Master of Arts in Counseling
Course Syllabus

Course Information	**Location/Date/Time**
COUN 537 – FOUNDATIONS IN RESEARCH & PROGRAM EVALUATION: THEORY, DESIGN, AND FOUNDATIONAL STATISTICS Spring 2020 2 Semester Hours	Room: SB003 Tuesday, 2:45 – 4:45

INSTRUCTOR'S INFORMATION:
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Office Hours: by appointment

INSTRUCTOR'S INFORMATION:
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COURSE DESCRIPTION:
COUN 537 Foundations in Research and Program Evaluation: Theory, Design, and Foundational Statistics 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. Building upon the project design and proposal completed in COUN 536, this course culminates in a capstone project, which may be comprised of research, program development or evaluation, advocacy or community outreach.

COURSE GOALS AND OBJECTIVES:
COUN 537 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:

Cell phones are to be turned off or silenced (silenced, not on vibrate) during class time. If you have a work or life responsibility that requires your cell phone to remain on during class, please speak with the instructors.

Students using laptop computers or iPads for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers and iPads should be closed so as to remove the relational barrier they can create.

PREREQUISITES:
COUN 536

REQUIRED TEXTS AND OTHER RESOURCES:
Required Reading:

   Erford, B.T. (2015). *Research and evaluation in counseling, 2nd Ed.* Stamford, CT*:* Cenage 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. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, D.C.: American Psychological Association.

   Wolcott, H. F. (2001). Writing up qualitative research. Thousand Oaks, CA: Sage Publications, Inc.

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:

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.

<u>Course Requirements and Procedures</u>:

<u>Introduction and Methods Draft</u>: A draft of the introduction and methods sections of your capstone paper are due on February 11. The introduction to your paper should clearly articulate your research question and present a clear case for the need for your research project by citing recent literature. If you are conducting a community action project, your introduction must articulate the need for your project in the community and reference relevant literature supporting your action project. The methods section of your paper should describe your participants (i.e. number of participants and relevant demographic information), the procedures of your project, and any resources, tools, and instruments used for your project.

<u>Results and Discussion Draft</u>: A draft of your results and discussion sections of your capstone paper are due by March 24. The results section of your paper should include all analyses you conducted on your data and the results of those analyses (e.g. memoing, coding, statistical analyses). Your results section will also discuss the conclusions you draw from the results of your analysis of your data. The discussion section of your paper should describe how the results of your project are similar or disparate to the literature on your topic (if your results differ from general findings in the literature, what do you think caused that difference), the implications of your results for the sample/population of your inquiry, applications for the Counseling Profession, and considerations for further research.

<u>Research Journal</u>: Each student will keep a research journal throughout the semester. This journal will serve to aid in bracketing, triangulation, and creating a "papertrail" to support robust qualitative research; and will provide a space to detail quantitative procedures which, in turn, will support clarity when conveying quantitative methods and results.

<u>Mid-Semester Memo</u>: Each student will meet with one of the instructors for 25 minutes during class on March 10 or March 17 (students will be assigned a day) to discuss their progress on their capstone project. For this advising meeting, students will bring a mid-semester memo (template provided) detailing their progress and directing their advising meeting with the assigned instructor.

<u>Supplemental Reading Presentation</u>: Each student will present a summary of their supplemental reading and how that reading supports their project. Students should prepare a 12-15 minute presentation (including time for questions) that describes the primary points of their text.

<u>Capstone Practice Presentation</u>: Each student will present a practice presentation of their capstone project to the class. This practice presentation will be 20 minutes in length (15 minutes of presentation and 5 minutes for questions).

<u>Capstone Final Paper</u>: All capstone projects will culminate in a final capstone paper (see attached rubric). This paper will contain introduction, methods, results, and discussion sections (as completed in earlier drafts) detailing your capstone project. A final draft of this paper is due on April 29.

Capstone Presentation: Each student will present their capstone project on **Wednesday, April 29** during the MA in Counseling Capstone Day. **Please be sure to reserve all day for this event**. Students may give a 25-minute verbal presentation, a poster presentation, or alternative style of presentation approved by both instructors.

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 537 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:

Introduction & Methods Draft	9
Results and Discussion Draft	9
Mid-semester Memo for Advising	2
Supplemental Reading Pres.	5
Transcription Activity	5
Capstone Practice Presentation	5
Final Capstone Paper	35
Capstone Presentation	20
Research Journal	5
Participation:	5
Total:	**100**

Writing Guidelines:
EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions.

Academic Integrity Policy (AIP):
EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University's Plagiarism Tutorials and Tests may be a useful resource.

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. Note that submitted papers become part of the Turnitin.com database.

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 a given 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 will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Graduate & Professional Studies Writing Center:
Please utilize the writing program! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

Institutional Review Board (IRB):
All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety.

Library
The **Hartzler Library** offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

Office of Academic Access:
If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

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: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy:
Eastern Mennonite University expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental

documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Title IX:

The following policy applies to any incidents that occur (on or off campus) <u>while you are a student registered at EMU.</u> 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 and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff 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, Rachel Roth Sawatzky can be reached at 540-432-4133 or rachel.roth.sawatzky@emu.edu.. You can also report incidents or complaints through the online portal. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources. Please refer to the Student Handbook for additional policies, information, and resources available to you.

Academic Program Policies:

For EMU graduate program policies, please see the complete graduate catalog.

Writing Standards –Graduate Level

https://emu.edu/writing-program/docs/Graduate_rubric.ProvostCouncil.Feb22.2017.pdf

SCHEDULE AND TOPICS:

Date	Subject	Reading/Assignments Due
1/14	Welcome; Recruitment Timeline; Building Momentum	
1/21	Memoing	Take Survey on Joy (on Moodle)
1/28	Coding I & Interview for transcription activity	
2/4	Reading Presentations	Reading Presentations due
2/11	Writing Lab/Exchange and final edits for Intro and Methods draft	Introduction and Methods Draft due
2/18	Discussion of Empiricism and Evidence-base in Counseling, Profession, and Politics	Reading Presentations Due
2/25	Coding II	Bring Completed Transcripts
3/3	Spring Break – No Class	Spring Break
3/10	Research Advising/Workshop	Bring Mid-Semester Memo for Research Advising
3/17	Research Advising/Workshop	Bring Mid-Semester Memo for Research Advising
3/24	Writing Lab/Exchange and final edits for Results and Discussion draft	Results and Discussion Draft Due
3/31	Developing a Presentation Style/ Presentation Development Workshop	Bring ideas and notes for presentation
4/7	Practice Presentations	Practice Presentations Due
4/14	Practice Presentations	Practice Presentation Due
4/21	Practice Presentations	Practice Presentation Due Final Capstone Paper and Capstone Presentation Due
4/28	Culminating Interviews	
4/29	Capstone day! 😊	

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. **Please also note that you are expected to read your supplementary text at your own pace throughout the semester.**

Core 8: Research and Program Evaluation
Research: Capstone

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 (Meet minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
1) Content *Presentation*	Introduction	Introduction lacks clarity and cohesion. Lacks sense of purpose or passion. Does not address the literature.	Attempts to address the literature, but is not cohesive with the project. Minimal purpose or passion.	Introduces the topic clearly, but briefly. Connects the literature to the project briefly. Demonstrates the purpose for the project.	Clear introduction to the topic. Cohesive integration of the literature. Strong statement of purpose.	Clear introduction to the topic that seamlessly integrates the literature with a strong sense of purpose. Student demonstrates an identity of an emerging professional.
	Methods	Methods are sparse or unclear.	Attempts to describe methods and the rationale for using those methods clearly.	Clearly describes methods and the rationale for using the chosen methodology.	Clearly articulates methods and rationale for methods with an appreciation for the audience's level of understanding.	The chosen methodology is shown to be filling a method gap in the literature or the presenter discusses why the methodology should be used, supported by the literature. Presenter appreciates the composition of the audience.
	Results	Results are sparse or unclear.	Results are described but lack complexity or depth.	Results are adequately covered.	Results are described, their complexity and depth are explored.	The relevancy of the results to the work of the counselor and or the experience are brought to life for the audience.
	Discussion	Relevance of the results are unclear	Connections between the findings and the	Connections between the findings and the	Discussion ties the findings together in a way that	Discussion is thought-provoking, inspires

		or poorly formulated.	literature are not well described.	literature are adequately discussed	illuminates further what is known and what is still left to be uncovered.	questions and further inquiry.
	Style	Disconnected from the audience. Aloof.	Makes minimal contact with the audience.	Makes contact with the audience, and demonstrates an emerging appreciation for the composition of the audience.	Connects with the audience through responsive engagement and an appreciation for the composition of the audience.	Embodies the identity of a professional counselor sharing ideas and cultivating shared knowledge.
Content *Paper*	Introduction	Introduction lacks clarity and cohesion Lacks sense of purpose or passion. Does not address the literature.	Attempts to address the literature, but is not cohesive with the project. Minimal purpose or passion.	Introduces the topic clearly, but briefly. Connects the literature to the project briefly. Demonstrates the purpose for the project.	Clear introduction to the topic. Cohesive integration of the literature. Strong statement of purpose.	Clear introduction to the topic that seamlessly integrates the literature with a strong sense of purpose. Student demonstrates an identity of an emerging professional
	Methods	Methods are sparse or unclear.	Makes an attempt to describe methods and the rationale for using those methods clearly.	Clearly describes methods and the rationale for using the chosen methodology.	Clearly articulates methods and rationale for methods with an appreciation for the audience's level of understanding.	The chosen methodology is shown to be filling a method gap in the literature or the presenter discusses why the methodology should be used, supported by the literature. Presenter appreciates the composition of the audience.
	Results	Results are sparse or unclear.	Results are described but lack complexity or depth.	Results are adequately covered.	Results are described, their complexity and depth are explored.	The relevancy of the results to the work of the counselor and or the experience are brought to life for the audience.

	Discussion	Relevance of the results are unclear or poorly formulated.	Connections between the findings and the literature are not well described.	Connections between the findings and the literature are adequately discussed	Discussion ties the findings together in a way that illuminates further what is known and what is still left to be uncovered.	Discussion is thought-provoking, inspires questions and further inquiry.
2) Synthesis *Paper*	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
Synthesis *Presentation*	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
3) Rhetoric *Paper*	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
	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