

PSY5170 RESEARCH AND PROGRAM EVALUATION

Reformed Theological Seminary

Summer 2020

3 Credit Hours

Instructor:

Daniel Gutierrez, PhD, LPC, CSAC

Contact Information:

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Class meeting time:

June 22 – August 12 online via Zoom (10 – 12p EST)

Office Hours:

By Appointment

Course Description

This course will give students an introduction to counseling research, behavioral research methodologies, data analysis techniques, and methods of program evaluation. Emphasis will be placed upon learning the scientific method, research ethics, hypothesis testing, research design, program evaluation, measurement, descriptive and interpreting inferential statistics. A chief aim of this course will be to enable students to critically evaluate research findings and integrate research literature into their work as helping professionals.

This course is not designed to be an advanced course in conducting original research. Instead, we will focus on understanding basic and critical components of applied research methodology and statistics. Analytical skills that are foundational to reading, criticizing, and understanding empirical and theoretical research relevant to counseling will be built often by directly reading and criticizing various articles.

Course Objectives (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

- CO1. **Critiquing Research** - The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2.F.8.a)
- CO2. **Evidence-based practices** - Identification of evidence-based counseling practices (2.F.8.b)
- CO3. **Data Interpretation** - Gathering and interpreting data about the need for programs and services (2.F.8.c)
- CO4. **Outcome Measures** - Development of outcome measures for counseling programs (2.F.8.d)
- CO5. **Evaluation of Counseling** - Evaluation of counseling interventions and programs (2.F.8.e)
- CO6. **Research Methods** - Qualitative, quantitative, and mixed research methods (2.F.8.f)
- CO7. **Research Design** - Designs used in research and program evaluation (2.F.8.g)
- CO8. **Review of Statistics** - Statistical methods used in conducting research and program evaluation (2.F.8.h)
- CO9. **Data Analysis** – Analysis and use of data in counseling (2.F.8.i)
- CO10. **Ethics in Research** - Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (2.F.8.j)

Assignments (Student Performance Evaluation Criteria)

- A1. **Attendance (20%)**. In this class, 20% of your grade is showing up and participating. This course is a seminar course and will require that everyone participate in all aspects of the course. Being present in body but not in mind (e.g., online, on your phone, etc.) does not count as being present. I know that being online can be challenging, but please try to set apart some time free of distraction so that we can engage in the course together.
- A2. **Quizzes (20%)**. Students will be quizzed on material in each assigned chapter of the text.

A3. **Exam (20%).** You will have a comprehensive multiple-choice final exam on all the material covered in this course. The exam will be administered online in Canvas. The exam will cover material from the Kottler & Sharp text and lecture material.

A4. **Research Article Reviews (20%).** Students will review three academic or professional journal articles. I recommend you consult the text and the Gay & Wong paper (in canvas) as they can be helpful. Each review will be 1-2 page in length and must include the following:

1. Description of the type of research design used. Is it qualitative, quantitative, or mixed methods? Is it experimental, causal-comparative, correlational, survey, or meta-analysis research?
2. Research question(s) studied
3. Hypothesis used (if applicable)
4. Variables studied
5. Operational definitions employed
6. Population studied and sampling method used
7. How data was collected
8. How data was analyzed
9. The researcher’s conclusions and interpretations
10. Personal Impressions- including an evaluation of the accuracy and appropriateness of the research and statistical methods used, limitations of the study, and anything you would do differently.

A5. **Online Discussion Forums (20%).** There will be one online discussion every week of class besides the first week. All discussions will be due on the Monday assigned *before class starts at 10am*. A question, statement, case or video linked in the discussion forum on Canvas. Each student (individually) will respond to the instructor’s posting and to at least one other student posting. Please reflect on the content, especially in light of the classroom discussions, and provide a thoughtful response. Please use the questions posted as guides for your reflection. The more thought you put into thinking about your response and the responses of your classmates, the more all of you will learn. I will grade determine your grade based upon the quality of your response, and will use the following rubric to make that determination:

	Excellent	Good	Satisfactory	Poor
Discussion Response	Student provided carefully considered, substantive discussion posts and responses, answering all required questions from the discussion prompt and adding value and momentum to the discussion. Student has responded to the required number of posts from their peers.	Student’s post(s) and response(s) added value to the discussion, but some may require more elaboration, or student may have missed some key details. Student has responded to the required number of posts from their peers.	Student answered most or all questions in the discussion prompt, but some responses are not well-thought-out or substantive. Student may not have responded to the required number of posts from their peers.	Student did not provide substantive or well-thought-out answers to any questions or failed to follow instructions to complete the assignment. Student has not responded to their peers.

Methods of Instruction

This course will be taught in the following format: live lectures online via Zoom

Required Materials (Texts, Readings, and Videos)

- M1. Kottler, J. & Sharp, L. (2018). *Understanding research: Becoming a competent and critical consumer* (2nd ed.). San Diego: Cognella. ISBN 13:978-1516526253
- M2. Gay, D. A., Wong, D. W. (2014). *Research Interpretation Guide for Consumers*. Posted on Canvas.
- M3. Sommers-Flanagan, John. (2015). Evidence-Based Relationship Practice: Enhancing Counselor Competence. *Journal of Mental Health Counseling, 37*, 95-108.
- M4. ACA Code of Ethics: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Optional Materials:

- M5. Formatting equations in MS Word tutorial: <https://www.youtube.com/watch?v=SRGaW3maK38>
- M6. Gravetter, F., & Wallnau, L. (2016). *Statistics for the behavioral sciences* (10th ed.). Belmont, CA: Wadsworth. ISBN 13: 978-1305504912

Course Process and Schedule

Quizzes are to be completed in Canvas. Research Articles must be uploaded in Canvas by 11:59 PM on the due date.

