

Northern Kentucky University
College of Health & Human Services
Graduate Program in Counselor Education

COU 680 Research Methods and Program Evaluation

Development of skills for critically evaluating the professional literature; hypothesis generation & testing; examination of quantitative and qualitative research designs; outcome & program evaluation; basic statistical procedures for analyzing data; professional communication of research results.

CACREP Core Area: *Research & Program Evaluation*

Semester: Spring 2020

Location: MEP 204

Meeting Times: Mondays from 6:15pm to 9:00pm

Instructor: Greg Hatchett, Ph.D., LPCC-S, NCC

Office Location: MEP 203G

Office Hours: posted on door & by appointment

Phone #: 859-572-6195

Email: hatchettg@nku.edu (easiest way to reach me). If I do not respond to your email within 24 hours during the regular workweek (Monday-Friday), please email me again.

Required Textbooks:

American Psychological Association. (2020). *Publication manual of the American*

Psychological Association (7th ed.). Washington, DC: Author.

Heppner, P. P., Wampold, B. E., Owen, J., & Thompson, M. N. (2016). *Research design in*

counseling (4th ed.). Belmont, CA: Cengage.

Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics* (5th ed.).

Thousand Oaks, CA: Sage.

Planned Course Outline:

Meeting Dates:	Content Areas:	Related Assignments:
January 13 th	<ul style="list-style-type: none"> • Course Orientation • Epistemology: Positivism vs. Social Constructivism • Overview of Basic Research Designs 	
January 20 th	<ul style="list-style-type: none"> • Nature & Value of Counseling Research • Research Training 	Canvas Quiz on Chapters 1-2 in Heppner et al. text No Class Meeting: MLK Holiday
January 27 th	<ul style="list-style-type: none"> • Reviewing & Evaluating the Counseling Literature • Professional Writing • Ethical & Multicultural Issues 	Canvas Quiz on Chapters 3-4 & 9 in Heppner et al. text
February 3 rd	<ul style="list-style-type: none"> • Measurement of Constructs • Review of Basic Statistics & Probability Theory 	Canvas Quiz on Chapters 5-6 & 10 in Heppner et al. text
February 10 th	<ul style="list-style-type: none"> • Null Hypothesis Significance Testing 	Canvas Quiz on Chapters 7-8 in Heppner et al. text & Chapters 7-9 in Salkin text
February 17 th		Exam #1
February 24 th	Experimental Research Designs	Canvas Quiz on Chapters 11-12 in Heppner et al. text
March 2 nd	<ul style="list-style-type: none"> • Selecting Independent & Dependent Variables • Mean Comparisons 	Canvas Quiz on Chapters 18-19 in Heppner et al. text & Chapters 10-14 in Salkin text
March 9 th		Spring Break
March 16 th	Observational & Mixed Methods Research	Canvas Quiz on Chapters 13 & 17 in Heppner et al. text as well as Chapters 5 & 15-16 in Salkin text
March 23 rd	Qualitative, Single Subject, & Analogue Research	Canvas Quiz on Chapters 14-16 in Heppner et al. text
March 30 th	Process & Outcome Research	Canvas Quiz on Chapters 20-21 in Heppner et al. text
April 6 th	Program Evaluation & Dealing with Biases	Canvas Quiz on Chapters 22-23 in Heppner et al. text
April 13 th		Exam #2
April 20 th	Student Presentations	
April 27 th	Student Presentations	
May 4 th		Comprehensive Final Exam

Evaluation Procedures:

In-Class Examinations. Students will complete three in-class examinations, including a comprehensive final examination. Exam items will primarily be constructed-response (e.g., short-answer, application, short essay), but I may also include a few forced-choice items (e.g., true-false, multiple choice, matching). Responses to the constructed-response items will be scored using criterion- and norm-referenced grading procedures. The in-class examinations are quite lengthy and typically take students 90 to 180 minutes to complete. (II.G.8.a,b,c,d,e,f; III.I.1,2,3)

Policy on Missed Exams. A student will be permitted to complete a missed examination only as a result of extraordinary circumstances (severe illness, death in the family, etc.). The student **must** contact the instructor in advance of the exam to explain his or her absence and secure permission to take the exam at a later date. The student may be required to provide official documentation to account for his or her absence. If a student receives permission to complete a make-up examination, it must be completed within one week of the original exam date, and the content of the exam may be different from the exam previously given to the rest of the class.

