

HUNTINGTON

— UNIVERSITY —

Graduate Counseling Program

We provide Christ-centered, quality counselor training that promotes both scholarship and service.

CN 608 - Methods and Practice of Research and Evaluation

Spring 2021 [1 March – 18 April]

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Course Description

An examination of basic research methods and practice, including quantitative and qualitative designs, research reporting and evaluation, ethical considerations and the use of computers in data collection and analysis. Additional emphasis on need assessment and program evaluation. (3 credit hours)

Program Objectives

Upon completion of the M.A. in Counseling, students will have . . .

1. Ethics - Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Integration - Developed an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
4. Spiritual Formation - Developed a secure attachment with God.
5. Human Development - Applied selected developmental concepts to diverse counseling scenarios.
6. Career Counseling - Applied career counseling models, skills, and assessment with diverse clients.
7. Counseling Models - Developed a sufficient counseling model for working a broad range of clients.
8. Counseling Skills - Demonstrated proficient counseling skills in working with a broad range of clients.
9. Group Work - Demonstrated proficient leadership skills in the facilitation of a group.
10. Assessment - Designed and conducted several selected assessment processes for counseling scenarios.
11. Research - Designed counseling-oriented research or program evaluation.

Student Learning Outcomes (SLO)

As a result of this course, students will...

1. Articulate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a).
2. Develop the ability to identify evidence-based counseling practices (CACREP II.F.8.b).
3. Conduct and analyze results from a needs assessment (CACREP II.F.8.c).
4. Demonstrate ability to identify outcome measures and development for counseling programs (CACREP II.F.8.d).
5. Demonstrate knowledge of quantitative, qualitative, and mixed methods research designs used in research, evaluation of counseling interventions, and program evaluation (CACREP II.F.8.e; CACREP II.F.8.f).
6. Demonstrate knowledge of common statistical measures used in research and program evaluations (CACREP II.F.8.h).
7. Demonstrates ability to identify data analysis and use data implications in counseling (CACREP II.F.8.i).
8. Demonstrates ability to consider ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP II.F.8.j).

Required Course Texts and Readings

American Psychological Association (2013). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Houser, R. (2020). *Counseling and educational research: Evaluation and application* (4th ed.). Thousand Oaks, CA: Sage. ISBN: 978-1544305066

Additional Resources

Articles: Nearly all articles are available full-text via the RichLyn Library (PsycARTICLES, PsycINFO, or Google Scholar). Any articles that are not available via those means, will be posted to Moodle. A reference list of the articles for this course appears at the end of this syllabus. **You are encouraged to immediately gather all articles based on the course schedule.**

Method of Instruction and Course Requirements

This class includes seminar-style class discussion, skill building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Students are expected and encouraged to actively participate in this learning experience.

1. Discussion Forums (DF) & Article Critiques (AC): [DF = 10 x 4 pts; AC = 6 x 10 pts]

Students are expected to engage in graduate level class participation that includes regular class attendance and involvement with peers through in-class discussions. These spaces are where you can present your feedback on the assigned readings through an initial response. Then, you will have the opportunity to reflectively comment on your classmates' responses to the prompt as well.

Specifics of the week may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participation in the weekly discussion forum. Follow directions in each weekly discussion forum.

Students will write an initial Discussion Forum Post due by 11:59 pm EST the Thursday of the assigned week and will submit two responses to classmates by 11:59 pm EST on the Sunday of the assigned week. Initial posts should be between 300 – 500 words (as appropriate for the prompts). Response posts should be between 75 – 100 words each. Attachments are not permitted. Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration based on evidence.

Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you “close” the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts will be evaluated for both content and style based on the grading rubric below.

Grading Rubric for General Discussion Forums (weeks 1, 2, 3, 7)	Points Available (15)
Fluid, concise writing. Thoughts are easy to understand and follow. Correct use of grammar, punctuation, and spelling. Error-free.	1
Demonstrates an understanding of the assigned reading and an application of that understanding that responds to all of the assignment.	2
Respectful and engaging response posts to peers and “closure” in the initial conversation.	1

Grading Rubric for Article Critique Forums (weeks 4-6)	Points Available (10)
Fluid, concise writing. Thoughts are easy to understand and follow. Correct use of grammar, punctuation, and spelling. Error-free.	4
Demonstrates an understanding of the assigned reading and an application of that understanding that responds to all of the assignment .	5
Provides constructive critique of some aspect of two peers’ posts	1

2. Reading Quizzes: 7 x 5 points = 35 points

Students will complete weekly quizzes over the assigned reading in the Houser text. Quizzes contain 20 multiple choice items and must be completed in one sitting. Students may check to see what questions they missed after the quiz closes at the end of the assigned week.

