

## **I. COUN 5800.51 Research, Statistics, & Program Evaluation**

Department of Psychology  
Counseling Graduate Program  
Three (3) Credit Hours  
Online Course

### **II. Instructor:**

Professor: Karen McCurtis Witherspoon, Ph.D.  
Office Hours: Tues. 2 pm to 6 pm, Wed. 1pm to 3pm & by appointment  
Office Location: HWH 219, Phone (773) 995-3879  
EMAIL: Kmccurti@csu.edu  
Main Office: Graduate Counseling Office, HWH311, (773) 995-2359

### **III. Attendance Policy:**

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session and group supervision is a requirement of the counseling program. Points will be deducted from your final grade if you are absent, tardy or leave class early. Please inform the instructor if you must miss class. University policy will be followed for attendance problems. You may be dropped from the course if you miss more than two class sessions. Please note that it is the student's responsibility to drop this course for nonattendance issues if necessary.

### **IV. ADA Policy**

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

### **V. Course Prerequisites**

PSYC 2080 or 4190 or equivalent basic statistics course. Admission to the master's degree program.

### **VI. Conceptual Framework**

#### **Department Mission**

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

The College of Education's conceptual framework serves as the model for preparing all candidates to success in helping all urban children learn. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning. This course creates a basic foundation upon which an understanding of student, teacher and parents behavior can impact the learning process.

## **VII. Course Description**

Study of research methods, both qualitative and quantitative, computer programs for data management and testing, application of program evaluation principles, legal and ethical considerations in research and programs.

## **VIII. Methods of Instruction:**

The method of instruction includes "socratic" teaching, which involves teaching by questioning more so than by telling as well as group discussion, lecture, analysis of readings, construction in a research proposal and student presentations. Therefore the teaching technique is highly interactional between the student and the professor as well as among the classmates. Moreover, a deep emphasis is placed on the use of a culturally sensitive pedagogy relative to all subject matter. Electronic technology including internet, powerpoint, web-based assignments are used frequently.

This course will emphasize the importance and limitations of theory and methodology in social science research as well as the purposes of applied research, program evaluation, and research ethics. You will gain exposure to the question of epistemology by becoming acquainted with "how we know what we know." In other words, how do social scientists conduct research? What methods do they use? How can you learn to discern good science from poor or irrelevant science? A central purpose of this course is for students to demonstrate knowledge about the fundamentals of research design, data collection, analysis, validity, specifically as they pertain to Counseling and Psychology. There are many research methods that are encompassed by the scientific paradigm. What method you use to go about answering a research question depends on the question you're asking. Some are more appropriate to qualitative approaches or to the use of secondary literature. Others require that you be able to manipulate quantitative measures of social phenomena. This course is designed to expose you to both methods of inquiry. In addition, students are expected to demonstrate the ability to use the scientific method to think about counseling. It is expected that this material will not only enhance the quality of the research you conduct personally, but will also help you become educated consumers of others' research.

## **Use of Technology:**

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at [www.csu.edu](http://www.csu.edu)), open attachments, and conduct a library search online. Moodle will be used to make announcements, post lecture notes, and assignments. Email will be used to send messages to the class and to

individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either Moodle or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

**IX. Program Objectives met in this Course (*italicized*):**

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. *Effectively respond to professional and ethical issues.*
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

**X. Course Objectives and Assessments/Student Outcome Measures**

Course Objectives	*Standards CACREP = Council for Accreditation of Counseling CMH = Clinical Mental Health Counseling SC = School Counseling	Assessments/ Outcome Measures
Understand the development of measurable outcomes for clients	CACREP = 5i	Exams, discussion posts and preparing a quantitative or qualitative research paper
Improve understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	CACREP = 7g	Essay exams, and preparing a quantitative or qualitative research paper
Recognize the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	CACREP = 8a	Exams, discussion posts and preparing a quantitative or qualitative research paper

Demonstrate identification of evidence-based counseling practices	CACREP = 8b	Exams, discussion posts, online webcourse and preparing a quantitative or qualitative research paper
Understand and apply needs assessments	CACREP = 8c	Exams, discussion posts and preparing a quantitative or qualitative research paper
Understand the development of outcome measures for counseling programs	CACREP = 8d	Exams, discussion posts and preparing a quantitative or qualitative research paper
To be able to evaluate of counseling interventions and programs	CACREP = 8e	Exams, discussion posts, presentation and preparing a quantitative or qualitative research paper
Understand qualitative, quantitative, and mixed research methods	CACREP = 8f	Exams, discussion posts and preparing a quantitative or qualitative research paper
Identify designs used in research and program evaluation	CACREP = 8g	Exams, discussion posts and preparing a quantitative or qualitative research paper
Understand statistical methods used in conducting research and program evaluation	CACREP = 8h	Exams, discussion posts, online webcourse and preparing a quantitative or qualitative research paper
Apply analysis and use of data in counseling	CACREP = 8i	Exams, discussion posts and preparing a quantitative or qualitative research paper
Recognize ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	CACREP = 8j	Exams, discussion posts and preparing a quantitative or qualitative research paper
Refine your ability to identify the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body that present themselves in research and evaluation	CACREP = 8f	Exams, discussion posts and preparing a quantitative or qualitative research paper
To know and understand the historical perspectives concerning the nature and meaning of assessment and evaluation	CACREP = 8a	Exams, discussion posts and preparing a quantitative or qualitative research paper

