



Course	COUN 5850 Research and Program Evaluation
Term, Day, Time	Spring 2, 2010 – Thursday 6:00pm-10:00pm 3/18, 3/25, 4/1, 4/8, 4/15, 4/22, 4/29, 5/6, 5/13
Instructor	Name: Dr. A. A. Sappington Phone: (904) 797-2025 (Best times 10:00-6:00 Wed, Th, Fri, Sat) Email: drewsappington@msn.com No attachments please
Catalog Description/ Content Area	<p>This course examines areas including statistics, research design, and development of research and demonstration proposals in a multicultural and ethical context. It includes understanding the importance of research in advancing the Counseling profession; program development and demonstration proposals; development and evaluation of program objectives; principles, models, and applications of needs assessment; and culturally and ethically relevant strategies for interpreting the results. Additional minimal fees for the purchase of assessment tools may be required of the student for this course. Self-growth experiential activities may be associated with the content of this course.</p> <p>Content Areas: research and program evaluation, professional practice, professional identity, social and cultural diversity</p>
Knowledge and Skills Outcomes	<p><i>Upon successful completion of this class students will be able to:</i> (Knowledge)</p> <ol style="list-style-type: none">1. Describe the importance of research in advancing the counseling profession;2. Define the use of research to inform evidence-based practice;3. Describe ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies4. Describe how to critically evaluate research relevant to the practice of clinical mental health counseling;5. Describe research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; and label statistical methods used in conducting research and program evaluation;6. Identify principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;7. Define models of program evaluation for clinical mental health programs;8. Identify evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling;

	<p>9. Identify the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help);</p> <p>10. describe professional issues relevant to the practice of clinical mental health counseling;</p> <p>11. summarize the current trends in the professional counseling literature as related to research and program development;</p> <p>(Skills)</p> <p>1. develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments; and</p> <p>2. analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs.</p>														
<p>Materials</p>	<p>Elmes, D.G., Kantowitz, B.H., & Roediger III, H.L. (2006). Research Methods in Psychology. (8th Edition). Thomson Wadsworth. ISBN# 0-534-60976-7</p> <p>To Order Textbooks go to the local website at www.webster.edu/jack and click on Order Textbooks.</p> <p>Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.</p>														
<p>Method of Instruction</p>	<p>Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, and research.</p>														
<p>Grading</p>	<p style="text-align: center;">Requirements/Grading (Modifications may be made by instructors)</p> <p>Grade is based on in-class tests, take-home test items, an Experimental Design paper, and a class report on that paper. Extra credit work is available. The class is designed so that students who put in the work and are active in class should be able to get a good grade.</p> <p><u>Grading</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">In-class tests—4 @ 20 pts each</td> <td style="text-align: right;">80pts</td> </tr> <tr> <td>Take-home items</td> <td style="text-align: right;">90</td> </tr> <tr> <td colspan="2" style="text-align: center;">(Session 2=11 pts, Session 3=24 pts, Session 4=25 pts, Session 5=5 pts, Session 6=25pts)</td> </tr> <tr> <td>Exp Design Paper</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Class Report</td> <td style="text-align: right;">10</td> </tr> <tr> <td><u>Attendance/participation</u></td> <td style="text-align: right;"><u>30</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">240pts</td> </tr> </table> <p>A ≥ 90% 216-240 B. ≥ 80% 192-215 C ≥ 70% 168-191</p>	In-class tests—4 @ 20 pts each	80pts	Take-home items	90	(Session 2=11 pts, Session 3=24 pts, Session 4=25 pts, Session 5=5 pts, Session 6=25pts)		Exp Design Paper	40	Class Report	10	<u>Attendance/participation</u>	<u>30</u>	Total	240pts
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	<p>F ≤ 69% 167</p> <p>The Graduate catalogue provides these guidelines and grading option: Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W</p> <ul style="list-style-type: none"> A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work CR Credit given for practica/internships I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course <p>The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect <i>not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor</i>. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of <i>objective and subjective</i> assessment.</p> <p>Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.</p>
<p>Activities</p>	<p>Student Activities may include: presentations, research assignments, writing assignments and current events.</p> <p>ALL MATERIALS WILL BE GRADED ACCORDING TO CRITERIA GIVEN IN SYLLABUS. IF DON'T CONSULT THESE GUIDELINES, GRADES WILL ALMOST CERTAINLY BE FAILING.</p> <p><u>Scoring Criteria: In-class tests</u> Tests will be multiple-choice, matching, or short answer questions on major concepts from book and/or lecture. For the book, "major concepts" can be recognized by amount of space devoted to them, a mention in a subtitle, inclusion in "Summary" or "Key Concepts" sections.</p>