3. Brief Papers: 3 x 10 pts = 30 points

Brief Papers will vary in content and style. Some will involve analyzing and critiquing assigned research articles using concepts and topics from the reading as a framework for focusing the writing. Others will involve reflection and practical application of content. These brief papers

can range from 350-700 words (1-2 pages, double-spaced) and may involve both analysis and reflection. Use

Grading Rubric for Brief Papers	Points Available (10)
Fluid, concise writing. Thoughts are easy to understand and follow. Correct use of grammar, punctuation, and spelling. Error-free.	4
Demonstrates ability to respond to prompts related to assigned reading and an application of that understanding that responds to all of the assignment .	6

4. Proposal Presentation: 35 points

Students will present their research proposals in a “mini-conference” near the conclusion of the semester. Presentations will be delivered via Zoom and recorded/uploaded to YouTube OR depending on class size will be incorporated into the regular class schedule. More details will be discussed in the first class. A grading rubric and examples are provided on Moodle (Week 5 in the Proposal Presentation assignment link).

5. Research Proposal: 100 points

The major project for this course is a research proposal. Work toward the proposal will take place in steps, with a separate grade for each step as follows:

Research Proposal Components	Points Possible (100)
Research topic for counseling	0 (but this must be completed to pass the assignment)
Proposal Presentation	see above
Research Proposal (see detailed instructions and grading rubric in Moodle)	100

Choosing a research topic for counseling: You will choose a topic and narrow it by the end of week two. By then you will have read several research articles in the course, had an opportunity to converse with your professor, and had time to determine the feasibility of finding original research on your topic while developing an idea for a study. We will also have covered the basics of quantitative research designs. **By the end of week two you will submit your specific topic and at least two possible research questions or hypotheses that you’ll be focusing on** based on a preliminary scan of research on your topic in peer-reviewed academic journals.

Complete Research Proposal: You will develop a research study proposal. The proposal will include the following headings according to APA format: an introduction to the problem; a literature review; purpose of the study; rationale for research design (qualitative or quantitative), methodology, ethical considerations, and multicultural considerations. Detailed

requirements for this proposal are described in the assignment document in Moodle (Week 7 in the Research Proposal assignment link).

Student Performance Evaluation Criteria and Procedures

Discussion Forums / Article Review & Critique	100 points
Reading Quizzes	35 points
Brief Papers	30 points
Proposal Presentation	35 points
Research Proposal	100 points
Total Points = 300	

A	93-100% (279-300)	B-	80-82.9% (240-248)	D	60-69.9% (180-209)
A-	90-92.9% (270-278)	C+	77-79.9% (231-239)	F	<60% (<179)
B+	87-89.9% (261-269)	C	73-76.9% (219-230)		
B	83-86.9% (249-260)	C-	70-72.9% (210-218)		

MACMHC Program Continuous Assessment Plan (CAP):

Progress in the MACMHC program requires a combination of satisfactory academic achievement, demonstration of adequate clinical skills, and professional and personal development appropriate to the profession of counseling. Students are evaluated in these areas throughout their time in the program.

Students must demonstrate competency on student learning outcomes. Faculty recognizes the importance of assessing a candidate's progress according to national standards and departmental goals. The MACMHC Department has developed and maintains an assessment system that collects and analyzes data at multiple checkpoints. For students, the assessment of program SLOs (student learning outcomes) provides regular feedback of progress and maintains a record of growth which is evidence that students have met CACREP standards at initial and advanced preparation levels. Each student will receive a communication from the Program Director that summarizes the results of the annual review process. If any remediation is indicated, the communication will explain what is expected of the student based on a remediation plan. Students will work with their Faculty Mentor to accomplish remediation plan.

As part of the continuous assessment plan, all students in this course will be assessed on the following rubric:

Research Proposal. Students will achieve at least 85/100 points on the Research Proposal Grading Rubric. *This assignment includes an introduction to the problem; a literature review; purpose of the study; rationale for research design (qualitative or quantitative), methodology, ethical considerations, and multicultural considerations. Students not receiving a satisfactory score on an assessment will receive some form of intervention in an effort to take reasonable steps to assist students in addressing and/or correcting the problem.*

Class Policies

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Zoom Virtual Classroom: During the first week of the course, you will meet with your professor and classmates synchronously via Zoom to be oriented to the course and connect with them. Following the first week, your professor will let you know of available times to meet to discuss course content and address any issues. You are also able and encouraged to set office hours to meet with your professor.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student's developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an alternate due date *may* be negotiated without penalty if you make arrangements with me before the date the assignment is due. Three late assignments will result in remedial work (e.g., five-page paper). Discussion assignments must be completed in the week due unless student has discussed the reason for the delay with the professor prior to the end of the grading period. Late posting after the online week closes will not be graded.

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill-based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name (e.g., "CN608 Research Proposal-FirstLastName"). This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the Instructor related to this course should include the course number and the name of the student (e.g., SUBJECT: CN 608 FirstLastName: question or comment). Email messages should include students' first and last names in the signature.

Attendance Policy: Students are expected to participate weekly in the online classroom. Failure to participate in the first seven days will result in automatic withdrawal from the course. See the Student Handbook on the Huntington University portal for additional details.
<http://my.huntington.edu>

Plagiarism and Cheating:

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or problems with Moodle, Zoom, or other technology, you can email moodlehelp@huntington.edu or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Professional Counselor Identity: One aspect of professional counselor identity is participation in professional counseling organizations. As of Fall 2019, students are required to obtain student membership in at least one professional organization and maintain throughout attendance in program. Additionally, students are required to attend one conference/seminar/workshop sponsored by a counseling organization prior to graduation. See the student handbook for more information or contact your advisor.

Disability and Accessibility: In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at ace@huntington.edu for more information.

CN 608 – Methods and Practice of Research & Evaluation Course Schedule

Week	Topic/Assignments	Readings/Due Dates
Week One <i>1 – 7 March</i>	<p>Course Introduction</p> <p>Course Overview & Expectations; Syllabus & Assignment Review Becoming a scholar-practitioner-scientist; finding topics to study and research articles; the basics of statistics in research</p> <p style="color: red;">Live Class [4 March 7:00pm EST]</p>	<p>Houser – Chapters 1-3 Barak (1998) – Research Methods for CITs Ashworth et al. (2015) Bowen & Moore (2014)</p> <p>Brief Paper - Barak (1998) reflection Discussion Forums – 1) Intro to Research; 2) Article Review Reading Quiz 1</p>
Week Two <i>8 – 14 March</i>	<p>Quantitative and Qualitative Research Designs; Qualitative analysis</p>	<p>Houser – Chapters 4-6 Cornish & Wade (2015) – Experiment (Intervention) Sorsoli et al. (2008) – Grounded Theory Henriksen et al. (2015)</p> <p>Brief Paper – Qualitative/Quantitative Research Proposal – Topic/Research Questions Discussion Forum – Article Review Reading Quiz 2</p>
Week Three <i>15 – 21 March</i>	<p>Mixed methods, Single-Subject, and Evidence-based Research; Research Ethics</p>	<p>Houser – 7-10 Cragun & Friedlander (2012) – Mixed Methods Ray (2015) Ashworth et al., (2015) – Evidence-Based</p> <p>Brief Paper – Evidence-Based Practice Discussion Forum – Article Review Reading Quiz 3</p>
Week Four <i>22 – 28 March</i>	<p>Evaluating Literature Reviews, Purpose Statements, and Hypotheses</p>	<p>Houser – Chapters 11-12 Pietrantonio & Glance (2018) - Quantitative; Henriksen et al. (2015) – Qualitative;</p> <p>Discussion Forum – Article Review Reading Quiz 4</p>

<p>Week Five <i>29 March – 4 April</i></p>	<p>Evaluation Methods – Samples and Procedures</p>	<p>Houser – Chapter 13-14 Pietrantonio & Glance (2018) - Quantitative; Henriksen et al. (2015) – Qualitative;</p> <p>Discussion Forum – Article Review</p> <p>Reading Quiz 5</p> <p>Research Proposal – Presentation</p>
<p>Week Six <i>5 – 11 April</i></p>	<p>Evaluating Instruments, Results, and Discussion</p>	<p>Houser – Chapters 15-17 Bauerband & Galupo (2014); Wilkinson et al. (2015); Doughty Horn et al. (2016)</p> <p>Discussion Forum – Article Review</p> <p>Reading Quiz 6</p>
<p>Week Seven <i>12 – 18 April</i></p>	<p>Research Proposals; Program Evaluation; Technology; Issues in Counseling Research; Course Wrap-up</p>	<p>Houser – Chapters 18-21 Hilty et al. (2015) – Needs Assessment Trip et al. (2015) – Program Evaluation</p> <p>Discussion Forums – 1) Article Review; 2) Incorporating Research</p> <p>Research Proposal – Final Proposal</p> <p>Reading Quiz 7</p>