Canvas Quizzes. Students will complete 10 quizzes over the assigned readings via the Canvas software system. Each quiz will contain approximately 10-20 multiple choice and/or short-answer items. Quizzes will be timed; time limits will be established by multiplying the number of questions by 4 minutes. The quizzes will be due before the respective class meeting by 6:15pm. Though the quizzes are “open book,” it is imperative that you carefully complete the assigned readings before logging on to Canvas. You will not likely do well on the quizzes without completing the assigned readings first. Furthermore, you may not receive assistance from another classmate in completing any of the quizzes; this action is considered to be cheating and subject to disciplinary action. (II.G.8.a,b,c,d,e,f; III.I.1,2,3)

Research Proposal/Presentation. Each student will develop a research *proposal* for investigating a specific research question in the counseling literature. A successful proposal will contain the following elements:

1. Critical evaluation of a topic using the counseling literature.
2. Development of a meaningful research question(s).
3. Development of testable hypothesis(es).
4. Explicit description of a research design (participants, materials, procedure) for evaluating the hypothesis(es).
5. Planned analyses of data.
6. Professional communication of the proposal via a written proposal and an oral presentation in class.

Students will be *randomly assigned* to orally present their research proposals on either April 20th or April 27th in class. The written proposal will be due in my email inbox by 6:15pm on the night the student has been assigned to present the proposal in class.

More detailed information about the research proposal, including a detailed scoring rubric and example proposals from prior students, will be provided in Canvas.

Course assignments will be given the following weights:

Average of Canvas Quizzes	10%
Research Proposal	20%
Examination #1	20%
Examination #2	20%
Final Exam	30%

Grading Scale:

Graduate Plus – Minus scale		
Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	70-76.99	2.00
F	0-69.99	0

Expectations for Students:

- Read the assigned materials before the scheduled class meeting.
- Attend every class meeting and be on time.
- Complete assignments on time; **late work will not be accepted.**
- Be willing to share your ideas and ask difficult questions. The academic classroom should serve as an environment where diverse, and sometimes controversial, ideas can be discussed and evaluated. *The classroom will serve as a free-speech zone in which students will not be penalized for their viewpoints or opinions.* [NKU's Code of Student Rights and Responsibilities states the following: "The professor has an obligation to encourage free discussion, inquiry, and expression. He/she may not evaluate student performance based on opinions (such as religious belief or political views) or conduct in matters unrelated to academic standards. Should students feel their performance has not been judged on solely academic grounds or that their grade does not reflect the quality of their work, they may appeal the professor's decision using the Academic Appeals Procedure outlined subsequently."]
- Please turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones and pagers.

Credit Hour Policy Statement		
<p>In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.</p>		
<p>Estimates of the time required for a typical student to complete course expectations are as follows:</p>		
In-Class Meetings: 15 weeks x 2.75 hours	=	41.3 Hours
Readings: 32 chapters x 2 hours each	=	64.0 Hours
Canvas Quizzes: 10 Quizzes x 2 hours each	=	20.0 Hours
Research Proposal & Presentation	=	40.0 Hours
Regular Exams: 2 x 15 hours each	=	30.0 Hours
<u>Comprehensive Final Exam</u>	=	<u>20.0 Hours</u>
Total	=	215.3 Hours
<p>Average Time Commitment Each Week: 13.5 Hours</p>		

Non-Attendance Policy

- NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.
- Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Student Honor Code

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic

misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein.

Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

Student Evaluation of Instructor and Course

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.

- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Flexibility Clause

This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend all class meetings.

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Students will have knowledge of:	CACREP ¹	Class Assignments	Cross-curricular experiences
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	2.F.7.g	Readings; exams; quizzes	COU 660
reliability and validity in the use of assessments	2.F.7.h	Readings; exams; quizzes	COU 660, 671
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m	Readings; exams; quizzes	COU 630, 660, 671
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	2.F.8.a	Readings; exams; quizzes; research proposal	COU 600
identification of evidence-based counseling practices	2.F.8.b	Readings; exams; quizzes; research proposal	COU 640, 670, 675, 671, 674, 622, 621,642
needs assessments	2.f.8.c	Readings; exams; quizzes	COU 630, 660
development of outcome measures for counseling programs	2.F.8.d	Readings; exams; quizzes; research proposal	COU 654, 642
evaluation of counseling interventions and programs	2.F.8.e	Readings; exams; quizzes; research proposal	COU 640, 660, 671, 621
qualitative, quantitative, and mixed research methods	2.F.8.f	Readings; exams; quizzes; research proposal	
designs used in research and program evaluation	2.F.8.g	Readings; exams; quizzes; research proposal	
statistical methods used in conducting research and program evaluation	2.F.8.h	Readings; exams; quizzes; research proposal	
analysis and use of data in counseling	2.F.8.i	Readings; exams; quizzes; research proposal	COU 660, 671
ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	2.F.8.j	Readings; exams; quizzes; research proposal	COU 671

use of accountability data to inform decision making	5.G.3.n	Readings; exams; quizzes	COU 660, 654
use of data to advocate for programs and students	5.G.3.o	Readings; exams; quizzes	COU 660, 654

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards