

The Graduate Counseling Program

Course Syllabus

Course COUN 5850 Research and Evaluation
Term, Day, Time Spring II, 2008; Thursday; 5:30 to 9:30
Instructor Name: Jim McGraw
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Catalog Description

COUN 5850: Research and Evaluation: This course examines such areas as statistics, research design, and development of research and demonstration proposals. It includes understanding of legislation related to the development of research, program development, and demonstration proposals, as well as the development and evaluation of program objectives.

Course Level Outcome Objectives

Upon successful completion of this class students will be able to:

1. Demonstrate understanding of the purposes, methods, and uses of testing for various counseling professions (**CACREP II.6.a,b,c,d,e,f,g,h**)
2. Demonstrate the ability to interpret and use the technical data from a measuring instrument including validity, reliability and normative data (**CACREP II.6.b,c**)
3. Demonstrate an understanding of the various types of instruments employed in measuring and describing the mind and behavior of an individual (**CACREP a,b,c,d,e,f,g,h**)
4. Demonstrate the ability to knowledgeably use research fundamentals to critically analyze important current issues in testing and assessment (**CACREP a,b,c,d,e,f,g,h**)
5. Provide students with knowledge and skills necessary to be informed consumers of psychological research.
6. Provide an introduction to the process of creating research proposals applicable to articles, presentations, or evaluation projects.
7. Describe the philosophical basis and assumptions underlying the major types of research, (e.g., experimental, survey, meta-analysis, ethnographic).
8. Utilize knowledge of basic statistics to enhance understanding of published research.
9. Provide critical evaluation of published research in the field of counseling and psychology.
10. Articulate professional guidelines and ethics relevant to research and evaluation.
11. Review for the research/statistics components of certification and licensing examinations.

Materials

Practical Research: Planning and Design by Leedy & Ormrod, 8th edition, Prentice Hall Publishing, ISBN 0-13-110895-6
and
Handbook in Research and Evaluation for Education and the Behavioral

Sciences by Issac & Michael, 3rd edition, EDITS Publishing,
ISBN 0-912736-32-1

Text editions are subject to change. Please refer to MBS Direct as to correct/current edition.

Text(s) may be obtained from MBS Direct Books at 1-800-325-3252 or www.mbsdirect.net. Checks and credit cards accepted.

Grading

Test I	25% (50 pts)
Test II	25% (50 pts)
Quizzes	10% (20 pts)
Research Proposal:	
Written (including drafts)	25% (50 pts)
Oral Presentation	5% (10 pts)
Attendance and Participation	10% (20 pts)

Total points possible =200

A=90% (180 pts) B=80% (160 pts) C=70% (140 pts)

Activities

Lectures, discussion, group and dyad activities, research simulations, guest speaker, quizzes and practice quizzes, readings, computer lab work, ongoing writing and peer review/feedback activities.

Policy Statements: University Policies

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:

Academic Honesty

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.

Drops and Withdrawals

Please be aware that, should you choose to drop or withdraw from this course, the 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.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Course Policies

Use of cell phones, or text messaging, during class instruction is prohibited. In the exceptional case where someone is on-call or anticipates a personal emergency, please let the instructor know in advance and exit the class if an emergency arises.

Weekly Schedule

The schedule below presents an approximate expectation of course progress. The instructor reserves the right to add, delete, or modify any weeks of this schedule. Any changes will be announced in class. All assignments must be completed in typewritten format unless otherwise indicated.

Assignment

Prior to Session 1, students should read Chapters 1 & 10 in Leedy & Ormrod (all subsequent reading assignments in the syllabus are from the Leedy & Ormrod textbook)

Session 1.

Introduction and overview of course and syllabus. Philosophical basis of quantitative and qualitative research. Language, thought, and research. types of research; designs and applications. Quantitative research designs in psychology.

Quiz 1. Assignment- Explore topics you may want to research. Read Chapters 2 & 9.

Session 2.

Research designs and threats to validity. Measurement processes in research.

Group activities with tentative research topics. Quiz 2. Read Chapters 3 & 5 and pages 71 to 79 (literature review).

Session 3.

Literature/research exploration and review in computer lab. Continued discussion research designs, threats validity, and sampling issues. Quiz 3. Read Chapters 4 & 11. Prepare rough draft of Chapter 1 of research proposal.

Session 4.

Statistical analysis and hypothesis testing. Qualitative research methods. Test preparation. Feedback on proposal draft. Quiz 4. Read Chapter 7. Prepare rough draft of Chapter 3 of research proposal.

Session 5.

Test I. Guest speaker regarding research methodology. Feedback on proposal draft. Read Chapters 4 & 6.

Session 6.

Review Test I. Peer feedback and consultation regarding research proposals.

Ethical/legislative issues in research and program evaluation. Qualitative research. Quiz 5. Prepare refined draft of research proposal chapters 1, 2, and 3.

Session 7.

Application of research findings to counseling practice. Peer review & consultation regarding student research proposals. Meta-Analysis. Evaluation studies. Additional information on statistical analysis.

Review for Test II. Quiz 6. Continued refinement of research proposal.

Session 8.

Test II. Continued work on evaluation studies. Peer review of research proposals. Oral presentation preparation. Homework: Prepare final draft of research proposal. Course evaluation.

Session 9.

Turn-in Research Proposals. Review Test II. Oral presentations on research proposals. Future trends in research and additional topics as needed.

Additional Information **Course Requirements:**

Course Attendance:

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. 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.

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:

All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.

Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.

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.

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.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (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, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On 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.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

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.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: _____

Job Title: _____

Date: _____