For lecture, these can be recognized by amount of lecture time spent or desperate tone of instructor.

Use an active study technique to prepare for these tests—SQ3R, blank paper technique, or some similar technique in which you ask yourself questions about the material—in effect practicing taking a test.

On some tests, you will be asked to perform statistical procedures. However, don't panic. These will be open book. (And the book gives plug-in-the-numbers type instructions.) Calculators and/or computers will be allowed. We will have done an example in a previous class, and in most cases you will also have done a similar problem at home. The key to doing well on these questions is to practice doing such problems ahead of time.

Scoring Criteria: Take-home test items

Much of what you learn in this course can be evaluated by work you can do on your own, with access to book and other materials. These take-home items are designed to be similar to things you might actually do as a counselor. Here are the major ones:

A. Examples of case study, correlational study, (tell what variables are being correlated), experimental study (give independent and dependent variable)

B. Likert-questionnaire project—This will give you practice in questionnaire construction (and again, it may come in handy when working in mental health settings). It also gives you practice in using correlations to determine reliability and test research questions.

Give research question, four questions to measure some predictor variable, and one question to measure a target variable.

Example:

Research question—Does anger relate to controlling behavior?

Predictor Variable = Anger

a. My temper often causes me trouble

Almost never 1 2 3 4 5 very often

b. Others complain about my temper

Almost never 1 2 3 4 5 very often

c. I avoid others because I don't want to get into arguments

Almost never 1 2 3 4 5 very often

d. Other people make me mad by the things they say

Almost never 1 2 3 4 5 very often

Target Variable

e. I insist that my romantic partner keep me informed of his (her) whereabouts.

Almost never 1 2 3 4 5 very often

C. Self-Control record-keeping project—You will design a record-keeping form for some behavior of yours you might conceivably be

interested in changing (e.g. increasing study time or guitar practice; decreasing calorie consumption, cussin', or dipping snuff) You will keep records of your target behavior and several other variables that might influence your target behavior for one week.

This project will give you some practice in gathering information like that which could be useful in clinical practice.

Example For Dipping Snuff

a) How will you measure "dipping snuff?" Simple occurrence vs. non-occurrence, amount used, what?

b) What variables influence snuff dipping? E.g.:

When/ Where/ What Thinking/ Who With

D. Research evaluation—Some assignments are designed to let you practice reading and evaluating research articles. Since these are articles you will need to read anyway in order to do your Experimental Design paper, you'll get double duty out of these.

E. Experimental Design Paper subcomponents—Some of the assignments are things that must be done anyway to do the Experimental Design paper (find and evaluate relevant research, determine experimental question, do preliminary versions of parts of paper to make sure you're understanding, etc.) These are designed to keep you on track for the project, and make sure that you understand what is being asked. However, feedback on these assignments might be superficial at times. For instance, you might get credit for the assignment if you have included all of the relevant parts, but stylistic problems might escape comment until the final version. Don't assume that because first version of Intro had few comments that it can be turned in with no further work. Listen to comments made in class about other people's projects, be sure to study syllabus guidelines.

F. Statistical problems—Some Take-home items are designed to prepare you for class test.

Scoring Criteria Experimental Design Paper

This paper provides a chance to show that you understand most of the concepts of this course. Chapter 14 of the book gives a good overview of what is expected, but this section of the syllabus adds some details that must be included.

The paper will describe a proposed research project. It will set up an experimental question by presenting relevant research from the professional literature, and make a prediction. In most cases, the experimental question will take the form "Is ___ counseling technique effective as a treatment for ___ problem?" or "Which of these two techniques is more effective with ___ problem?" Other types of questions are acceptable, but check with me before you start. The paper will tell

how you expect to investigate the question, what results you would expect if the technique is effective, and an alternative pattern of results that would indicate the technique was not effective. It will explain what statistical tests would be used to determine whether results were significant (and why that test was chosen).

In a way, the paper tells a story. It sets up a "mystery" (the experimental question) tells how the detective (researcher) is going to investigate the "crime," and what different outcomes (clues) would tell the investigator.

The paper **must** include the following sections, each with the appropriate heading.

I. Introduction—

Explains why we should be interested in experimental question. It covers previous research, shows how that research leads naturally into the present study, how this study is different from previous research and will make an original contribution. It also sets forth the hypothesis and makes a prediction about the outcome in light of previous research.

As an example, Intro might briefly describe therapy technique of interest; cite a couple of studies showing technique has worked with some problems; point out it has not been investigated with problem/diagnostic category that will be used in present study; explain reasons to expect technique would be effective with this patient population; and make prediction.

When citing articles in Introduction or any other part of paper except "References," use APA style as given in Webster's Passports Paper Guidelines. It looks like this: "Jones (1996) found that..." Basically, you want to back up statements you make in Intro with references to research, or else give your reasons for making the assertion.

II. Method—

Explains how experimental question will be investigated. Readers should be given all of the information they will need to run the experiment for themselves. Section will include the following subsections, each with its own subheading:

Participants—What kind of people will you study? e.g. What kind of patients? How diagnosed? Where will you get them from?

Dependent measures—e.g. How will you measure the effectiveness of your therapy? Either tell reader where they can get a copy of your dependent measure or describe procedure used in detail (e.g. giving actual questions, etc.).

Experimental groups—How will different groups be treated? E.g. what will be done to therapy group members? To control group members?

What kind of study is it?--Is study a case study, correlational study, or experimental study? Is it a between-subjects design, a within-subjects design, or mixed?

Are you using a "before/after" or just "after" design?

Control for confoundings—Briefly explain how you will control for

subject, evaluation and treatment confoundings.

III. Results—

You don't have to invent data, but show what kind of table you might use to present results (e.g. Mean Beck Depression Inventory scores at end of study for three treatment groups). Also, tell what statistical procedure you would use to determine significance of results, and why you chose that test.

IV. Discussion—

Give one pattern of results that would confirm your hypothesis (e.g. What pattern of results would tell you your treatment was effective for this population?) and one pattern that would show your hypothesis was wrong (e.g. What pattern of results would tell you your treatment was ineffective, or no more effective than just providing attention, or actually did harm).

V. References—

On a separate page at the end of the paper, headed by the word "References," give the full reference for every article mentioned in your paper (and only articles that were mentioned). You must have at least five references, three of which must be original research articles. If you are using an existing test for your dependent measure, be sure its source is included here. Use the APA style for references. This style is in Webster's Passport Paper guidelines or the APA Publication Manual. It looks like this:

Jones, C. B. (1996). Unlikely correlations between Slagoff and McNasty rheumatic figures, Journal of Irreproducible Results, 73, 176-188.

STYLE: APA style must be used. Proper English must be used. This includes using complete sentences, making sure that subjects and verbs agree, and using paragraphs in which there is a topic sentence and only one idea expressed. The paragraphs must logically follow each other. In other words, paper should be easy to read and understand. Test it out with a couple of people before you turn it in.

Scoring Criteria: Classroom Participation and Attendance

You must attend all classes, including the last class, and be on time (which includes returning promptly from breaks). You are expected to participate (which doesn't mean coming up with brilliant comments, just making observations, sharing experiences, asking questions, and so on. You know some things that will help the rest of us) The easiest way to participate is to keep a copy of material turned in for extra credit, and use it as a cheat sheet to help you discuss.

