**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**MHS 6710 Research and Program Evaluation in the Counseling Profession**

3 Credits

CRN, Semester

Faculty Name and Rank

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| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office:  Phone:  Fax:  E-mail:  SKYPE: | Day, Time, Room | Days/Times  Or by appointment  via office  or SKYPE  or On-line as scheduled |

**Course Description: (From catalog plus any additional instructor amplification)**

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| Reviews basic measurement concepts, construction of standardized testing materials, and fundamental descriptive statistics for applied research. A variety of research models will be presented, emphasizing action research and program evaluation in public school settings and community agencies.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | S**tudent Academic Outcomes** | | Meets CACREP Standard(s) | | | | |  | | Core | School  Counseling | | Community  Counseling | |  |  |  |  | | | | 1. | Understand research methods, statistical analysis, needs assessment, and program evaluation. | X |  | |  | | 2. | Recognize the importance of research and opportunities and difficulties in conducting research in the counseling profession. | X | X |  | | | 3. | Analyze research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research. | X |  |  | | | 4. | Critically evaluate research for clinical and professional practice. | X |  | X | | | 5. | Apply technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy. | X | X | X | | | 6. | Employ principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications. | X | X | X | | | 7. | Design and use research to improve counseling effectiveness. | X | X |  | | | 8. | Analyze trends in culturally competent research and the effect that research has had on historically marginalized groups. | X |  |  | | | 9. | |  |  | | --- | --- | | Explain ethical and legal considerations. |  | |  |  | | x |  |  | | |  |  |  |  |  | | |
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**Implementation Strategies**

**Primary Method of Instruction**

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| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
| X | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| X | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity/Hybrid | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

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| **Required Texts** |
| Heppner, P.P., Wampold, B.E., & Kivlighan, D.M. (2008). *Research design in counseling.* (3rd ed.) Pacific  Grove, CA: Brooks/Cole.  ISBN: 978-0-53452348-0  **Recommended**  American Psychological Association (2009). *Publication manual*. (6th ed.) Washington, DC: APA. |

**Required of all counseling degree seeking students:**

**On-line purchase of Livetext, if you have not already purchased it.**

**Classroom handouts**

Any assigned classroom readings or virtual documents (see Course Management System)

**Sample Calendar of Coursework Activities**

**(Note that schedule may be subject to change.)**

Course Goals and Objectives:

Upon successful completion of the course, students will:

Consider himself/herself a knowledgeable scientist-practitioner in research and evaluation

studies;

Understand, interpret, and apply results of research and evaluation studies to his/her

professional pursuits;

Undertake the design, conduct, and interpretation of a research or evaluation study;

Understand the ethical issues and practices important in the conduct of research, particularly

with human subjects;

Communicate effectively both orally and in writing about research-related issues.

These general goals will be addressed through the following objectives:

Identify and describe different types of research approaches and designs.

o Distinguish between experimental and descriptive approaches to research.

o Distinguish between quantitative and qualitative research approaches.

o Generate examples illustrating various types of approaches and designs.

Read, summarize, and critique research reports.

o Recognize different types of research reports.

o Discriminate between primary and secondary sources.

o Identify and summarize different sections of a research report.

Understand and generate research questions and hypotheses.

o Operationally define variables and constructs.

o Distinguish between manipulated and measured variables.

Identify and understand sampling and assignment techniques.

o Distinguish between populations and samples.

o Distinguish between random sampling and random assignment.

o Recognize different sampling and group assignment procedures.

o Describe purposive sampling techniques.

Identify and describe logical fallacies in scientific thinking.

o Define internal validity and identify threats to internal validity.

o Define external validity and identify threats to external validity.

o Define trustworthiness and identify threats to validity in qualitative research.

Analyze and interpret simple statistics.

o Practice analysis and interpretation of descriptive and simple inferential statistics.

o Generate tables and graphs.

o Propose data analysis plans for research proposal.

Describe the reliability and validity of measurement instruments.

o Know where to obtain psychometric information.

o Understand why reliability and validity are essential properties of measurement tools.

Write a research proposal.

o Utilize APA manuscript style (6th ed.)

o Review the literature and write a literature review.

o Propose a research design.

o Articulate strengths and limitations of the research design.

Sample Schedule

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| Session 1 | Review Syllabus  Science and Counseling  Research and Training | Chapters 1 and 2 |
| Session 2 | Research Topics  Research Designs  Program Evaluation | Chapters 3 and 4  Chapter 21 |
| Session 3 | Validity and Ethical Issues in Research Design | Chapters 5 and 6  Article Critique Due  Proposal Introduction: Selection of Program for Evaluation |
| Session 4 | Between Group and Within Subject Design  Writing Professional Reports  Counseling Process Research | Chapter 7  Chapter 19  Chapter 22 |
| Session 5 | Quasi-Experimental and Time Series Designs  Single Subject Designs | Chapters 8 and 9  Article Critique Due |
| Session 6 | Quantitative Descriptive Designs  Qualitative Designs | Chapter 10  Chapter 11  Beginning Literature Review Due |
| Session 7 | Identifying Independent and Dependent Variables | Chapter 12 and 13 |
| Session 8 | Population Issues  And Multicultural Considerations | Chapter 14 and 15  Evaluation Variables and Measurement Plan Due |
| Session 9 | Sources of Bias and Outcome Research | Chapter 16  Chapter 18 |
| Session 10 | Final Exam |  |

Research Article Critiques. Designing a solid research study requires the ability to critically

analyze the results of published research. To this end, students are required to read,

summarize, and critique a quantitative or qualitative research article in their field. The

critique should be 2-3 pages in length. The critique should include the following subsections:

(a) description of the rationale for and findings of the study; (b) description of methods used

in the study, including strengths and limitations of the methods used i.e., internal and

external validity issues; and (c) the degree to which the study contributes to their field.

Attach a copy of the article to the critique.

All written assignments must be typed and double-spaced. Cover sheets/title pages do not contribute to the assignment length. Simply staple your written assignments; please do not use binders. All written assignments must be in APA format.

Research Proposal. Students will design a program evaluation proposal. The assignment will include such activities as selection of the topic, rationale, research questions, literature review, methodology, potential results and its implications, and ethical, methodological, and cultural issues/limitations. Each student or teams as assigned will complete a proposal:

(a) outlining a sound conceptual framework for the study (includes literature

review, research questions/hypotheses, rationale) and method section (includes a description

of participants, how data will be collected and analyzed); and

(b) addressing issues related to the project (e.g., validity, reliability, trustworthiness, ethical and cultural considerations, implications of the study).

There may be some class time devoted to the development of these proposals. There are

writing assignments throughout the course to facilitate the completion of a rigorous and

thorough proposal. The research proposal should be concise, and you should aim for 15-25 pages. The proposal must strictly adhere to APA Style as outlined in the 6th edition of the publication manual. Instrumentation, observation, and/or interview protocols should be

included in the proposal.

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| **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to one (1) absences without penalty. For each absence beyond one, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class which does not include “the last day of class.” All readings must be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and appropriate risk taking (i.e., modeling) are welcomed and encouraged.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.
2. **Evaluation.** Statements here cover whether a course is on a points accrual or percentage basis, if all assignments must be completed to achieve a passing grade, policy on late work. Discuss here if course is pass fail.

| **Description** | **Points** |
| --- | --- |
| Quizzes and/or Mid-semester and End of Term Exams |  |
| Article Critique(s) |  |
| Evaluation Project Plan (Including Literature Review, Research Question, Evaluation Design, and plan for Data collection and methods, and Analysis) |  |
| Professionalism and Participation |  |
|  |  |
| TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
| 90 |  | A |
| 80 |  | B |
| 70 |  | C |
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**Policy regarding late or incomplete assignments**

1. **(Sample language about credit (full, partial or none) for late or incomplete work and number of days or week work can be late.** Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**Policies regarding technology usage and use of technology in class.**

**Sample Statement regarding the level of technology usage and any policies regarding use of cell phones, PDAs, laptops, and other personal electronic devices** Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.

**The Fine Print: College/University Rules**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

**E-mail.**

Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**The fine print: Standards and Assessments**

**Florida Educator Accomplished Practices**

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| **FEAP.3** | ACCOMPLISHED PRACTICE #3: Continuous Improvement |
| **FL-FTCE-COMP-GUIDCOUNS-2012.8.3** | Demonstrate knowledge of needs assessment techniques. |
| **FL-FTCE-COMP-GUIDCOUNS-2012.8.5** | Demonstrate knowledge of progress monitoring and outcomes reporting to all stakeholders (e.g., graphing student performance, response to intervention, program outcomes). |
| **FL-FTCE-COMP-GUIDCOUNS-2012.8.4** | Demonstrate knowledge of the purposes, types, and basic steps of program evaluation and relevant follow-up activities. |
| **FL-FGCU-COE-2011-DP.1** | Knowledge - Value expertise and research in the field. |
| **FL-FTCE-COMP-GUIDCOUNS-2012.8.1** | Demonstrate knowledge of accountability and research methodology. |
| **FL-FEAP-2010.2.b.1.b** | Examines and uses data-informed research to improve instruction and student achievement; |

**FGCU’s School Counseling program is approved by the Florida Department of Education**

**College and University Competencies**

**CACREP Standards Matrix**

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| 8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: | a. the importance of research in advancing the counseling profession; | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates an understanding of the importance of research in advancing the counseling profession to achieve a composite grade of A on all assignments. |
| 8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: | b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates knowledge of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research to achieve a composite grade of A on all assignments. |
| 8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: | c. statistical methods used in conducting research and program evaluation; | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate understands statistical methods used in conducting research and program evaluation to achieve a composite grade of A on all assignments. |
| 8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: | d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications; | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates an understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications to achieve a composite grade of A on all assignments. |
| 8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: | e. the use of research to inform evidence-based practice; | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates the use of research to inform evidence-based practice to achieve a composite grade of A on all assignments. |
| 8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: | f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: The candidate understands ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies practice to achieve a composite grade of A on all assignments. |
| I Research and Evaluation | 1.Understands how to critically evaluate research relevant to the practice of clinical mental health counseling | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates the use of research to inform evidence-based practice to achieve a composite grade of A on all assignments. |
| I Research and Evaluation | 2.Knows models of program evaluation for clinical mental health programs. | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates an understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications to achieve a composite grade of A on all assignments. |
| I Research and Evaluation | 3.Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates knowledge of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling at a level to achieve a composite grade of A on all assignments. |
| J Research and Evaluation - Skills and Practices | 1.Applies relevant research findings to inform the practice of clinical mental health counseling | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates the use of research to inform evidence-based practice to achieve a composite grade of A on all assignments. |
| J Research and Evaluation - Skills and Practices | 2.Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates knowledge of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling at a level to achieve a composite grade of A on all assignments. |
| J Research and Evaluation - Skills and Practices | 3.Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs | MHS 6710 Research and Program Evaluation: On Tests and Quizzes Rubric: Candidate demonstrates knowledge of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling at a level to achieve a composite grade of A on all assignments. |
| I. Research and Evaluation - Knowledge | 1. Understands how to critically evaluate research relevant to the practice of school counseling. | MHS 6710 Research and Program Evaluation  Subject Area Knowledge - Rubric Students demonstrate knowledge of research theories through performance on a series of quizzes and exams. Candidate demonstrates an understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications to achieve a composite grade of A on all assignments. |
| I. Research and Evaluation - Knowledge | 2. Knows models of program evaluation for school counseling programs. | MHS 6710 Research and Program Evaluation  Subject Area Knowledge - Rubric Students demonstrate knowledge of research theories through performance on a series of quizzes and exams. Candidate demonstrates an understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications to achieve a composite grade of A on all assignments. |
| L. Academic Development - Skills and Practice | 2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. | MHS 6710 Research and Program Evaluation  Subject Area Knowledge - Rubric Students demonstrate knowledge of research theories through performance on a series of quizzes and exams. Candidate demonstrates an understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications to achieve a composite grade of A on all assignments. |

**Other CACREP Competencies covered**

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review 2 20 2013**

**Form Date 2 18 2013**