

CO5570 RESEARCH AND PROGRAM EVALUATION

Reformed Theological Seminary - Jackson

Summer 2026
3 Credit Hours

Instructor

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Class meeting time

Mon & Wed
9:00 am – 12:00 pm

Office Hours

Upon Request

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 the use of 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, 2.F.7.g)
- 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, 2.F.7.g)
- 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, Participation and Reading (20%).** In this class, 20% of your grade is showing up, participating, and reading ahead. 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. It is important that you be prepared when class begins. Assigned readings must be completed prior to the start of class.
- A2. **Quizzes (20%).** Students will be quizzed on material in each assigned chapter of the Fraenkel & Wallen text. Quizzes will be administered on Canvas.
- A3. **Exam (30%).** You will have a comprehensive multiple choice final exam on all the material covered in this course. The exam will be administered online. The exam will cover material from the Fraenkel & Wallen text and lecture material.
- A4. **Research Article Reviews (30%) (Research KPI 1 & KPI 2).** Students will review 4 academic or professional journal articles. Each review will be 2-3 pages in length. A template for this assignment is included on Canvas and includes each of the sections below. Each section must be completed.
1. Citation
 2. Description of the type of research design used. Is it qualitative, quantitative, or mixed methods? If it is qualitative then Is it experimental, quasi-experimental, causal-comparative, correlational, or survey?
 3. Research question studied
 4. Hypothesis used
 5. Variables studied
 6. Operational definitions employed
 7. Population studied and
 8. Sampling method used and sample characteristics
 9. How data was analyzed
 10. The researcher's conclusions and interpretations
 11. 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 (0% but required for course 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.

Methods of Instruction

This course will be taught in a traditional classroom environment on a 3 hour block schedule twice a week.

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.
- 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. American Counseling Association. (2014). *ACA Code of Ethics*.

Course Process and Schedule **Class dates/Assignments subject to adjustment**

| Lecture ID | Date | Topic | Reading Due | Assignments Due | CACREP 2016 Standards |
|------------|------|---|-------------------------------|---------------------------------|-----------------------------|
| L1 | | Introduction to research. | M1 Ch 1 | | 2.F.8.a, j |
| L2 | | Research Ethics. | M1 Ch 4 ACA Code of Ethics | | 2.F.8.a, j |
| L3 | | The Research Problem | M1 Ch 2 | | 2.F.8.h |
| L4 | | Locating and Reviewing Literature | M1 Ch 3 | | 2.F.8.h |
| L5 | | Critiquing Research | M2 | | 2.F.8.a |
| L6 | | Variables and Hypotheses | M1 Ch 5 | | 2.F.8.h |
| L7 | | Sampling | M1 Ch 6 | | 2.F.8.h |
| L8 | | Instrumentation | M1 Ch 7 | A2 Quiz 1 (Ch 2-6) | 2.F.8.h |
| | | | | A4 Article #1 Due | |
| L9 | | Validity and Reliability | M1 Ch 8 | | 2.F.8.h; 2.F.7.g |
| L10 | | Internal Validity | M1 Ch 9 | | 2.F.8.h; 2.F.7.g |
| L11 | | Descriptive Statistics | M1 Ch 10 | | 2.F.8.h,i |
| L12 | | Inferential Statistics (intro) | M1 Ch 11 | A4 Article #2 Due | 2.F.8.h,i; 2.F.7.g |
| L13 | | Z-score and Probability Hypothesis Testing | M1 Ch 11 | A2 Quiz 2 (Ch 7-11) | 2.F.8.h,i; 2.F.7.g |
| L14 | | Correlation & Regression | Handouts | | 2.F.8.h,i; 2.F.7.g |
| L15 | | T-test & ANOVA | Handouts | | 2.F.8.h,i; 2.F.7.g |
| L16 | | Statistics in Perspective | M1 Ch 12 | | 2.F.8.h,i; 2.F.7.g |
| L17 | | Experimental Research | M1 Ch 13 | | 2.F.8.f,g |
| L18 | | Correlational Research | M1 Ch 15 | | 2.F.8.f,g |
| L19 | | Causal-Comparative Research | M1 Ch 16 | | 2.F.8.f,g |
| L20 | | Survey Research | M1 Ch 17 | A4 Article #3 Due | 2.F.8.f,g |
| L21 | | Nature of Qualitative Research | M1 Ch 18 | A2 Quiz 3 (Ch 11-13,15-17) | 2.F.8.f,g |
| L22 | | Observation and Interviewing | M1 Ch 19 | | 2.F.8.f,g |
| L23 | | Content Analysis | M1 Ch 20 | | 2.F.8.f,g |
| L24 | | Ethnographic Research | M1 Ch 21 | A4 Article #4 Due | 2.F.8.f,g |
| L25 | | Historical Research | M1 Ch 22 | | 2.F.8.f,g |
| L26 | | Mixed-Methods Studies | M1 Ch 23 | | 2.F.8.f,g |
| L27 | | Evidence-based practices Program Evaluation | Sommers-Flanagan, 2015 | A2 Quiz 4 (Ch 18-23) | 2.F.8.b,c,d,e,i; 2.F.7.g |
| | | | | A3 Exam A5 Course Evaluation | 2.F.8.a,b,c,d,e f,g,h,i |