Points will be lost for talking to neighbors in class while someone is addressing entire class.

Extra Credit

Extra credit—up to 10 points—may be earned by doing a classroom presentation based on your Experimental Design paper. Here are the criteria.

CLASS PRESENTATION WILL BE GRADED ON TWO DIMENSIONS--HOW ENTERTAINING TALK IS, AND HOW INFORMATIVE. **Do not simply read slides—will result in no credit.**

- ◆ You will give a presentation to the class on your Experimental Design paper. You will give a brief overview of the experimental question and why listeners should be interested, the method you would use to investigate the question, and so on. Chapter 14 gives some tips.
- ◆ The presentation can be pretty informal and laid back. It is mainly a way to get you used to public speaking, which you will probably do as a counselor. Here are some tips:
- ◆ Give an easily understood account of your research. Don't give excessive details from experiment, such as elaborate descriptions of subjects (e.g. subjects would be 48 schizophrenics between the ages of 24 and 52, of whom 16 had been diagnosed according to). Do give general info (subjects were schizophrenics) and be prepared to provide more details if asked.
- ◆ Talk should give more information than is practical on a series of slides. If you use Power Point at all, use it to punctuate and illustrate talk, not to duplicate it. I think slides work best when they do one of two things: provide humor, or present tables and so forth that would take forever to explain with words. But you do not have to use slides, Power Point, or any such tools. You are just trying to help out your fellow students by giving them some information.
- ◆ Think of a talk as telling a story, with one part flowing logically into next. Never try to memorize exact wording, but rather think of yourself as leading a tour, pointing out this interesting feature, and then that one.
- ◆ You might think about leading off with a general paragraph giving audience an overview of topic, following up with the points you think it would be most useful for audience to know, and then letting audience ask questions about the details they are interested in.
- ◆ Focus on audience--what you think would be helpful for them to know, how you might be able to help them understand--and not on yourself. The audience is at the talk for information, not for you.
- ◆ Do not read talk (and for heaven's sake, do not try to memorize word for word—you will scare yourself to death). It is OK to have a 3X5 card with main points as a "cheat sheet" which you could quickly refer to. It is even OK to have more extensive notes you could use to look up details if somebody asks. But try not to depend on notes.

Extra credit cannot raise grade by more than one letter (can go from C to B or B to A, but not from C to A).

MAKE-UP WORK REQUIREMENTS FOR MISSED CLASS

- For planned absences, all assigned items must be turned in and (if scheduled) test taken before missed session. If unexpected emergency arose and absence was unplanned, documentation of emergency must

be provided.

- Prepare written answers to exercises for Chapters covered in missed class or portion of class.
- This make-up work will be graded and incorporated in the class participation grade. If the make-up work is not submitted, your final grade will be reduced one (1) letter grade.

MAKE-UP WORK REQUIREMENTS FOR PARTIALLY MISSED CLASS

- If only part of a class is missed, you can "pro-rate." For instance, if three topics were presented and you came in before the last two, prepare materials only for the first category presented.

Above requirements are instead of usual requirement to do an extra paper, not in addition. However, if desired, paper can be done in place of above. If so, use following guidelines:

Alternate Make-Up Work Requirements

- For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press.
- This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade.
- (Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible).

Students are responsible for any class material, additional assignments, or changes presented during their absence.

Webster Policies

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented

	<p>military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. PLEASE BE ADVISED: <u>Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.</u></p> <ul style="list-style-type: none"> • Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor’s Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends. • Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise. • Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes. <u>Topical debates may be used to supplement selected material.</u> • Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class. • A maximum of 10 points will be awarded based on attendance as well as level and quality of participation and preparation. • Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points. • All assignments are due as detailed in the Course Schedule. • Late assignments will be accepted, if they are turned in no later than one class session later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. • Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.
	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p><u>Academic Honesty</u> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><u>Drops and Withdrawals</u> Be aware that, should you choose to drop or withdraw from this course, the</p>

date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Special Services

If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

Conduct:

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

	<p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<p>Course Policies</p>	<p>Course Requirements:</p> <p><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.</p> <p>Further, openness to supervision and instruction by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.</p> <p>Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.</p>

ACA Code of Ethics (2005)

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.