### Professional Standard Sets

Council for Accreditation for Counseling and Related Educational Programs(CACREP)  
<http://www.cacrep.org>

## XI. Grading Policy

### Evaluation Criteria & Course Requirements:

Assessment	Value		Final Grade	Total Points=400
<b>Discussion Board Forums</b>	40% or 160 points		<b>A</b> (90% - 100%)	360 - 400
16 Forums	10 points each		<b>B</b> (80 - 89%)	320 - 359
<b>Online Assignments</b>	10% or 40 points		<b>C</b> (70 - 79%)	280 - 319
READI Course	15 points		<b>F</b> (0 – 69%)	0 - 279
NIH Human Subjects Course	25 points			
<b>Paper Assignments</b>	25% or 100 points			
Topic Selection	5 points			
Annotated Outline	30 points			
Research Proposal	65 points			
<b>Examinations</b>	25% or 100 points			
Midterm	50 points			
Final	50 points			

**Discussion Board Posts:** You must post at least one substantive response to each weekly discussion question (unless specified to do more), followed by at least two reply responses to your fellow students on another day, for a minimum total of 3 postings per week on different days. Your postings must demonstrate that you have reflected on the assigned readings, and synthesized the material with your previous knowledge and experience. Reference any works from which ideas or especially where quotations are drawn. You are also expected to monitor your responses and respond to questions posed to you by classmates and the instructor. PLEASE NOTE: This is a minimum amount of postings. High quality, graduate-level discussions usually involve more active participation than this. The more actively you participate, the more you will gain from the course.

The semester is divided into 16 weeks. The academic week is defined as Monday (day 1) through Sunday (day 7). Online postings for each question are due by Thursday (day 4). Responses to other peoples' postings may be done throughout the week, but no later than Sunday (day 7) at midnight CST. Online postings more than a week late will not be scored (i.e., they will receive a 0), unless arrangements have been made with the instructor in advance. If you are ill and unable to post, please let the instructor know as soon as possible.

**Online Assignments:** The READI completion report must be uploaded online via the assignment link. The CITI webcourse must be completed and the certificate of completion must be submitted via the assignment link online. Note that these assessments typically take at least an hour to complete so plan accordingly.

**Paper Assignments:** The research proposal is broken down into multiple steps, each of which constitutes a percentage of your grade. The final research proposal fulfills the university thesis alternative research requirement for graduate programs. Handouts with specific requirements for the Paper Assignments will be distributed online. The final research proposal must be submitted via the Turnitin link on Moodle. Paper Assignments will not be accepted via email.

**Examinations:** The midterm and final examinations will be open-book examinations taken online. Questions will be in multiple choice format and based solely on the required textbook.

## **XII. Required Texts**

Heppner, P., Wampold, B., Owen, J., Thompson, M., & Wang, K. (2015), *Research Design in Counseling*, 4th Edition. Boston: Cengage Learning.

*Required Supplemental Text:*

American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.

## **XIII. Required Readings**

Students will also be required to read professional journal articles assigned in the weekly units.

## **XIV. Bibliography**

The following resources are not required but are used to build course content.

American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.

American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from [www.counseling.org/about-us/about-aca](http://www.counseling.org/about-us/about-aca)

American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5<sup>th</sup> ed.)*. Arlington, VA: American Psychiatric Publishing.

- Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.
- Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.
- Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment (4<sup>th</sup> Ed.)*. Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>
- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental health Counseling*, 37, 152-163.
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2<sup>nd</sup> ed.)*. Alexandria, VA: American Counseling Association.
- Belsey, J. B. (2016). *Experiencing the lifespan (4<sup>th</sup> ed.)*. New York:, NY: Worth.
- Calhoun, L. G., & Tedeschi, R. G. (Eds.). (2013). *Handbook of post traumatic growth*, New York, NY: Routledge.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches, 2nd Edition*. Thousand Oaks: Sage Publications.
- Cronk, B. (2004). *How to use SPSS (3rd ed. or later)* Los Angeles, California: Pyrczak.
- Gall, M.D., Borg, W.R., & Gall, J.P. (2007), *Educational Research: An Introduction*, 8th Edition. Boston: Allyn & Bacon.
- Hadley, R. & Mitchell, L. K. (1995). *Counseling research and program evaluation*. New York: Brooks/Cole.
- Jackson, S. (2009). *Research methods and statistics*, (3rd ed.) Belmont, California: Wadsworth.
- James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies (8<sup>th</sup> ed.)*. Boston, MA: Cengage learning.
- Lambert, M. (2010). "Yes, it is time for clinicians to routinely monitor treatment outcome." In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.
- Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.
- McLeod, J. (1999). *Practitioner research in counselling*. Thousand Oaks: Sage Publications.
- Norcross, J. (2010). The therapeutic relationship. In Duncan, B., Miller, S., Wampold, B., & Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction. 4th Edition*. United States: Thomson Brooks/Cole.
- Pyrczak, F. & Bruce, R.R. (2007). *Writing empirical research reports (6th ed.)* Los Angeles, CA: Pyrczak.
- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.
- Sheperis, C. J., Young, J. S., & Daniels, M. H. (Eds.). (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. Hoboken, NJ: Pearson.
- Stout, C. E., & Hayes, R.A. (Eds). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.
- Wampold, B. E. (2010). What works and what does not: The empirical foundations for the

common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.

## XV. Course Calendar

### COUNS 5800.61: Tentative Schedule (subject to change by Professor)

Each week, a portion of class time will be spent in lecture and discussion of the following topics with the latter portion of class spent in case discussion, formal case presentation by students, and other relevant clinical discussions related to students' field experiences.

Week	Topics	Assignment/Assessment with Session Due
1	Orientation to Online Learning	Introductions Discussion -10 points READI Assessment Assignment Due-15 points Online Learning Handouts
2	History & Nature of Research in Counseling	Chapter 1 & 2 Discussion Board Forum – 10 points Handouts & Lecture
3	Comparison of Quantitative and Qualitative Research Designs	Chapter 6 Discussion Board Forum - 10 points Research Design Handouts & Lecture Assigned Journal Readings
4	Formulation of a Research Problem, Variables, Hypotheses, Questions	Chapter 5 Discussion Board Forum - 10 points Assigned Journal Readings
5	Ethical, Legal, and Multicultural Considerations in Counseling Research	Chapter 3 Discussion Board Forum – 10 points NIH webcourse in Human Subject Protections Assignment Due- 25 points
6	Reviewing the Research Literature & Understanding Scholarly Sources	Chapter 4 Discussion Board Forum – 10 points Handouts & Lecture Topic Selection Due- 5 points
7	Statistics, Validity, Credibility, & Reliability in Research	Chapter 7 & 8 Discussion Board Forum – 10 points Assigned Journal Readings Handouts & Lecture

8	Multicultural Consideration in Research	Chapter 9 Midterm Exam Due – 50 points
9	Mid Semester Recess	Free Research Time
10	Experimental Research Designs in Counseling	Chapter 11 Discussion Board Forum – 10 points Assigned Journal Readings Handouts & Lecture
11	Quasi-experimental Designs	Chapter 12 Discussion Board Forum – 10 points Handouts & Lecture Annotated Outline Assignment Due - 30 points
12	Non-experimental Designs	Chapter 10& 13 Discussion Board Forum – 10 points Assigned Journal Readings Handouts & Lecture
13	Case Study, Focus Groups & Qualitative Traditions	Chapter 15, 16 &17 Discussion Board Forum – 10 points Assigned Journal Readings Handouts & Lecture
14	Needs Assessment & Program Evaluation in Counseling	Chapter 20, 21 & 22 Discussion Board Forum – 10 points Assigned Journal Readings Handouts & Lecture
15	Methodological Issues: Independent & Dependent Variables	Chapter 18 &19 Discussion Board Forum – 10 points Handouts & Lecture Research Proposal Due - 65 points
16	Course Review Final Exam Period	Final Discussion Forum & Student Presentations Due – 10 points Final Exam Due – 50 points

**Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University**

*A. Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

*B. Academic Honesty:* Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It

is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

*C. Plagiarism and Academic Misconduct:* Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures,” article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust the grades downward, award a failing grade for the semester, or seek further sanctions against the student.

*D. Academic Warnings:* Undergraduate student progress is monitored throughout each semester, and progress indicators are posted to Cougar Connect / CSU X-Press during the 5<sup>th</sup>, 9<sup>th</sup>, and 13<sup>th</sup> weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive “SP” (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.

*E. CSU Credit Hour Definition:* For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class student work assignments (homework, reports, essays, critical analysis of readings, etc.); this is in addition to studying.

*F. Statement from Abilities Office:* Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190. The telephone number is [773.995.4401](tel:773.995.4401). Accommodations may be requested at any time, but they are not retroactive.

*G. Emergency Procedure Request:* In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

In addition to the policies described above, this course, like other courses in the Counseling program, requires that students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation.