREP 2.F.8.f)
8. designs used in research and program evaluation (CACREP 2.F.8.g)
9. statistical methods used in conducting research and program evaluation (CACREP 2.F.8.h)
10. analysis and use of data in counseling (CACREP 2.F.8.i)
11. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j)

Syllabus Disclaimer:

This syllabus is not a contract. The instructors reserve the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

Technology:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

PREREQUISITES:

N/A

REQUIRED TEXTS AND OTHER RESOURCES:**Required Reading:**

Erford, B.T. (2015). *Research and evaluation in counseling, 2nd Ed.* Stamford, CT: Cengage Learning.

Students are asked to select one book from the following list of recommended readings that will support their capstone project. If you are unsure what text would best serve your project, please consult either or both faculty members.

Additional readings, such as articles and chapters that will be made available on Moodle, will be assigned in response to class needs.

Recommended Reading

Style Manuals:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Qualitative Research Resources:

Bazeley, P. (2013). *Qualitative data analysis with NVIVO*. Thousand Oaks, CA: Sage Publications, Inc. (This text will describe the use of computer software in analyzing qualitative data)

Charmaz, K. (2014). *Constructing grounded theory*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks: Sage Publications.

Miles, M. B., & Huberman, A. M. (2017). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications, Inc. (A qualitative how-to text for researchers)

Saldana, J. (2012). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications, Inc (This text explores the data coding process in detail)

Yin, R. K. (2013). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.

Quantitative Research Resources:

Aldrich, J. O. (2015). *Using IBM SPSS Statistics: An interactive hands-on approach*. Thousand Oaks, CA: Sage Publications.

Vogt, W.P. (2006). *Quantitative research methods for professionals in education and other fields*. Pearson.

Statistics Resources:

Stalking, N.J. (2016). *Statistics for people who think they hate statistics*. Thousand Oaks, CA: Sage Publications.

Corty, E.W. (2014). *Using and interpreting statistics: A practical text for the behavioral, social, and health sciences*. New York, NY: Worth Publishers.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Los Angeles, CA: Sage Publications.

See also *A statistics primer for EMU MAC students* by Michael and *A statistics coloring book* by Cheree. These resources can't count as your additional text for this course.

Program Evaluation Resources:

Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). Program evaluation: An introduction. 4th Edition. United States: Thomson Brooks/Cole.

Multicultural Implications in Research:

Kovach, M. (2010). Indigenous methodologies: Characteristics, conversations, and contexts. University of Toronto Press.

Tuhiwai Smith, L. (2012). Decolonizing Methodologies: Research and indigenous peoples (2nd ed.). New York, NY: Zed Books.

Principles of Research Design:

Whitley, B. E. & Kite, M. E. (2012). Principles of research in behavioral science (3rd ed.). New York, NY: Routledge.

Wright, Robert J. (2014). Research methods for counseling. Sage Publications, Inc.

Course Requirements and Procedures:

Topic List: For this assignment, you are asked to develop a list of topics related to counseling of interest to you. We will expand or narrow these topics in class and use them to create the seeds for your capstone project.

Annotated Bibliography: An annotated bibliography is a list of books, articles and other resources that you are drawing from to inform your research or project. The citations of each work are followed by a brief summary, usually of 150 words or fewer describing and evaluating the resource. The purpose is to inform your reader of the scope, relevance, and quality of the resources you will draw from. You can find a sample annotated bibliography and instructions on Moodle.

NIH Research Certificate: You will need to secure a certificate from the National Institutes of Health in protecting human research participants. You can get this training the certificate for free on the NIH website: <https://phrp.nihtraining.com/users/login.php> the link is also available on Moodle.

Methods Draft: A methods draft is a one or two paragraph description of your research/project methodology and includes your sampling procedures and recruitment, your methodological approach, data collection and analysis process. These paragraphs eventually become a central component of your IRB proposal (below).

Experimental design and statistics procedures: The course material focused on experimental design and statistics (descriptive, correlational, inferential) to be mastered will be given in a statistics handout. Mastery of this material will be assessed by quizzes administered on Moodle. The instructors assume a mastery orientation and encourage students to adopt a growth mindset. For these reasons, students are invited to attempt the quizzes as many times as they need to score a 95% or better.