(See C.1., H.1.)

Cell Phones

Turn off all cell phones during class unless otherwise advised by the instructor.

Academic Integrity

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

Course Attendance:

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See *Grading* for further information.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours

(32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission and membership in the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

DETERMINATION OF GRADES IS BASED THE FOLLOWING CRITERIA:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

	<p>The grade of “A” represents the best work of students, accomplished in a unique and professional manner.</p> <p>Note: To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</p>		
<p>Weekly Schedule</p>	<p>Pre-Assignments for Session 1: Get a scientific calculator for use in class (cheap ones are available, and should work fine). (If you always bring your laptop to class, and it has a statistics program, this is also fine.) Read Chapter 3, also p361-366 in text. ➤</p> <table border="1" data-bbox="495 737 1450 1875"> <tr> <td data-bbox="495 737 727 1875"> <p>Session 1</p> </td> <td data-bbox="727 737 1450 1875"> <p>Overview of course, requirements Lecture--Introduction to science, research, types of psychological statements. Class experiment, data collection Compute mean, median, mode, standard deviation Introduction to Likert—style questions Intro to computer lab, Passports literature review</p> <p><u>Assignments for Session 2—</u> a) Read Chs 1,2, p240. b) Take-home question: type brief (about one paragraph each) example of a case study, a correlational study, and an experimental study—the examples should be relevant to counseling. Do not simply give definition, I need to know that you understand concept. You can either make up an example or find an example in book or Passports. But if you find a study, you still have to summarize it in your own words so that it makes sense to a reader. Don't just copy words you don't understand. Reader should have a general idea of how to replicate the study. c) Take-home question: Prepare Likert-style questionnaire that you will eventually administer to other class members. First, give research question (For example, does anger relate to tailgating?). Then, give four</p> </td> </tr> </table>	<p>Session 1</p>	<p>Overview of course, requirements Lecture--Introduction to science, research, types of psychological statements. Class experiment, data collection Compute mean, median, mode, standard deviation Introduction to Likert—style questions Intro to computer lab, Passports literature review</p> <p><u>Assignments for Session 2—</u> a) Read Chs 1,2, p240. b) Take-home question: type brief (about one paragraph each) example of a case study, a correlational study, and an experimental study—the examples should be relevant to counseling. Do not simply give definition, I need to know that you understand concept. You can either make up an example or find an example in book or Passports. But if you find a study, you still have to summarize it in your own words so that it makes sense to a reader. Don't just copy words you don't understand. Reader should have a general idea of how to replicate the study. c) Take-home question: Prepare Likert-style questionnaire that you will eventually administer to other class members. First, give research question (For example, does anger relate to tailgating?). Then, give four</p>
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		<p>questions relating to one of the psychological variables of interest (for example, four questions attempting to measure "anger.") Each question is followed by a bipolar numerical scale which participants will use to answer. (see Grading Criteria below). Name the variable you're trying to measure. (For convenience we'll call this "the predictor variable.") Also, have one question to measure some target behavior you'd like to predict (for example, "How often do you tailgate?"). Again, participants are to answer on a bipolar scale. These five questions should appear on the same sheet of paper. Make two copies so that you can keep one.</p> <p>d) Prepare for in-class Test 1 on Chs 1,2 and 3; be prepared to calculate mean, median, mode and standard deviation for data provided.</p>
	<p>Session 2</p>	<p>Turn in the two take-home questions at start of class. (Also any extra credit material.)</p> <p>Test 1—In-class test on Chs 1, 2 and 3; also, calculate mean, median, mode and standard deviation for data provided.</p> <p>Class collaboration on questionnaire study. You'll present your Likert questions and coordinate with other students to fine-tune your questionnaire.</p> <p>Self-control record-keeping project discussion</p> <p>Discuss experimental design paper</p> <p>Reliability and validity, observational research</p> <p>Lab time for literature search, Intro to Buros</p> <p>Mental Measurements Yearbook.</p> <p><u>Assignments for Session 3—</u></p> <p>a) Read Chs 4, 5, 7 and pp369-371, pp250-252.</p> <p>b) Take home test item: Provide the experimental question for your Experimental Design project, along with one relevant reference.</p> <p>c) Take-home test item: Provide a brief summary of that article—Give title and author; research question; general method; type of study (case study, correlational, experimental); independent and dependent variables if experimental study, or two variables to be correlated if not experimental; major</p>

