

# **PSY5170 RESEARCH AND PROGRAM EVALUATION**

## **Reformed Theological Seminary**

Summer 2022  
3 Credit Hours

**Instructor:**

Stephanie Dorais, PhD, LPC, NCC

**Contact Information:**

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**Class meeting time:**

July 25-29; M-F 8am – 5pm

**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.7.g, 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.7.g, 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)**

The program assesses its progress toward MAC program objectives using key performance indicators (KPIs). The KPIs addressed in this course are in parenthesis.

- 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.
- A2. **Quizzes (20%).** (*Research KPI 1*). Students will be quizzed on material in each assigned chapter of the Fraenkel & Wallen text.
- A3. **Exam (40%).** (*Research KPI 2*). 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 Fraenkel & Wallen text and lecture material.
- A4. **Research Article Reviews (20%).** Students will review three academic or professional journal articles. Each review will be 1-2 page in length and must include:
1. Description of the type of research design used. Is it qualitative, quantitative, or mixed methods? Is it experimental, quasi-experimental, phenomenological qualitative, survey research?
  2. Research question studied
  3. Hypothesis used (if applicable)
  4. Variables studied
  5. Operational definitions employed
  6. Population studied
  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. **Course Evaluation (completion):** Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a quiz in Canvas. This will not count toward your grade, but it is necessary for successful completion of the course.

## Methods of Instruction

This course will be taught in the following format: traditional classroom environment.

## Required Materials (Texts, Readings, and Videos)

- M1. Fraenkel, J.R., Wallen, N.E., & Hyun, H. H. (2019). How to design and evaluate research in education (10th ed.). Boston: McGraw-Hill. (8<sup>th</sup> or 9<sup>th</sup> edition is permissible)
- 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.

## Optional Materials:

M4. Formatting equations in MS Word tutorial: <https://www.youtube.com/watch?v=SRGaW3maK38>

M5. Gravetter, F., & Wallnau, L. (2016). Statistics for the behavioral sciences (10th ed.). Belmont, CA: Wadsworth. ISBN 13: 978-1305504912

## Course Process and Schedule

The lecture portions of this course will be intensive 4-hour blocks, with 2 blocks covered each day according to the course schedule. It is important that you be prepared when class begins. Assigned readings must be completed prior to the start of class. Chapter problems and quizzes are to be completed in Canvas. Research Articles must be uploaded in Canvas by 11:59 PM on the due date.

Lecture ID	Day	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	Monday AM	Introduction and overview of the course. <ul style="list-style-type: none"><li>• Introduction to research.</li><li>• Research Ethics.</li></ul>	M1 Fraenkel, 2014, Ch. 1,4		2.F.8.a, j
L2	Monday PM	The Basics of Research <ul style="list-style-type: none"><li>• The Research Problem</li><li>• Locating and Reviewing Literature</li><li>• Critiquing Research</li></ul>	M1 Fraenkel, 2014, Ch. 2,3,5 M2 Gay & Wong, 2014		2.F.8.h
L3	Tuesday AM	Research Mechanics <ul style="list-style-type: none"><li>• Variables and Hypotheses</li><li>• Sampling</li><li>• Instrumentation</li><li>• Validity and Reliability</li><li>• Internal Validity</li></ul>	M1 Fraenkel, 2014, Ch. 6-9		2.F.8.h
L4	Tuesday PM	Data Analysis <ul style="list-style-type: none"><li>• Descriptive Statistics</li><li>• Inferential Statistics (intro)</li></ul>	M1 Fraenkel, 2014, Ch. 10-11		2.F.8.h,i
L5	Wednesday AM	Data Analysis <ul style="list-style-type: none"><li>• Inferential Statistics</li><li>• Statistics in Perspective</li></ul>	M1 Fraenkel, 2014, Ch.11-12		2.F.8.h,i
L6	Wednesday PM	Quantitative Research Methodologies <ul style="list-style-type: none"><li>• Experimental Research</li><li>• Single-Subject Research</li><li>• Correlational Research</li><li>• Causal-Comparative Research</li><li>• Survey Research</li></ul>	M1 Fraenkel, 2014, Ch. 13-17		2.F.8.g

