

**RESEARCH AND PROGRAM EVALUATION IN COUNSELING**  
**COUN 612**  
**Fall 2013**  
**Syllabus**

**Course and Instructor**

<b>Instructor:</b>	Dr. Diana Doumas, LPC Office hours: Monday 1:30-4 and Wednesday 9:30-12 and/or by appointment <a href="mailto:dianadoumas@boisestate.edu">dianadoumas@boisestate.edu</a>
<b>Course Number:</b>	COU 612
<b>Course Title:</b>	<b>Research and Program Evaluation in Counseling</b>
<b>Course Time:</b>	Via Blackboard and by appointment
<b>Course Location:</b>	Via Blackboard and E610
<b>Semester:</b>	FALL 2013
<b>Credits:</b>	2 credits

**Course Objectives and Accreditation**

<b>CACREP Standards Addressed in the Course</b>	
II.	<b>Professional Identity:</b>
C.5	Design, implementation, and analysis of quantitative and qualitative research.
IV.	<b>Doctoral Learning Outcomes:</b>
E.1	Understands univariate and multivariate research designs and data analysis.
E.2	Understands qualitative designs and approaches to qualitative data analysis.
E.3	Knows models and methods of instrument design.
E.4	Knows models and methods of program evaluation.

**Course Description**

This course provides an overview of research methods, program evaluation, and statistics for counselors. Topics include design, implementation, and analysis of quantitative and qualitative research and models and methods of instrument design.

**Objectives**

Students will learn design, implementation, and analysis of quantitative and qualitative research. (II.C.5). Upon completion of the course, students will demonstrate knowledge in the following:

1. Univariate and multivariate research designs and data analysis (E.1)

2. Qualitative designs and approaches to qualitative data analysis (E.2)
3. Models and methods of instrument design (E.3)
4. Models and methods of program evaluation (E.4)

<b>Technology Skills Addressed in the Course</b>		
	<b>Instructor Application</b>	<b>Student Application</b>
Utilize Blackboard technology	<b>X</b>	<b>X</b>
Word process, including APA formatting		
Use a spreadsheet and a statistical package	<b>X</b>	<b>X</b>
Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation		
Create and deliver a power point presentation		
Find material on the Web and review Web sites		
Be able to use e-mail, including document attachments	<b>X</b>	<b>X</b>
Be able to sign in and participate in listservs		
Be familiar with computerized testing		
Be able to use digital recording equipment		

### **Core Curricular Experiences Covered**

Curricular experiences will provide an understanding of the following:

Core Curricular Experiences	CACREP
Design, implementation, and analysis of quantitative and qualitative research.	II.C.5

### **Student Learning Outcomes (SLOs) Assessed**

The student will demonstrate knowledge, skills, and practices necessary for success as a counselor educator and supervisor via his or her participation in key assessments in this course. SLOs for this course are as follows:

Student Learning Outcomes	CACREP	Key Assessment
Understands univariate and multivariate research designs and data analysis.	E.1; II.C.5	Exam 1
Understands qualitative designs and approaches to qualitative data analysis.	E.2; II.C.5	Exam 1
Knows models and methods of instrument design.	E.3	Exam 2
Knows models and methods of program evaluation.	E.4	Exam 2

### **Course Methods of Instruction**

Research methods, statistical procedures, and program evaluation will be taught through the use of power point presentations posted online. Online discussion will be used to facilitate learning of methodology and statistical concepts.

## Co-requisite

COUN 602.

## Required Texts and Articles

Jackson, S. (2011). *Research Methods and Statistics: A Critical Thinking Approach (4th Ed.)* Wadsworth. (II.C.5; II.C.6; E.1; E.2; E.3)

*Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

*ACA Code of Ethics* (2005). <http://www.counseling.org/resources/codeofethics/TP/home/ct2.aspx>

Baker, S. B. (2012). A new view of evidence-based practice. *Counseling Today*. (II.C.6; E.4)

Dimmitt, C. (2010). Evaluation in school counseling: Current practices and future possibilities. *Counseling Outcome Research and Evaluation*, 1(1), 44-56. (II.C.6; E.4)

Guiffrida, D. A., Douthit, K. Z., Lynch, M. F., & Mackie, K. L. (2011). Publishing action research in counseling journals. *Journal of Counseling and Development*, 89, 282-287. (II.C.6; E.4)

Gysbers, N. C., & Henderson, P. (2006). Comprehensive guidance and counseling program evaluation: Program + Personnel = Results. *VISTAS*, 41, 187-190. (II.C.6; E.4)

## Academic Requirements and Evaluation

### Key assessments:

- **Exam #1 (50 Points) - (II.C.5; E.1 – E.2)**

Exam #1 will focus on knowledge of research methods and statistics including univariate and multivariate research designs and data analysis methods and qualitative designs and approaches to qualitative data analysis. The exam will include multiple-choice, matching, and/or short-answer questions.

- **Exam #2 (50 Points) - (E.3 – E.4)**

Exam #2 will focus on knowledge of instrument design and program evaluation in counseling including models and methods of instrument design and models and methods of program evaluation. The exam will include multiple-choice, matching, and/or short-answer questions.

### Grading Criteria

A = 100-90, B = 89-80, C = 79-70

Assignments not submitted when due or not in the assigned format will not earn full points. Those submitted more than three days past the due date will not be accepted. Plagiarism is sufficient grounds for failure for the course. See current *Boise State Graduate Catalog* for academic

regulations and appeal procedures.

**Disability and Academic Integrity Statements**

Disability Statement:

If there is someone in the class who has a special need that may be the result of a disability or alternative learning style, I would appreciate hearing from you. I am reasonably certain that we can make the appropriate arrangements if necessary to assist you. The accommodations can take many forms, whether it is seating, testing, or the like. Please see me after class, or during my office hours.

Academic Integrity Statement:

Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable and appropriate penalties will be imposed. This includes referencing material that has not been read by you, such as secondary references.

**COURSE SCHEDULE**

Week	Topic	Reading	Key Assessment Due Date
8/26	Introduction to Counseling Research – Outcome Research, Action Research/Program Evaluation, and Evidence-Based Practice	Power Point 1 Ch. 1 (II.C.5; E.1 – E.2)	
9/2	Research Designs: Quantitative and Qualitative	Power Point 2  Ch. 4; Ch. 9 – 13 (II.C.5; E.1 – E.2)	
9/9	Internal and External Validity	Power Point 3 Ch. 9 (II.C.5; E.1 – E.2)	
9/16	Quantitative Data Analysis Methods	Power Point 4 Ch. 5 – 8; 10 – 12 (II.C.5; E.1)	
9/23	Qualitative Data Analysis Methods	Power Point 5 Ch. 4 (II.C.5; E.2)	
9/30	Exam Week		Exam 1 due 10/4 (E.1 – E.2)
10/7	BREAK		

10/14	Instrument Design	Power Point 6 Ch. 3 (E.3)	
10/21	Program Evaluation	Power Point 7 Baker (2012) Guiffida (2011) Gysbers & Henderson (2006) Dimmitt (2010) (E.4)	
10/28	Exam Week		Exam 2 due 11/1 (E.3 – E.4)