

COUN 630 Research and Evaluation

Instructor

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Course Description

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.

Methods of Instruction

Reflective discussion, lectures, videos, project-based learning, computer lab.

Office Location

Howarth 328

Course Objectives

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.

Office Hours

Wednesdays, 1pm or by appointment

Class Meeting Time

Mondays 4-7pm

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.

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

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
- 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

Week	Subject
Week 7 (March 8)	Exam 1
Week 17 (May 10)	Exam 2

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:

	Assignment	CACREP STANDARDS	Points
	Homework 1	2F8.h,i	10
	Homework 2	2F8.h,i,j	10
	Homework 3	2F8.c,h,i	10
	*Research Reflection Assignment	2F8.a,e,f,g,h,i,j 2F7.g	10
	Exam #1	2F8.a,e,g,h,i,j	20
	Exam #2	2F8.c,d,e,f,g,h,i,j	20
	Group program evaluation project	2F8.a,c,d,e,f,g,h,i,j	20
Total			100

* = a CACREP Key Performance Indicator (KPI)

LETTER GRADE	GRADE POINTS	Percent
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	65-66
F	0.00	

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

Assignment	Below standard	Developing standard	At standard	Exceeds standard
Homework Assignments	Does not meet expectations for level of training and experience when demonstrating the application of core statistical concepts and skills	Does not consistently meet expectations for level of training and experience when demonstrating the application of core statistical concepts and skills	Meets expectations for level of training and experience when demonstrating the application of core statistical concepts and skills	Surpasses expectations for level of training and experience when demonstrating the application of core statistical concepts and skills
Exam 1 (KPI)	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	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	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	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
Research reflection assignment (KPI)	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	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	Meets expectations when demonstrating understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Surpasses expectations when demonstrating understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
Exam 2	Does not meet expectations for level of training and experience when describing the application and interpretation of statistical tests	Does not consistently meet expectations for level of training and experience when describing the application and interpretation of statistical tests	Meets expectations for level of training and experience when describing the application and interpretation of statistical tests	Surpasses expectations for level of training and experience when describing the application and interpretation of statistical tests
Group Project (participation, presentations, paper)	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)	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)	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)	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)

Required Texts

Jhangiani, R. S., Chiang, I. A. & Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology: 4th edition*. Pullman, WA: Open Text Kwantlen Polytechnic University. Retrieve at: <https://kpu.pressbooks.pub/psychmethods4e/>

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](https://www.amazon.com)).

Salkind, N. (2017). *Statistics for people who (think they) hate statistics: Using Microsoft Excel 2016 (4th ed.)*. Los Angeles: SAGE.

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. (2011). *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: Centers for Disease Control and Prevention. <https://www.cdc.gov/eval/guide/index.htm>

Bibliography

Centers for Disease Control and Prevention (CDC). (2014). *Program Evaluation Tip Sheet: Integrating Cultural Competence into Evaluation*. (from *Practical strategies for culturally competent evaluation*, 31-32.) Atlanta, GA: US Dept. of Health and Human Services. https://www.cdc.gov/asthma/program_eval/cultural_competence_tip_sheet.pdf

Comfort, H. & Hoggarth, L. (2010). Analysing and presenting your findings. In *A practical guide to outcome evaluation* (pp. 170-187). London and Philadelphia: Jessica Kingsley.

Dimmitt, C. (2010). Evaluation in school counseling: Current practices and future possibilities. *Counseling Outcome Research and Evaluation*, 1(1), 44–56.

Guiffrida, D. A., Douthit, K. Z., Lynch, M. F., & Mackie, K. L. (2011). Publishing action research in counseling journals. *Journal of Counseling & Development*, 89(3), 282– 287.

Holm-Hansen, C. (2008). *Communicating evaluation results*. https://www.wilder.org/sites/default/files/imports/crimevictimservices14_4-08Web.pdf

Peg, D., Goodman-Scott, E., & Jennifer, B.-B. (2015). Using Universal Screening for Early Identification of Students at Risk: A Case Example from the Field. *Professional School Counseling*, 19(1), 1096-2409-19.1. <https://doi.org/10.5330/1096-2409-19.1.133>

Whiston, S. C. (1996). Accountability through action research: Research methods for practitioners. *Journal of Counseling & Development*, 74(6), 616–623.

