

**Graduate School of Education
Department of Counselor Education**

**COUN 582: RESEARCH AND PROGRAM EVALUATION IN COUNSELING
Summer 2014**

Instructor: Joel Lane, Ph.D.
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Course CRN: 80346
Credits: 3
Location: ED 408
Time: MW 4:45-8:00pm





Course Catalog Description

The course covers the areas of research design, basic psychometric principles and statistical procedures, test/scale construction, needs assessment and program evaluation, use of library as a research tool and writing research reports. Specific counseling applications to clinical mental health; couples, marriage and family; rehabilitation; and school settings are made throughout the course.

Disability Access Information

It is the University's goal that learning experiences be as accessible as possible. If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Graduate School of Education Conceptual Framework

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
 <p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p>Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Content Areas

1. Develop an understanding of scientific methods as applied to counseling problems.
2. Become acquainted with various research designs.
3. Become familiar with research issues and problems.
4. Understand basic psychometric and statistical principles and techniques.
5. Understand the process of test/scale construction.
6. Become familiar with the concepts of needs assessment and program evaluation.
7. Use the library as a research tool.
8. Critically read elementary research articles in professional journals.
9. Acquire knowledge of the organization of a research report.
10. Become aware of ethical considerations in counseling research.

Professional Standards

CACREP COMMON CORE STANDARDS ADDRESSED

G.8. RESEARCH AND PROGRAM EVALUATION

- G.8.a. the importance of research in advancing the counseling profession.
- G.8.b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
- G.8.c. statistical methods used in conducting research and program evaluation.
- G.8.d. principles, models, and applications of needs assessment, program evaluation and the use of findings to effect program modifications.
- G.8.e. the use of research to inform evidence-based practice.
- G.8.f. ethical and culturally relevant strategies for interpreting and reporting the results of research and for program evaluation studies.

CACREP CMHC STANDARDS ADDRESSED

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practice

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

CACREP SCHOOL COUNSELING STANDARDS ADDRESSED

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

**CACREP CLRC STANDARDS ADDRESSED
RESEARCH AND EVALUATION**

K. Knowledge

1. Understands how to critically evaluate research relevant to the practice of rehabilitation counseling.
2. Knows models of program evaluation for rehabilitation programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation counseling.

Knowledge and Skill Outcomes, Standards, and Assessments

Knowledge & Skill Outcomes	CACREP Common Standards	CACREP Specialty Standards	Assessment
Students will learn about research methodology and design, and will be able to apply these concepts to counseling issues.	G.8.a., G.8.b.		Class discussions / activities; Reviews; Final project
Students will learn about and understand research issues, including relevant ethical and multicultural implications.	G.8.f.		Class discussions / activities; Reviews; Final project
Students will learn psychometric and statistical principles and techniques.	G.8.b., G.8.c.		Class discussions / activities; Reviews; Final project
Students will learn and practice skills in critically reviewing counseling research articles in professional journals.	G.8.e.	CMHC: I.1 CLRC: K.1 School: I.1	Class discussions / activities; Reviews; Final project
Students will become familiar with the organization of a research report.		CMHC: I.1 CLRC: K.1 School: I.1	Class discussions / activities; Reviews; Final project
Students will learn about the various uses of research in the counseling profession, including outcome research, action research, program evaluation, and needs assessments.	G.8.d., G.8.e.	CMHC: I.2, I.3, J.1, J.2, J.3 CLRC: K.2, K.3 School: I.2, I.3, I.4, I.5	Class discussions / activities; Reviews; Final project
Students will understand the process of test/scale construction and refinement.	G.8.c., G.8.d.		Class discussions / activities

Required Texts & Readings

Sheperis, C. J., Young, J. S., Daniels, M. H., (2010). *Counseling research: Quantitative, qualitative and mixed methods*. Upper Saddle River, NJ: Pearson Education, Inc.

There will also be recommended supplemental readings available on D2L.

Course Schedule

Week	Topic	Reading
July 21 st	Course introduction; Contemporary issues in counseling research; Ethical issues in research	Ch. 1-2, 17
July 23 rd	Reviewing the literature; Methodological issues; Multicultural issues in research	Ch. 3-4, 18
July 28 th	Quantitative research: Experimental & Predictive designs	Ch. 5-6
July 30 th	Quantitative research: Survey & time series designs	Ch. 7-8
August 4 th	Qualitative research: Grounded theory, phenomenological designs, narrative research	Ch. 9-11
August 6 th	Program evaluation	Ch. 12
August 11 th	Mixed methods designs; Data analysis	Ch. 13-15
August 13 th	Share research proposals; Course evaluations	Group research proposals due

Methods of Instruction Overview

Methods of instruction will include lecture, class discussions, individual practice, and small group work. Students are encouraged to bring laptops or mobile devices to class sessions.

