



Syllabus

SCHOOL OF HEALTH AND SOCIAL SERVICES **COUN 524: Research Methods and Program Evaluation**

4 Credits
Effective: Fall 2020/2021

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is a graduate-level introduction to evaluating and conducting research in counseling. The course has three overarching objectives. First, students learn to locate community resources and evaluate research related to core areas of counseling practice. Second, students learn to conduct program evaluations. Third, students learn about evidence-based practice in counseling, specifically examining common factors research. Methods instruction primarily feature in-class face-to-face learning, with some online asynchronous work.

COURSE RESOURCES

Patten, M. L. & Newhart, M. (2018). *Understanding research methods: An overview of the essentials (10th Ed.)*. Routledge.

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th Ed.)*. American Psychological Association.

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

COURSE OUTCOMES (COs)

This course will prepare students to:

- a) Locate and select community resources for clients.
- b) Critically evaluates research related to counseling practice.
- c) Evaluate the effectiveness of counseling programs and service delivery.
- d) Describe and interpret the meaning of statistical results.

PROGRAM LEARNING OUTCOMES (PLOs)

1. Professional Counseling Orientation and Ethical Practice

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development

Demonstrates knowledge and working application of career development in counseling practice.

5. Counseling and Helping Relationships

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

6. Group Counseling and Group Work

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment and Testing

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

8. Research and Program Evaluation

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

9. Social Justice

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

10. Addiction Counseling

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

11. Clinical Mental Health Counseling

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

12. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses.

13. Professional School Counseling

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.

- 5.c. Theories, models, and strategies for understanding and practicing consultation
- 8.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- 8.b. Identification of evidence-based counseling practices
- 8.c. Needs assessments
- 8.d. Development of outcome measures for counseling programs
- 8.e. Evaluation of counseling interventions and programs
- 8.f. Qualitative, quantitative, and mixed research methods
- 8.g. Designs used in research and program evaluation
- 8.h. Statistical methods used in conducting research and program evaluation
- 8.i. Analysis and use of data in counseling
- 8.j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CMHC Specialty

- None

MCFC Specialty

- None

AC Specialty

- None

PSC Specialty

- None

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Community Resources	a), b),	8 (KPI-F)	8.a.	n/a	n/a	n/a	n/a
2. Assign 2 – Prog Development	c), d)		5.c, 8.c, 8.e, 8.h, 8.i, 8.j	n/a	n/a	n/a	n/a
3. Required Readings Patten (2018), deBono article, Consultation PwrPnt, ACA/APA Code of Ethics, Connolley (2016)	b), d)		5.c, 8.a., 8.b., 8.f., 8.g., 8.h., 8.j	n/a	n/a	n/a	n/a
4. Class Activities			5.c, 8.a., 8.b., 8.f., 8.g., 8.h., 8.j	n/a	n/a	n/a	n/a

Course Schedule

(Subject to change according to the pace of the class)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1	Introductions; Review syllabus; Community Resources; Purpose of Research	Patten & Newhart: Topic 1, 2, 3	Community Case Study Resource Grp Discussion; “Dilbert”	
Week 2	Community Resources; Quantitative, and Mixed Methods; “Doable” Research	Patten & Newhart: Topic 7, 8; Quantitative versus Qualitative Article;	Assign 1 – Pt 1	
Week 3	Research Ethics	Patten & Newhart: Topic 11; ACA and APA Code of Ethics	Candid Camera	
Week 4	Critically Analyzing Research in Counseling	Quiz 1; deBono’s Six Hats; Research Article – TBD	EBSCO Search; deBono’s Six Hats Exercise; Assign 1 – Pt 2	
Week 5	Qualitative Studies; Philosophical Assumptions; Common Qualitative Methods; Data Collection and Analysis; Epoche	Patten & Newhart: Topic 45-50; Connolly Article; Dissertation Chpt 3 Example – TBD	Assign 1 – Pt 2 (con’t)	
Week 6	Qualitative Research (continued); Action Research	Patten & Newhart: Topic 51, Action Research Handout	Assign 1 – Pt 2 (con’t)	
Week 7	Quantitative Research: General Types, Scales of Measurement, Measure of Central Tendency, Descriptive	Patten & Newhart: Topic 20-24, 35-42, 58-72, Appendix B		