Policies and Important Information

MAC Program 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.

Written Work Format. All written work must conform to current American Psychological Association (APA) style unless otherwise specified. 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.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Access to Research Database. RTS provides Jackson 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 on Canvas by the date and time due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

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.

Use of Artificial Intelligence. You may not submit any work generated by an AI program as your own (e.g. ChatGPT). You may use AI programs to help generate ideas and brainstorm. However, be aware that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant RTS policies. Of course, there are many cases where I may not be able to tell if you cheated or not. Note however that, for any reason, including doubts about whether the paper was written with external help, any student can be required to come in for an oral examination on their assignment. In such a case, a grade for the oral examination will replace that for the assignment.

Anonymity. All hard copy written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Return of work. All hard copy work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

Grading Scale:

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|------------|------------|--------------|
| 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. Excessive absences (more than 3 class meetings) 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.

| CACREP Standard(s) | Course Objective | Reading(s)* | Lecture(s) | Assignment(s) |
|--------------------|---|--|------------|---|
| 2.F.8.a | CO1 Critiquing Research | M1 Fraenkel et al (2019) M2 Gay & Wong (2014) | L1,2,5 | A2 Quizzes A3 Exam A4 Article Reviews |
| 2.F.8.b | CO2 Evidence-based practices | M3 Sommers-Flanagan (2015) | L27 | A2 Quizzes A3 Exam |
| 2.F.8.c | CO3 Data Interpretation | M1 Fraenkel et al (2019) | L27 | A2 Quizzes A3 Exam |
| 2.F.8.d | CO4 Outcome Measures | M1 Fraenkel et al (2019) | L27 | A2 Quizzes A3 Exam |
| 2.F.8.e | CO5 Evaluation of Counseling | | L27 | A2 Quizzes A3 Exam |
| 2.F.8.f | CO6 Research Methods | M1 Fraenkel et al (2019) | L17-26 | A2 Quizzes A3 Exam A4 Article Reviews |
| 2.F.8.g | CO7 Research Design | M1 Fraenkel et al (2019) | L17-26 | A2 Quizzes A3 Exam A4 Article Reviews |
| 2.F.8.h | CO8 Review of Statistics | M1 Fraenkel et al (2019) | L3,4,6-16 | A2 Quizzes A3 Exam |
| 2.F.8.i | CO9 Data Analysis | M1 Fraenkel et al (2019) | L11-16,27 | A2 Quizzes A3 Exam |
| 2.F.8.j | CO10 Ethics in Research | M1 Fraenkel et al (2019) | L1,2 | A2 Quizzes A3 Exam |
| 2.F.7.g | CO3 Data Interpretation CO8 Review of Statistics | M1 Fraenkel et al (2019) | L9-16,27 | A2 Quizzes A3 Exam |

* Textbook chapters are denoted in parenthesis

Course Objectives Related to MAC* Student Learning Outcomes

Course: CO5570 Research & Program Evaluation

Professor: Drake Terry

Campus: Jackson

Date: Summer 2026

| 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 | Students will be exposed to ethical considerations of research through their primary text. |
| 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 | |
| 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. | None | |
| Career Development | Understands and applies theories and models of career development, counseling, and decision making. | 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. | Minimal | Students will be led in an evaluation of counseling skills through their knowledge of research. |
| 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. | None | |
| 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. | None | |
| 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 | Students will be exposed research methods and design, evidence-based practices, data interpretation, outcome measures, and a review of statistics. |

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|---|---|------|--|
| 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. | None | |
| Integration (Biblical/Theological) | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | None | |
| Sanctification | Demonstrates a love for the triune God. | None | |