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

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.

Week	Subject	Readings/Assignments	CACREP Standards
Week 1 Jan. 25	<ul style="list-style-type: none"> • Course overview • The research process • Measures of central tendency 	<ul style="list-style-type: none"> • RMP ch. 1 (sections 1-6) • Salkind, ch. 1, 2 	2F8a 2F7f 2F7g
Week 2 Feb. 1	<ul style="list-style-type: none"> • (asynchronous) • Research ethics • Formulating research questions and outcome measures • Measures of variability 	<ul style="list-style-type: none"> • RMP ch. 2 (sections 7-14) • RMP ch. 3 (sections 15-18) • Salkind, ch. 3 	2F8j 2F7g
Week 3 Feb. 8	<ul style="list-style-type: none"> • Evaluating research articles • Program evaluation intro • Frequency distributions 	<ul style="list-style-type: none"> • RMP ch. 12 (sections 52-54) • Salkind, ch. 4 • CDC - Intro section • Dimmitt (2010) 	2F8a,d,g 2F7g 5G3n
Week 4 Feb. 15	<ul style="list-style-type: none"> • (asynchronous) • Experimental Research • Correlations 	<ul style="list-style-type: none"> • RMP ch. 4 & 5 (sections 19-27) • Salkind ch. 5 • Due: Homework #1 	2F8g 2F7g
Week 5 Feb. 22	<ul style="list-style-type: none"> • Reliability & validity • Culturally responsive research • Hypotheses 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Surveys and survey research • The normal curve • Probability 	<ul style="list-style-type: none"> • RMP ch. 7 (sections 34-37) • Salkind, ch.8 • Due: Homework #2 	2F8a,c,h,g 2F7g
Week 7 Mar. 8	<ul style="list-style-type: none"> • Inferential statistics intro • z-scores • Hypotheses and significance testing 	<ul style="list-style-type: none"> • Salkind, ch. 9 • RMP ch. 13 (sections 57-61) • CDC – Step 3: ‘Focus the design’ • Due: Exam #1 	2F8g,h
Week 8 Mar. 15	<ul style="list-style-type: none"> • Intro to qualitative research • Z-tests • Culturally responsive program evaluation 	<ul style="list-style-type: none"> • RMP ch. 6 (sections 31-33) • Salkind ch. 10 • CDC ‘tip sheet’ • CDC – Step 4: Gather evidence 	2F8f,h, j

Week 9 Mar. 22	<ul style="list-style-type: none"> t-tests Qualitative research (cont'd) Group project work 	<ul style="list-style-type: none"> Salkind ch. 11, 12 	2F8e,f
Week 10 Mar. 29	NO CLASS (campus-wide break)		
Week 11 Apr. 5	<ul style="list-style-type: none"> (asynchronous) Single-subject research Presenting results ANOVA, MANOVA Group project work 	<ul style="list-style-type: none"> RMP ch. 10 (sections 44-47) Salkind, ch. 13 CDC Step 5: Justify Conclusions Due: Homework #3 	2F8a
Week 12 Apr. 12	<ul style="list-style-type: none"> Action research Correlation coefficient – testing for significance Group project work 	<ul style="list-style-type: none"> Guiffrida et al. (2011) Whiston (1996) Peg et al. (2015) Salkind, ch. 15 	2F8f,g
Week 13 Apr. 19	<ul style="list-style-type: none"> (asynchronous) Linear regression Group project work 	<ul style="list-style-type: none"> Salkind ch. 16 RMP ch. 11 (sections 48-51) Due: Research Reflection assignment 	2F8h,i
Week 14 Apr. 26	<ul style="list-style-type: none"> Nonparametric tests Group project work 	<ul style="list-style-type: none"> Salkind ch. 17 CDC Step 6: Ensure use, lessons learned 	2F8h,i
Week 15 May 3	<ul style="list-style-type: none"> Group project presentations Review 	<ul style="list-style-type: none"> Due: Project paper (submit 1 paper per <i>group</i>) 	2F8a-j 2F7g 5G3n
Week 16 May 10	<ul style="list-style-type: none"> EXAM #2 		