

Course	COUN 5850 Research and Evaluation
Term, Day, Time	Fall 2, 2009. Ocala Campus, Thursday 5:30 – 9:30 pm
Instructor	Name: Bill Noffsinger Phone: 352-332-7046 (home) 352-316-2557 (cell during daytime) Email: wmnoff@webster.edu bnoffsi@ufl.edu
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	<i>Upon successful completion of this class students will be able to:</i> 1. Demonstrate understanding of the purposes, methods, and uses of testing for various counseling professions 2. Demonstrate the ability to interpret and use the technical data from a measuring instrument including validity, reliability and normative data 3. Demonstrate an understanding of the various types of instruments employed in measuring and describing the mind and behavior of an individual 4. Demonstrate the ability to knowledgeably use research fundamentals to critically analyze important current issues in testing and assessment
Materials	Required: <i>Methods in Behavioral Research</i> , 10 th edition. Paul Cozby. McGraw-Hill, 2009. ISBN: 0-07-337022-3 Recommended: <i>Publication guide of the American Psychological Association</i>
Grading	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 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for practica/internships I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course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>Please note your grade in this class will be based up on the following:</p> <ol style="list-style-type: none"> 1) Quizzes (4), based upon Cozby readings and class lectures – 25% 2) General Class participation – 15% 3) Preparation of a draft research proposal in APA format and submission of a final 4) PowerPoint class presentation of your final research proposal – 30% (includes #3). 5) Interview of a counseling professional regarding application of research to practice, preparation of a written summary and a brief class presentation – 10% 6) Review of two published research papers and preparation of summaries, focusing upon APA format, and class presentation of one – 20% <p>Course Grade Scale:</p> <table style="margin-left: 20px;"> <tr> <td>A</td> <td>95 – 100%</td> </tr> <tr> <td>A-</td> <td>90 – 94%</td> </tr> <tr> <td>B+</td> <td>85 – 89%</td> </tr> <tr> <td>B</td> <td>80 – 84%</td> </tr> <tr> <td>B-</td> <td>75 – 79%</td> </tr> <tr> <td>C</td> <td>Under 75%</td> </tr> </table>	A	95 – 100%	A-	90 – 94%	B+	85 – 89%	B	80 – 84%	B-	75 – 79%	C	Under 75%
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Activities	<ol style="list-style-type: none"> 1) Identify a research area relevant to counseling practice and conduct a search of the literature. 2) Critically review two published peer-reviewed research papers, submit a written summary of each and present one to the class. 3) Interview a practicing counseling professional regarding application of research to counseling and present a summary to the class. 4) Prepare and submit a research proposal in APA format, and make a PowerPoint presentation to the class at the end of the term. 5) Develop an understanding of research methods, terminology, and basic applied statistical methods with application to counseling practice, and an awareness of how research can be applied to and improve counseling practice, particularly by application of outcome-based treatments and interventions. 												
Policy Statements: University Policies	<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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Course Policies</p>	<p><i>Prerequisites:</i> The student is expected to have adequate preparation for graduate-level studies, including writing a research proposal and preparing class presentations. In addition it would be helpful to have some background in elementary statistics and an openness to and willingness to learn more about research methods through outside study and classroom participation.</p>

<p>Weekly Schedule</p>	<p>Plan of Class Meetings / Cozby chapter Assignments. Preparation tasks prior to class are in <i>italics</i>, In-class activities in normal font.</p> <p>Week 1 10/22/09 <i>Read Chapter 1 and 2</i> Discuss chapter 1 and 2; Prepare key words for on-line literature search; Discuss on-line search methods</p> <p>Week 2 10/29/09 <i>Read chapter 3 and 4; Conduct on-line search; Contact and interview a practicing counselor;</i> <i>Select two articles for summary and one for class presentation.</i> Discuss chapter 3 and 4; Review results of search; Discuss APA format</p> <p>Week 3 11/05/09 <i>Read chapter 5 and 6;</i> Discuss chapter 5 and 6; <u>Quiz 1</u>; Present interview results</p> <p>Week 4 11/12/09 <i>Read chapter 7;</i> Discuss chapter 7; Present selected research article summary to the class;</p> <p>Week 5 11/19/09 <i>Read chapter 8 and 9;</i> Discuss chapter 8 and 9; <u>Quiz 2</u>;</p> <p>Week 6 11/26/09 <i>Read chapter 10 and 11;</i> Discuss chapter 10 and 11;</p> <p>Week 7 12/03/09 <i>Read chapter 12 and 13;</i> Discuss chapter 12 and 13; <u>Quiz 3</u>; Submit draft research proposal for review and feedback;</p> <p>Week 8 12/10/09 <i>Read chapter 14;</i> Discuss chapter 14; Draft proposal returned;</p> <p>Week 9 12/17/09 <i>Prepare final proposal for submission; Prepare class Presentation of proposal</i> <u>Quiz 4</u>; Present your research proposal and submit final copy</p>
<p>Additional Information</p>	<p>Course Requirements:</p> <p><u>Course Attendance:</u> 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.</p>

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.

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 and a member of the North Central Association 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: Nicki Nance

Job Title: Faculty Coordinator

Date: 9/2/09