		<p>finding. d) Make any needed changes to your Likert Questionnaire.</p>
	<p>Session 3</p>	<p>Turn in take-home test items and any extra credit work at start of class. Class takes final Likert questionnaire. Questionnaire scored: each student scores his/her questions. Class correlates one set of predictor questions with one target variable. Self-control record keeping discussed. Discuss Experimental Design paper, emphasis Intro. Observational research, relationship research, validity and reliability discussed. Lab time. Team competition/test preparation.</p> <p><u>Assignments for Session 4—</u> a) Take-home test item: Prepare record keeping form for Self-Control project; keep records for one week. b) Take-home test item—Locate another two articles for Experimental Design paper. c) Take-home test item: Brief summary of one of those articles—Give title and author; research question; general method; type of study (case study, correlational, experimental); independent and dependent variables if experimental study, or two variables to be correlated if not experimental; major finding.</p>

		<p>d) Take-home test item: Compute split-half reliability for your four Likert items. Attach data and work sheets.</p> <p>e) Take-home item: correlate your predictor variable with your target variable. Attach data and work sheets.</p> <p>f) Prepare for Test 2.</p>
	<p>Session 4</p>	<p>Turn in five take-home test items (keep copy of each for yourself), and any extra credit.</p> <p>In-class Test 2 on Chs 4, 5 and 7. Compute correlation for data provided in class.</p> <p>Discuss results of Likert Questionnaire</p> <p>Introduction to experimental design.</p> <p>Discuss Self-Control records.</p> <p>Discuss Experimental Design paper, with stress on Methodology and Discussion sections.</p> <p><u>Assignments Session 5</u> a) Read Chs 6, 8, pp 366-369, 375-396. b) Take-home question: Write preliminary Intro for Experimental Design paper.</p>
	<p>Session 5</p>	<p>Turn in Take-home material, any extra credit.</p> <p>Discuss Experimental Design projects.</p> <p>Inferential statistics</p> <p>Discuss use of Normal Distribution.</p> <p>Do t-test in class.</p> <p>Lab time, use of computer for statistics.</p> <p><u>Assignments Session 6—</u></p> <p>a) Read Chs 9, 10, pp 396-403. b) Take-home item: Write preliminary version of Methodology, Results sections of Experimental Design paper.</p>

	Session 6	<p>Turn in Take-home items. Complex designs, small-n studies One way analysis of variance. Preliminary presentation of Experimental Design papers by those wanting extra credit. Team competition, Test 3 preparation.</p> <p><u>Assignments Session 7</u> a) complete Experimental Design papers. Be prepared to give report to class.</p>
	Session 7	<p>Turn in Experimental Design paper, any extra credit. Test 3—In class test on Chs 6, 8, 9, 10. Do t-test on data provided. Lecture— Quasi-experimental designs Reports on Experimental Design papers.</p> <p><u>Assignments Session 8</u> a) Read Chs 11, 12, 13, pp 403-411.</p>
	Session 8	<p>Reports on Experimental Design papers. Ethical issues; interpreting results Two way analysis of variance. Chi-square test; non-parametric tests</p> <p><u>Assignment Session 9</u> Prepare for Test 4</p>
	Session 9	<p>Test 4—On Chs 11, 12, 13; compute analysis of variance. Course evaluation</p>

Reviewed by: *Dr. Stephanie Vavilala, LMHC*

Job Title: Counseling Coordinator

Date: 3/7/10