# Course Syllabus

## The Graduate Counseling Program

### Course Syllabus

**Jacksonville Metropolitan Campus**

<table>
<thead>
<tr>
<th>Course</th>
<th>COUN 5850 Research and Evaluation</th>
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<tbody>
<tr>
<td>Term</td>
<td>Summer, 2013 – Saturday #1 8:00am-5:00pm</td>
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<td></td>
<td>6/1, 6/15, 6/29, 7/13, (8 am - 5 pm), 7/27 (8am - Noon)</td>
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<tr>
<td>Instructor</td>
<td>Name: Bill Noffsinger</td>
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<td></td>
<td>Phone: 352-332-7046 (home) 352-316-2557 (cell during daytime)</td>
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<td>Email: <a href="mailto:bnoffi@ufl.edu">bnoffi@ufl.edu</a> <a href="mailto:wmnoff@webster.edu">wmnoff@webster.edu</a></td>
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<tr>
<td>Catalog Description</td>
<td>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.</td>
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<tr>
<td>Knowledge and Skills Outcomes</td>
<td><em>Upon successful completion of this class students will be able to:</em></td>
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<tr>
<td></td>
<td>(Knowledge)</td>
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<tr>
<td></td>
<td>1. Describe the importance of research in advancing the counseling profession;</td>
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<td>2. Define the use of research to inform evidence-based practice;</td>
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<td>3. Describe ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies</td>
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<td>4. Describe how to critically evaluate research relevant to the practice of clinical mental health counseling;</td>
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<td>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;</td>
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<td>6. Identify principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;</td>
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<td>7. Define models of program evaluation for clinical mental health programs;</td>
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<td>8. Identify evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling;</td>
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<td>9. Identify the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help);</td>
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<td>10. describe professional issues relevant to the practice of clinical mental health counseling;</td>
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<td></td>
<td>11. summarize the current trends in the professional counseling literature as related to research and program development;</td>
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</table>
1. develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments; and
2. analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs.

**Materials**


**RECOMMENDED**: *Publication guide of the American Psychological Association, 6th edition*.

During the term **additional materials and readings** will be published on the class Web site.

**Grading**

Please note the following grading guidelines for COUN5850.

Your grade in this class will be based up on the following:

1) Quizzes (4), based upon Heppner readings and class lectures – 30%
2) PowerPoint Heppner chapter presentations – 20%
3) Preparation of a draft research proposal in APA format and submission of a final proposal and
4) PowerPoint class presentation of your final research proposal – 30% (includes #3).
5) Written critical review of a published research paper, conforming to APA format, and class presentation – 20%

<table>
<thead>
<tr>
<th>Percentage of Total Points Grade</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95%-100%</td>
<td>A</td>
</tr>
<tr>
<td>90%-94%</td>
<td>A-</td>
</tr>
<tr>
<td>88%-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84%-87%</td>
<td>B</td>
</tr>
<tr>
<td>80%-83%</td>
<td>B-</td>
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<tr>
<td>70%-79%</td>
<td>C</td>
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<tr>
<td>Below 70%</td>
<td>F</td>
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**Class Activities**

1) Identify a research area relevant to counseling practice and conduct a search of the literature.
2) Critically review published peer-reviewed research, submit a written summary in APA format and present to the class.
3) Prepare and submit a research proposal in APA format, and make a PowerPoint presentation to the class.
4) Complete four in-class quizzes.
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.
<table>
<thead>
<tr>
<th><strong>Policy Statements:</strong> University Policies</th>
<th>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:</th>
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<tr>
<td><strong>Academic Honesty</strong></td>
<td>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.</td>
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<tr>
<td><strong>Drops and Withdrawals</strong></td>
<td>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 (published elsewhere) 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.</td>
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<tr>
<td><strong>Special Services</strong></td>
<td>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.</td>
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<td><strong>Disturbances</strong></td>
<td>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.</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>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.</td>
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<tr>
<td><strong>Schedule</strong></td>
<td><strong>Plan of Class Meetings / Heppner chapter Assignments.</strong> Preparation tasks prior to class are in <em>italics</em>, in-class activities are in normal font.</td>
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<tr>
<td><strong>Week 1</strong></td>
<td><em>Prior to class:</em> Read Chapter 1, 2, 3, 4, 5, and 20. Consider a research Topic for your literature search and research proposal.*</td>
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<td><strong>6/1/13</strong></td>
<td>Discuss chapters 1 to 5; Prepare key words for on-line literature search; Discuss on-line search methods. The Instructor will present these first 5 Chapters and chapter 20. The instructor will <strong>review</strong> course objectives, assignments, and requirements for critical reviews, research proposals, and chapter PowerPoint presentations. Students will select chapters for individual Heppner chapter <strong>presentations</strong> throughout the course.</td>
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</table>
**Week 2**  
6/15/13  
*Prior to class: Read chapters 6, 7, 8, 9, and 10; Refine literature search as needed; Select a peer-reviewed article to critically review and present to the class. Prepare assigned PowerPoint chapter presentations.*

Present PowerPoints and discuss chapters 6 - 10; **Quiz 1** on 1 to 5;

**Week 3**  
6/29/13  
*Prior to class: Read chapters 11, 12, 13, 14 and 15; Prepare assigned PowerPoint chapter presentations.*

Present PowerPoints and discuss chapters 11 - 15; **Quiz 2** on 6-10;  
Present critical review to class.

**Week 4**  
7/13/13  
*Prior to class: Read chapters 16, 17, 18, 19, and 21; Prepare assigned PowerPoint chapter presentations.*

Present PowerPoints and Discuss chapter 16 - 21; **Quiz 3** on 11 - 15;  
Present remaining critical reviews to class.  
Submit draft research proposal (optional)

**Week 5**  
7/27/13  
*Prior to class: Prepare final written proposal for submission; Prepare class PowerPoint presentation of proposal*

**8 AM - Noon**  
**Quiz 4** on 16 - 21;  
Present your research proposal PowerPoint and submit final proposal copy.

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**Additional Information**

**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:

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 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, a commission of 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.

**Scoring Criteria for Research Proposal**
The research proposal 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. I will also post additional examples on the class Web page.

The paper will describe a proposed research project. It will establish 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 the experimental question, tells how the researcher is going to investigate the question, and what different outcomes may tell the investigator.
The proposal 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?
- **Control for confounding variables**—Briefly explain how you will control for subject, measurement and other possible confounding variables.

### 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:

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.

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.

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.

Reviewed by:  **Dr. Stephanie Vavilala**  
Job Title:  Counseling Coordinator  
Date:  4/16/13  
Revised:  4/16/13