IRB Proposal: An IRB proposal is a formal description of your study's aim and design that follows a standardized structure to which all researchers adhere. All students will be required to write an IRB proposal and most will need to submit their proposal to EMU's Institutional Review Board (IRB) for approval. Please note that research involving human subjects can't be undertaken until the project has either been determined to be exempt or is approved by the IRB.

Literature Review: A literature review is a document reporting and summarizing the relevant published literature on your topic of interest. This paper discusses key, frequently describes the chronological progression of thinking around the topic, outlines issues, concerns or controversies and lays the groundwork for further exploration into the topic. Guidelines for the literature review can be found in this syllabus and on Moodle.

Recruitment Timeline: You will create a timeline indicating soft and hard dates to complete tasks related to recruiting participants for your research study or community action project.

Attendance Policy: Due to the interactive nature of this training experience, students are required to attend and actively participate in all class sessions. Attendance and active participation are necessary for mastery of course material. Class periods in COUN 536 will build upon previous class periods, so your attendance in every class meeting is important. Please make a commitment to attend every class punctually. If you know you will be absent, please let the instructors know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email the instructors and let them know you will not be in class.

GRADING CRITERIA AND OTHER POLICIES:

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|-------------------------|------------|
| Topic List: | 5 |
| NIH Certificate: | 10 |
| Methods Draft: | 10 |
| Annotated Bibliography: | 15 |
| IRB Proposal: | 30 |
| Moodle Quizzes: | 20 |
| Literature Review: | 25 |
| Recruitment Timeline | 5 |
| <u>Participation:</u> | <u>30</u> |
| Total: | 150 |

Writing Guidelines

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see rubric below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP)

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

Turnitin

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see:

http://turnitin.com/en_us/features/demos.

Moodle

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in each term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, (540) 432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

Institutional Review Board

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The Federal Office of Human Research Protection defines research as follows:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.

Online training through the NIH Office of Extramural Research can be accessed free of charge at the following web address: <https://phrp.nihtraining.com/users/login.php>. You will need to register an account and complete the training to be successful in COUN 536.

Graduate Writing Center

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies

Academic program policies and procedures can be found in the graduate student handbook and in an online catalog of graduate professional policies. Please use the following links for complete and comprehensive information. Please contact either of the instructors if you would like further assistance accessing any academic program policies.

<http://www.emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>

<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

Title IX

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4849 or rachel.roth.sawatzky@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://www.emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

SCHEDULE AND TOPICS:

| Date | Subject | Reading/Assignments Due |
|-------------|--|---|
| 8/27/19 | Setting the stage for research: Choosing a topic and research question CAP Overview Forming Research Questions | APA Style Review: Please review your APA style manual or visit one of the APA style websites available in Moodle First part of topic list completed in class in groups or individually |
| 9/3/19 | Philosophy of Science and Research Paradigms Qualitative, Quantitative, and Mixed methodologies Research Ethics & Institutional Review Boards (IRB) | Erford Ch. 1 Topic List due NIH Training Certificate Due: phrp.nihtraining.com |
| 9/10/19 | Characteristics of a Research Study Reviewing the literature Searching and using databases: How to access and explore counseling literature | Erford Chs. 2 and 3 |
| 9/17/19 | Introducing the IRB process Writing your methods section | Erford Ch. 4 Annotated bibliography due (Consult the annotated bibliography materials available on Moodle) |
| 9/24/19 | Instrument Creation Workshop: Creating interview protocols and surveys | Erford Ch. 11 Methods draft due Bring iPad to class |
| 10/1/19 | Qualitative methodologies | Erford Chs. 5 and 6 Recruitment Timeline Due |
| 10/8/19 | Quantitative and Mixed Methods | Erford Ch. 7 IRB draft due |
| 10/15/19 | Single-Subject Design (Case Study) Focus Groups | Submit IRB proposal |
| 10/22/19 | Needs Assessment and Program Evaluation Outcome research in Counseling | Erford Chs. 9 and 10 Statistics class handbook: Section 1 |
| 10/29/19 | Statistics Day 1: Descriptive Statistics and Measures of Central Tendency | Statistics class handbook: Section 2 |
| 11/5/19 | VCA Convention - No Class | Statistics Quiz 1 and 2 due (Moodle) |
| 11/12/19 | Statistics Day 2: Inferential Statistics and Hypothesis Testing | Statistics Quiz 3 and 4 due (Moodle) |
| 11/19/19 | Workshop: Interviewing | “Making Words Fly” |
| 11/26/19 | Multiculturalism and research | Final literature review due |
| 12/3/19 | Recruitment Process Creating a research Timeline | |
| 12/10/19 | Culminating Discussion | |