Assignments & Grading

A = 95% - 100%, A- = 90 - 94%

B+ = 87% - 89%, B = 84% - 86%, B- = 80% - 83%

C+ = 77% - 79%, C = 74% - 76%, C- = 70% - 73%

F = < 70%

1. Attendance & Participation (15 points):

Students are expected to attend all classes and to participate as actively as possible. You will earn points in this course by actively participating in class discussions and class assignments. As noted above, tardiness as well as lack of attendance and/or participation will adversely affect grades. Students can miss up to one class without penalty. After the 1st missed class, the overall grade will drop by 5%.

2. Weekly Article Critiques (15 points each; 45 points total):

Each week, using D2L, you will post a critique of a counseling research article. You will select one of several articles available each week, and your critique will involve responding to several questions provided by the instructor. The articles will be made available Wednesday evenings after class, and the deadline for each critique to be posted is Sunday at 11:59pm. In addition to posting your response, you are highly encouraged to view a critique from each of the other articles. There will be three total critiques due, and each critique is worth a total of 15 points.

3. Research Project (40 points):

In groups of 3, students will construct a counseling research proposal. The proposal development will occur under consultation with the instructor. Approximately 1.5-2 hours per week of class time has been converted to supervised proposal development time. Each night of class, students will be given a specific task related to their proposal to complete. Because every class will include time devoted to this project, students are highly encouraged to bring their textbook and laptops to each class session.

The proposal will include an introduction (main statement of problem, literature review, and statement of research questions & hypotheses), methodology (participants, procedure, instruments, and data analysis procedures), and expected contributions of the research to the counseling profession. The proposals will be evaluated in a manner similar to the peer review process of journal publications: unique contribution(s) of the proposed research, quality of the literature review, appropriateness of the design given the research hypotheses, clarity of methodology, writing quality, and strict adherence to APA style will all factor into evaluating the proposals. The final proposal is due on August 13th; each student will submit their group's proposal in Tk20.

Students are encouraged to seek writing support and reviews during the construction of the proposal. Students will receive 5% extra credit on this assignment if they can document attending the PSU Writing Center for an appointment with a writing consultant.

Course and University Policies

Late Assignments	Late assignments will be deducted 5 points per day.
Attendance and Tardiness	Students are expected to attend all classes and to participate actively. Tardiness as well as lack of attendance and/or participation will adversely affect grades. If students do not actively engage in the course, including observing role plays, final grades will be lowered by at least half a grade. Students can miss up to one class without penalty. After the 1 st missed class, the overall point total will be deducted 5 points for every missed class.
Classroom Demeanor and Courtesy	Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. We expect students to show respect and courtesy for all members of this class at all times. See the GSE Student Conduct Code: http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_conduct.pdf
Incompletes	<p>A student may be assigned an Incomplete (I) grade by an instructor when all of the following four criteria apply:</p> <ol style="list-style-type: none"> 1. Quality of work in the course up to that point is C level or above. 2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work. 3. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade. 4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period. <p>http://www.pdx.edu/ogs/incomplete-grades</p>
Academic Integrity	<p>The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other</p>

	<p>University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p> <p>PSU Student Conduct Code # 577-031-0136</p>
Returning student work	<p>Due to FERPA guidelines, student work must be directly returned to each student (either face to face or via electronic or “snail” mail). If students want a hard copy of their work returned, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>
Student Health Insurance	<p>PSU provides students taking 5 or more in-load, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.</p> <p>See http://www.pdx.edu/shac/insuranceplan for more information.</p> <p>Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.</p> <p>All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term.</p> <p>See http://www.pdx.edu/shac/insurancewaiver for specific information and directions about waiving the health insurance, and a link to the online waiver application.</p> <p>Contact insurancehelp@pdx.edu for more information.</p>
Safe Campus Module	<p>Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled <i>Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault</i>. See http://www.pdx.edu/sexual-assault/safe-campus-module</p>
Counselor Education Policy Statement	<p>Department Policy Statement: The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.</p> <p>Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the</p>

beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.