L7	Thursday AM	Introduction to Qualitative Research • The Nature of Qualitative Research • Observation and Interviewing • Content Analysis	M1 Fraenkel, 2014, Ch. 18-20		2.F.8.f
L8	Thursday PM	Qualitative Research Methodologies • Ethnographic Research • Historical Research • Mixed-Methods Studies	M1 Fraenkel, 2014, Ch. 21-23		2.F.8.f
L9	Friday AM	Final Exam and Article Review work time			
L10	Friday PM	Evidence-based practices Program Evaluation Evaluation of Counseling	Sommers-Flanagan, 2015	A2 All quizzes due by 11:59pm	2.F.8.b,c,d,e
	Monday PM August 1st			A3 Exam (take home) due by 11:59pm A4 Article Reviews due by 11:59pm	

## 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 Jackson MFTC 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)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy:**

Due to the nature of this class as a one-week modular format, regular attendance is expected and required. Excessive absences (more than ½ a class meeting) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation:**

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions 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.

<b>CACREP Standard(s)</b>	<b>Course Objective</b>	<b>Reading(s)*</b>	<b>Lecture(s)</b>	<b>Assignment(s)</b>
2.F.8.a	CO1 Critiquing Research	M1 Fraenkel et al (2019) M2 Gay & Wong (2014)	L1	A2 Quizzes A3 Exam A4 Article Reviews
2.F.8.b	CO2 Evidence-based practices	M3 Sommers-Flanagan (2015)	L9	A2 Quizzes A3 Exam
2.F.8.c	CO3 Data Interpretation	M1 Fraenkel et al (2019)	L9	A2 Quizzes A3 Exam
2.F.8.d	CO4 Outcome Measures	M1 Fraenkel et al (2019)	L9	A2 Quizzes A3 Exam
2.F.8.e	CO5 Evaluation of Counseling		L9	A2 Quizzes A3 Exam
2.F.8.f	CO6 Research Methods	M1 Fraenkel et al (2019)	L7-8	A2 Quizzes A3 Exam A4 Article Reviews
2.F.8.g	CO7 Research Design	M1 Fraenkel et al (2019)	L6	A2 Quizzes A3 Exam A4 Article Reviews
2.F.8.h	CO8 Review of Statistics	M1 Fraenkel et al (2019)	L2-5	A2 Quizzes A3 Exam

2.F.8.i	CO9 Data Analysis	M1 Fraenkel et al (2019)	L4-5	A2 Quizzes A3 Exam
2.F.8.j	C010 Ethics in Research	M1 Fraenkel et al (2019)	L1	A2 Quizzes A3 Exam

\* Textbook chapters are denoted in parenthesis

### Course Objectives Related to MAC\* Student Learning Outcomes

Course: PSY5140 Research and Program Evaluation

Professor: Stephanie Dorais, Ph.D.

Campus: Orlando

Date: Summer 2022

<b><u>MAC* Student Learning Outcomes</u></b> <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>		<b><u>Rubric</u></b> <ul style="list-style-type: none"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	<b><u>Mini-Justification</u></b>
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	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
<b>Social &amp; Cultural Diversity</b>	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.
<b>Human Growth &amp; Development</b>	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
<b>Career Development</b>	Understands and applies theories and models of career development, counseling, and decision making.	None	None
<b>Counseling &amp; Helping Relationships</b>	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	None	None
<b>Group Counseling &amp; Group Work</b>	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.	None	None
<b>Assessment &amp; Testing</b>	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
<b>Research &amp; Program Evaluation</b>	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

<b>Clinical Mental Health Counseling</b>	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	<b>Minimal</b>	Some diagnostic instruments have reliability and validity information to aid proper diagnosis
<b>Integration (Biblical/Theological)</b>	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	<b>Minimal</b>	Faith and ethics integrate with counseling ethics and influence research.
<b>Sanctification</b>	Demonstrates a love for the triune God.	<b>Minimal</b>	<p>“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.”</p> <p>– Dr. Timothy Keller</p>