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Writing Standards – Graduate Level (revised Spring 2012)

| Criteria | A excellent | B good | C minimal expectations | Comments |
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| Content (quality of the information, ideas and supporting details.) | - shows clarity of purpose - offers depth of content - applies insight and represents original thinking | - shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking | - shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking | |
| Structure (logical order or sequence of the writing) | - is coherent and logically developed -uses very effective transitions | -is coherent and logically developed -uses smooth transitions | -is coherent and logically (but not fully) developed -has some awkward transitions | |
| Rhetoric and Style (appropriate attention to audience) | - is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read | - displays concern for careful expression - uses some variation in sentence structure -may be wordy in places | - displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose | |
| Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment) | - uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully | - uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas | -uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper | |
| Source Integrity (appropriate acknowledgment of sources used in research) | - cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style | - cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style | - has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style. | |
| Conventions (adherence to grammar rules: usage, mechanics) | - uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices | - almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices | - usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader | |
| The weighting of each of the six areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when one presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators). | | | | Grade |

Core 8: Research and Program Evaluation
Research: Literature Review

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

| Category | Criterion | 1 (Needs Work) | 2 (Meets minimum expectation) | 3 (Demonstrates competence) | 4 (Demonstrates proficiency) | 5 (Illustrates mastery) |
|-----------------|--|--|--|---|---|--|
| 1) Content | <ul style="list-style-type: none"> Breadth and depth of literature reviewed | Student relies on anecdote and opinion more than evidence in the literature. | Student reviews and integrates 3-5 sources across themes in the literature successfully. | Student reviews and integrates 5-8 sources across themes in the literature successfully. | Student reviews and integrates 8-12 sources across themes in the literature successfully. | Student reviews and integrates 12-15 sources across themes in the literature |
| | <ul style="list-style-type: none"> Synthesis of themes | Student does not identify themes in the literature | Student draws loose connections between articles | Student identifies a few (3-5) themes in the literature and uses evidence from the literature to support the themes | Student identifies salient themes in the literature and discusses evidence supporting the themes thoroughly | Student identifies salient themes in the literature, discusses evidence supporting the themes thoroughly, and clearly connects the themes to their project |
| | <ul style="list-style-type: none"> Length of paper | Fewer than 4 pages | 4 pages | 5-6 pages | 6-8 pages | 8-10 pages |
| 2) Synthesis | <ul style="list-style-type: none"> Makes clear connections across relevant topics | Relationship between ideas is not clearly articulated | While several ideas are connected, other ideas are not well integrated | Ideas and their connections are made clear | Implications of the ideas discussed are made clear | Ideas, their implications and relationship are clearly articulated |

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| 3) Rhetoric | <ul style="list-style-type: none"> Written with a coherent, clear structure that supported the review | Poorly conceptualized, haphazard | Structure and grammatical errors jeopardize the ideas presented | Some coherent structure; few grammatical errors or spelling flaws | Strong structural outline, free of grammatical errors or spelling flaws | Well developed, coherent and free of grammatical errors or spelling flaws |
| | <ul style="list-style-type: none"> Followed APA v. 6 | Does not follow APA for citation management, paper style, etc. Makes many errors. | Conveys a hint of knowledge regarding APA format, makes several errors in documentation style | Makes a valiant attempt to follow APA for citation management, paper style, etc. | Cites sources for all quotations and usually cites, makes minimal errors in APA format and style | Makes virtually no errors in APA documentation. |

Student name:

Faculty Reviewer:

Date:

Total Grade: /5