Required Articles

- Ashworth, D. K., Sletten, T. L., Junge, M., Simpson, K., Clarke, D., Cunnington, D., & Rajaratnam, S.W. (2015). A randomized controlled trial of cognitive behavioral therapy for insomnia: An effective treatment for comorbid insomnia and depression. *Journal of Counseling Psychology, 62*, 115-123. doi:10.1037/cou0000059
- Barak, A. (1998). The role of research methodology in counsellor education: A case of second-order effects. *Canadian Journal of Counselling, 32*, 50-63.
- Bauerband, L. A., & Galupo, M. P. (2014). The gender identity reflection and rumination scale: Development and psychometric evaluation. *Journal of Counseling & Development, 92*(2), 219-231. DOI: 10.1002/j.1556-6676.2014.00151.x
- Bowen, N., & Moore III, J. L. (2014) Common characteristics of compassionate counselors: A qualitative study. *International Journal of the Advancement of Counselling, 36*(1), 17–29. DOI 10.1007/s10447-013-9187-7
- Chaney, M. P. (2018). LGBTQ+ addiction research: An analysis of the Journal of Addictions & Offender Counseling. *Journal of Addictions & Offender Counseling, 40*(1), 2-16. DOI: 10.1002/jaoc.12053
- Cornish, M. A., & Wade, N. G. (2015). Working through past wrongdoing: Examination of a self-forgiveness counseling intervention. *Journal of Counseling Psychology, 62*, 521-528. doi:10.1037/cou0000080
- Cragun, C. L., & Friedlander, M. L. (2012). Experiences of Christian clients in secular psychotherapy: A mixed-methods investigation. *Journal of Counseling Psychology, 59*, 379-391. DOI:10.1037/a0028283
- Doughty Horn, E. A., Crews, J. A., Guryan, B. A., & Katsilometes, B. M. (2016). Identifying and addressing grief and loss issues in a person with aphasia: A single-case study. *Journal of Counseling & Development, 94*(2), 225-233. DOI: 10.1002/jcad.12078
- Doumas, D. M., & Esp, S. (2019). Reducing alcohol-related consequences among high school seniors: Efficacy of a brief, web-based intervention. *Journal of Counseling & Development, 97*(1), 53-61. DOI: 10.1002/jcad.12235
- Henriksen, R.C. Jr., Polonyi, M. A., Bornsheuer-Boswell, J. N., Greger, R. G., & Watts, R. E. (2015). Counseling students' perceptions of religious/spiritual counseling training: A qualitative study. *Journal of Counseling & Development, 93*(1), 59-69. DOI: 10.1002/j.1556-6676.2015.00181.x
- Hilty, D. M., Lim, R. F., Nasatir-Hilty, S. E., Koike, A. K., Ton, H., & Nesbitt, T. S. (2015). Planning for telepsychiatric consultation: A needs assessment for cultural and language services at rural sites in California. *Journal of Rural Mental Health, 39*, 153-161. doi:10.1037/rmh0000035
- Ivers, N. N., Johnson, D. A., Clarke, P. B., Newsome, D. W., & Berry, R. A. (2015). The relationship between mindfulness and multicultural counseling competence. *Journal of Counseling & Development, 94*(1), 72-82. DOI: 10.1002/jcad.12063
- Kim, S., & Clarke, E. (2015). Case study: An iPad-based intervention on turn-taking behaviors in preschoolers with autism. *Behavioral Development Bulletin, 20*, 253-264. doi:10.1037/h0101314
- Lenz, A. S., & Lancaster, C. (2017). A mixed-methods evaluation of intensive trauma-Focused programming. *Journal of Counseling & Development, 95*(1), 24-34. DOI: 10.1002/jcad.12114
- Pietrantonio, Z., & Gance, D. (2018). Multicultural competency training of school counselor trainees: Development of the social class and classism training questionnaire. *Journal of Multicultural Counseling and Development, 47*(1), 2-18. DOI: 10.1002/jmcd.12117
- Ray, D. C. (2015). Single-case research design and analysis: Counseling applications. *Journal of Counseling & Development, 93*(4), 394-402. DOI: 10.1002/jcad.12037
- Sorsoli, L., Kia-Keating, M., & Grossman, F. K. (2008). 'I keep that hush-hush': Male survivors of sexual abuse and the challenges of disclosure. *Journal of Counseling Psychology, 55*, 333-345. doi:10.1037/0022-0167.55.3.333
- Trip, S., Bora, C., Sipos-Gug, S., Tocai, I., Gradinger, P., Yanagida, T., & Strohmeier, D. (2015).

Bullying prevention in schools by targeting cognitions, emotions, and behavior: Evaluating the effectiveness of the REBE-ViSC program. *Journal of Counseling Psychology*, 62, 732-740.
doi:10.1037/cou0000084

Wilkinson, T., Smith, D., & Wimberly, R. (2018). Trends in ethical complaints leading to professional counseling licensing boards disciplinary actions. *Journal of Counseling & Development*, 97(1), 98-104. DOI: 10.1002/jcad.12239

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