# COUN 630 Research and Evaluation

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>Heidi Morton, Ph.D.</td>
<td>This course is designed to provide a foundation in basic social science research methods, particularly as they pertain to counseling. Issues in research design, basic statistics, and systematic evaluation are stressed. Students learn how to read and understand research studies in order to develop an evidence-based practice and how to gather and use data in their own practices.</td>
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<table>
<thead>
<tr>
<th>Phone</th>
<th>Methods of Instruction</th>
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</thead>
<tbody>
<tr>
<td>253-879-2696</td>
<td>Reflective discussion, lectures, videos, project-based learning, computer lab.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Office Location</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Howarth 328</td>
<td>This course has five main objectives: (1) increase your understanding of the importance of research in the counseling profession, (2) increase your research literacy and understanding of research design, (3) increase your knowledge of basic statistics, (4) increase your knowledge of and competency in program evaluation, and (5) increase your competency in the use of technology in program evaluation and research.</td>
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<table>
<thead>
<tr>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Wednesdays, 1pm or by appointment</td>
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<tr>
<th>Class Meeting Time</th>
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<tbody>
<tr>
<td>Mondays 4-7pm</td>
<td>This course addresses the following program goal: Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change.</td>
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## CACREP Standards addressed in this class

**SECTION 2F7: ASSESSMENT AND TESTING**

- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- *g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations**

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Spring 2021
SECTION 2F8: RESEARCH AND PROGRAM EVALUATION

- *a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice*
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

SECTION 2G3: School Counseling

- n. use of accountability data to inform decision making

* = Key Performance Indicator

Key Performance Indicators

In COUN 630, the KPI 2.F.8.a “the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice” is assessed in the Research Reflection assignment. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

In COUN 630, the KPI 2.F.7.g “statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations” is assessed in Exam 1. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

Exam Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Week 7 (March 8)</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Week 17 (May 10)</td>
<td>Exam 2</td>
</tr>
</tbody>
</table>
Requirements and Evaluation

It is expected that students take responsibility for timely completion of written work. It is the student’s responsibility to ensure that assignments have been uploaded or submitted successfully. Laboratory sessions, small group discussions and general participation, are as important as class lectures. Attending classes and arriving on time ensures optimal participation. The above variables will be taken into account when grading.

Knowledge and skills will be evaluated as indicated above and as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP STANDARDS</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework 1</td>
<td>2F8.h,i</td>
<td>10</td>
</tr>
<tr>
<td>Homework 2</td>
<td>2F8.h,i,j</td>
<td>10</td>
</tr>
<tr>
<td>Homework 3</td>
<td>2F8.c,h,i</td>
<td>10</td>
</tr>
<tr>
<td>*Research Reflection Assignment</td>
<td>2F8.a,e,f,g,h,i,j</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2F7.g</td>
<td></td>
</tr>
<tr>
<td>Exam #1</td>
<td>2F8.a,e,g,h,i,j</td>
<td>20</td>
</tr>
<tr>
<td>Exam #2</td>
<td>2F8.c,d,e,f,g,h,i</td>
<td>20</td>
</tr>
<tr>
<td>Group program evaluation project</td>
<td>2F8.a,c,d,e,f,g,h,i</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
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* = a CACREP Key Performance Indicator (KPI)

Homework: You will have three homework assignments that will assess your knowledge and skills related to the course content. Some of the assignments will require the use of Microsoft Excel to complete. Excel is installed on most computers on campus. In addition, Excel 2016 is available to students for free on vDesk (https://vdesk.pugetsound.edu). Students can also install Excel and the Office 365 suite for free here: https://products.office.com/en-us/student/office-in-education. Please note that there may be restrictions on installing and using the Data Analysis Toolpak if using the vDesk or Office 365 versions of Excel.
**Research Reflection Assignment:** This assignment gives you the opportunity to reflect on potential research questions of interest to you and of value to the counseling profession. You will be asked to identify a research question and answer the following:

1) What is the question you would like to answer (aka your research question)?

2) In what way(s) would answering this research question help advance the counseling profession/counseling practice?

3) Who would be your participants, and how might you go about recruiting them? How many do you plan to recruit, and why?

4) What ethical considerations could you encounter related to this specific research question, regarding a) recruitment and participation, b) data collection and storage, and c) reporting results?

5) What data would collect? Why? How would you collect it?

6) How will you measure results?

7) When analyzing data and then reviewing the results, how will you define ‘success’, and why?

8) Assuming your participants grant permission through the informed consent process, what is one place you could share results with other counseling professionals?