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	June 22	Introduction and overview of the course. Introduction to research.	M1 Chapter 1 & 2		2.F.8.a
L2	June 24	Research Ethics.	M4 ACA Code of Ethics		2.F.8.j
L3	June 26*	What is the research question?	M1 Chapter 3	A2 Quiz 1	2.F.8.g
L4	June 29	Who are the research participants?	M1 Chapter 4	A5 Discussion 1 by 10am	2.F.8.g
L5	July 1	Methodology	M1 Chapter 5	A2 Quiz 2	2.F.8.f,g
L6	July 6	Evaluating Findings	M1 Chapter 6	A5 Discussion 2 by 10am	2.F.8.c,e
L7	July 8	Interpreting findings	M1 Chapter 7		2.F.8.c
L8	July 10*	Conducting your own research – Introduction	M1 Chapter 8		2.F.8.g

L9	July 13	Forming your research question	M1 Chapter 9	A2 Quiz 3 A5 Discussion 3 by 10am	2.F.8.g
L10	July 15	Selecting methods	M1 Chapter 10		2.F.8.g,h
L11	July 20	Interpreting your findings	M1 Chapter 11	A5 Discussion 4 by 10am	2.F.8.c.i
L12	July 22	Publishing your results	M1 Chapter 12	A2 Quiz 4	
L13	July 24*	Community Based Research / Action research	Article assigned		2.F.8.e
L14	July 27	Evaluating research	Appendix A, B, C	A5 Discussion 5 by 10am	
L15	July 29	Mixed-Methods Studies	Articles assigned		
L16	August 3	Evidence-based practices / Practice-Based Evidence / Counseling outcome res	M3 Article assigned	A5 Discussion 6 by 10am	2.F.8.b
L17	August 5	Program Evaluation Evaluation of Counseling	Article assigned		
L18-20	August 7* August 10 August 12	Summary and Review	M1 Chapter 13	A5 Discussion 7 (due 8/10 by 10am) A3 Exam (due 8/12) A4 Article Reviews (due 8/12)	

*These are Friday dates

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Materials should be in 12 pt. Georgia font and double spaced (Georgia font has been selected because research indicates it gets the best grades). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Disability Policy. If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

Access to Research Database. RTS provides MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Submission of work. Written assignments are to be submitted in Canvas for this course by 11:59 PM on the date due. Keep a digital copy of your work.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy:

Regular attendance is expected and required for all online Zoom sessions. If serious illness or an emergency prevents a student from attending any video session, please notify the instructor before the session begins. It is the responsibility of the student to watch missed video sessions.

Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of their work. Each student is expected to read all of the assigned materials in advance for each class. Assignments should reflect knowledge of the reading assignments or other sources.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

CACREP Standard(s)	Course Objective	Reading(s)*	Lecture(s)	Assignment(s)
2.F.8.a	CO1 Critiquing Research	M1 Kottler & Sharp (2019) M2 Gay & Wong (1,2)	L1	A2 Quizzes A3 Exam A4 Article Reviews
2.F.8.b	CO2 Evidence-based practices	M3 Sommers-Flanagan (2015)	L16	A2 Quizzes A3 Exam
2.F.8.c	CO3 Data Interpretation	M1 Kottler & Sharp (6,7)	L6	A2 Quizzes A3 Exam
2.F.8.d	CO4 Outcome Measures	M1 Kottler & Sharp (8)		A2 Quizzes A3 Exam
2.F.8.e	CO5 Evaluation of Counseling	M1 Kottler & Sharp (6)	L6,13	A2 Quizzes A3 Exam
2.F.8.f	CO6 Research Methods	M1 Kottler & Sharp (5,10)	L5	A2 Quizzes A3 Exam A4 Article Reviews

2.F.8.g	CO7 Research Design	M1 Kottler & Sharp (10, 11)	L3-5,8	A2 Quizzes A3 Exam A4 Article Reviews
2.F.8.h	CO8 Review of Statistics	M1 Kottler & Sharp (10,11)	L10	A2 Quizzes A3 Exam
2.F.8.i	CO9 Data Analysis	M1 Kottler & Sharp (6,7)	L11	A2 Quizzes A3 Exam
2.F.8.j	C010 Ethics in Research	M1 Kottler & Sharp (2019) ACA Code of Ethics	L2	A2 Quizzes A3 Exam

* Textbook chapters are denoted in parenthesis

Course Objectives Related to MAC* Student Learning Outcomes

Course: PSY5170 Research and Program Evaluation

Professor: Dr. Daniel Gutierrez

Campus: Orlando

Date: Summer 2020

MAC* Student Learning Outcomes		Rubric	Mini-Justification
<i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Moderate	Awareness of empirical studies aids in treatment planning and implementation
Social & Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Minimal	All researchers have unique presuppositions that influence how they interpret facts.
Human Growth & Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Moderate	Research studies can aid in prevention of certain emotional disorders
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	None	None
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.		
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.		
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Moderate	Tools for assessment must be empirically validated for use with clients; program evaluation
Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Strong	Goal: is to make each student an informed consumer of research as it relates to the counseling process

Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Minimal	Some diagnostic instruments have reliability and validity information to aid proper diagnosis
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Minimal	Faith and ethics integrate with counseling ethics and influence research.
Sanctification	Demonstrates a love for the triune God.	Minimal	“If God’s purpose for your job is that you serve the human community, then the way to serve God best is to do the job as well as it can be done.” – Dr. Timothy Keller