Please note that this is in no way intended to be a comprehensive research proposal; instead, think of it more like a ‘sketch,’ an outline, a rough draft, a starting point. It is an opportunity to both demonstrate and reflect on your learning and help you begin to envision ways you can apply it within your own counseling settings. Your answers need not be comprehensive or extensive, but they need to be thoughtful and show a basic understanding of research design and the research process as outlined in this course. For each item above, responses of a few sentences to a paragraph are typically sufficient. As a guide, typical responses will be between 3-6 pages long, double-spaced.

**Exams:** There are two exams during the course. The first exam will focus on basic premises of research, research ethics, program evaluation basics, descriptive statistics, and additional topics covered within the first half of the course. The second exam is more comprehensive but will focus primarily on quantitative research methods, inferential statistics, program evaluation, and additional topics covered within the second half of the course.

**Program Evaluation Project:** Students will work together on a group evaluation project to apply and demonstrate knowledge skills learned in the course. The project will involve evaluating aspects of a counseling program and will progress through the steps of program evaluation from setting the boundaries of the evaluation to the final reporting. As is typical with many program evaluations, the project may evolve as the work progresses. The project will include a literature review, incorporate both quantitative and qualitative approaches, and will conclude with an in-class presentation and a written report. While some class time will be set aside for work on the project, successful completion of this project will most likely require additional time beyond class hours. More information will be given throughout the course.
### Grading Rubrics

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Below standard</th>
<th>Developing standard</th>
<th>At standard</th>
<th>Exceeds standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments</td>
<td>Does not meet expectations for level of training and experience when demonstrating the application of core statistical concepts and skills</td>
<td>Does not consistently meet expectations for level of training and experience when demonstrating the application of core statistical concepts and skills</td>
<td>Meets expectations for level of training and experience when demonstrating the application of core statistical concepts and skills</td>
<td>Surpasses expectations for level of training and experience when demonstrating the application of core statistical concepts and skills</td>
</tr>
<tr>
<td>Exam 1 (KPI)</td>
<td>Does not meet expectations for level of training and experience when describing statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
<td>Does not consistently meet expectations for level of training and experience when describing statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
<td>Meets expectations for level of training and experience when describing statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
<td>Surpasses expectations for level of training and experience when describing statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
</tr>
<tr>
<td>Research reflection assignment (KPI)</td>
<td>Does not meet expectations when demonstrating understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
<td>Does not consistently meet expectations when demonstrating understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
<td>Meets expectations when demonstrating understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
<td>Surpasses expectations when demonstrating understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Does not meet expectations for level of training and experience when describing the application and interpretation of statistical tests</td>
<td>Does not consistently meet expectations for level of training and experience when describing the application and interpretation of statistical tests</td>
<td>Meets expectations for level of training and experience when describing the application and interpretation of statistical tests</td>
<td>Surpasses expectations for level of training and experience when describing the application and interpretation of statistical tests</td>
</tr>
<tr>
<td>Group Project (participation, presentations, paper)</td>
<td>Does not meet expectations for level of training and experience when completing the group project (contributions and attitude, cooperation with others, fulfilling assigned role/tasks, communication, accuracy)</td>
<td>Does not consistently meet expectations for level of training and experience when completing the group project (contributions and attitude, cooperation with others, fulfilling assigned role/tasks, communication, accuracy)</td>
<td>Meets expectations for level of training and experience when completing the group project (contributions and attitude, cooperation with others, fulfilling assigned role/tasks, communication, accuracy)</td>
<td>Surpasses expectations for level of training and experience when completing the group project (contributions and attitude, cooperation with others, fulfilling assigned role/tasks, communication, accuracy)</td>
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</tbody>
</table>
Required Texts


**NOTE:** this is an OER (Open Educational Resources) textbook. You can choose to download it (available in EPUB, digital PDF, Print PDF, MOBI, or Pressbooks XML format), read it online, or purchase a print version for $12 via Amazon.com.


Bibliography


https://www.wilder.org/sites/default/files/imports/crimevictimservices14_4-08Web.pdf


Additional Resources

*Online statistics education: A multimedia course of study* (http://onlinestatbook.com/). Project Leader: David M. Lane, Rice University.

Collins Library – Counseling Subject Guide  https://research.pugetsound.edu/counseling

Contact our Liaison Librarian, Andrea Klyn: https://research.pugetsound.edu/prf.php?account_id=25472

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UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

University Mission Statement

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students’ capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

Classroom Emergency Response Guidance

Please review university emergency preparedness response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.
Office of Accessibility and Accommodations

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

University Diversity Statement

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

the richness of commonalities and differences we share as a university community.
the intrinsic worth of all who work and study here.
that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

to create respect for and appreciation of all persons as a key characteristic of our campus community.
to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to ensure full educational opportunity for all who teach and learn here.
to prepare effectively citizen leaders for a pluralistic world.

Names and Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Bereavement Policy

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.
Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s standards regarding personal and academic integrity and behavior at https://www.pugetsound.edu/student-life/personal-safety/student-handbook/student-integrity-code/standards/

Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/
Course Schedule

- RMP= Research Methods in Psychology textbook
- CDC= Program Evaluation self-study guide
- Assignments listed for each week are to be read in advance of the class session.
- Instructor reserves the right to adjust this course outline as the course progresses, as needed; adjustments will be announced during class and via Canvas/ email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings/Assignments</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| Week 1 | Jan. 25 | • Course overview  
• The research process  
• Measures of central tendency | • RMP ch. 1 (sections 1-6)  
• Salkind, ch. 1, 2 | 2F8a  
2F7f  
2F7g |
| Week 2 | Feb. 1 | • (asynchronous)  
• Research ethics  
• Formulating research questions and outcome measures  
• Measures of variability | • RMP ch. 2 (sections 7-14)  
• RMP ch. 3 (sections 15-18)  
• Salkind, ch. 3 | 2F8j  
2F7g |
| Week 3 | Feb. 8 | • Evaluating research articles  
• Program evaluation intro  
• Frequency distributions | • RMP ch. 12 (sections 52-54)  
• Salkind, ch. 4  
• CDC - Intro section  
• Dimmitt (2010) | 2F8a,d,g  
2F7g  
5G3n |
| Week 4 | Feb. 15 | • (asynchronous)  
• Experimental Research  
• Correlations | • RMP ch. 4 & 5 (sections 19-27)  
• Salkind ch. 5  
• **Due:** Homework #1 | 2F8g  
2F7g |
| Week 5 | Feb. 22 | • Reliability & validity  
• Culturally responsive research  
• Hypotheses | • RMP ch. 6, sections 28, 29, 30  
• Salkind, ch. 6, 7  
• CDC – Step 1: Engage stakeholders  
• CDC – Step 2: ‘Describe the program’ | 2F7g  
2F8j |
| Week 6 | Mar. 1 | • Surveys and survey research  
• The normal curve  
• Probability | • RMP ch. 7 (sections 34-37)  
• Salkind, ch.8  
• **Due:** Homework #2 | 2F8a,c,h,g  
2F7g |
| Week 7 | Mar. 8 | • Inferential statistics intro  
• z-scores  
• Hypotheses and significance testing | • Salkind, ch. 9  
• RMP ch. 13 (sections 57-61)  
• CDC – Step 3: ‘Focus the design’  
• **Due:** Exam #1 | 2F8g,h |
| Week 8 | Mar. 15 | • Intro to qualitative research  
• Z-tests  
• Culturally responsive program evaluation | • RMP ch. 6 (sections 31-33)  
• Salkind ch. 10  
• CDC ‘tip sheet’  
• CDC – Step 4: Gather evidence | 2F8f,h, j |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Mar. 22</th>
<th>t-tests</th>
<th>Qualitative research (cont’d)</th>
<th>Group project work</th>
<th>Salkind ch. 11, 12</th>
<th>2F8e,f</th>
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<tr>
<th>Week 10</th>
<th>Mar. 29</th>
<th><strong>NO CLASS (campus-wide break)</strong></th>
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<tr>
<th>Week 11</th>
<th>Apr. 5</th>
<th>(asynchronous)</th>
<th>Single-subject research</th>
<th>Presenting results</th>
<th>ANOVA, MANOVA</th>
<th>Salkind, ch. 13</th>
<th>RMP ch. 10 (sections 44-47)</th>
<th>CDC Step 5: Justify Conclusions</th>
<th>2F8a</th>
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<thead>
<tr>
<th>Week 13</th>
<th>Apr. 19</th>
<th>(asynchronous)</th>
<th>Linear regression</th>
<th>Group project work</th>
<th>Salkind ch. 16</th>
<th>RMP ch. 11 (sections 48-51)</th>
<th><strong>Due:</strong> Research Reflection assignment</th>
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<tr>
<th>Week 14</th>
<th>Apr. 26</th>
<th>Nonparametric tests</th>
<th>Group project work</th>
<th>Salkind ch. 17</th>
<th>CDC Step 6: Ensure use, lessons learned</th>
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<table>
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<tr>
<th>Week 15</th>
<th>May 3</th>
<th>Group project presentations</th>
<th>Review</th>
<th><strong>Due:</strong> Project paper (submit 1 paper per group)</th>
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<tr>
<th>Week 16</th>
<th>May 10</th>
<th><strong>EXAM #2</strong></th>
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