	Studies, Analysis types, Interpretation of Findings, Type I & II Errors			
Week 8	Quantitative Research (con't); Program Evaluation	Patten & Newhart: Topic 9, 20-24, Appendix B	Statistical Work	
Week 9	Quantitative Research (con't); Program Evaluation Consultation Theories, Models, Strategies (PwrPnt)	Patten & Newhart: Topic 9; Consultation PwrPnt	Statistical Work; Assign 2 – Pt 1	
Week 10	Program Evaluation; Final Class Review	Patten & Newhart: Topic 9	Assign 2 – Pt 2; Quiz 4 during Class	

Standards met with required course readings, in-class discussions, and class activities:

CO: b), d)

PLO: n/a

CACREP Core: 5.c, 8.a., 8.b., 8.f., 8.g., 8.h., 8.j

CMHC: n/a

MCFC: n/a

AC: n/a

PSC: n/a

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Locating Community Resources and Evaluating Research	300
Assign 2: Program Evaluation	200
(Additional Assignments – TBD)	(500)
TOTAL	1000

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Assign 1 (4 parts) – Locating Community Resources and Evaluating Research (300 pts)

CO: a), b)
PLO: 8 (KPI-F)
CACREP Core: 8.a
CMHC: n/a
MCFC: n/a
AC: n/a
PSC: n/a

Students learn to locate community resources and critically evaluate research related to core areas of counseling practice. Students work on a case study of a client in need of community resources. Students find information from the research literature that is pertinent to the client's presenting problem. This assignment may be done in small groups and/or individually, dependent on the number of students in the class and at the instructor's discretion.

This assignment has four parts:

1. Hypothetical Client (50 points)

For the first part of this assignment, students are to create a hypothetical client specific to their specialty track (CMHC, MCFC, AC, and PSC) who is active in counseling. Within the developed case study of this client, students are to identify primary presenting problem(s), and non-clinical issues which could necessitate several community resources for support. This part of the assignment should be at least two pages, double-spaced in length (use the provided Paper Template for this assignment). This paper will be evaluated related to the expansion of client needs (counseling and external resources), and professional APA writing standards.

2. Community Resources (100 points)

For the second part, students practice locating community resources related to a hypothetical client specific to their specialty area of study (CMHC, MCFC, AC, PSC). Students will present their findings to the class in a case consultation format. This part of the assignment is graded on locating community resources and reporting all of the required resource information.

- a) Agency/program/resource name and contact information;
- b) Type of support services;
- c) Program cost, if any, and type of funding for the provider;
- d) Demographics of focused population;
- e) How hypothetical client could benefit from the community resource;
- f) Students' personal reactions of the identified community resource.

3. Relevant Counseling Research (50 points)

The third part of the assignment consists of independent research that is conducted outside of class. Students are to search article databases to find a peer-reviewed empirical article from a counseling journal that is pertinent to the hypothetical client's presenting problem(s).

- a) Students will submit a copy of this article through blackboard in Full-Text, PDF form.
- b) Students will present their article in class to their peers during a brief 5 to 10 minute presentation reviewing the following information:
 - a. A brief introduction to the article and its general purpose;
 - b. Description of the research methodology;
 - c. Main findings of the study;
 - d. How the article could be useful to the clinician working with the client from the case study.

This part of the assignment is graded on analysis and use of course concepts, evaluating research, and oral presentation.

4. Critically Evaluating Research (100 points)

Finally students will submit a paper critically analyzing the research article using de Bono's Six Thinking Hats method (a Paper Template will be provided for this part of the assignment).

The following is the rubric used for each of the four above parts of this assignment:

<i>Components</i>	<i>% of Grade</i>
Analysis and Use of Course Concepts	25%
Evidence and Support	25%
Organization and Coherence	25%
Style and Mechanics and/or Oral Presentation	25%
TOTAL	100%

Assign 2 – Program Development and Evaluation (200 pts)

CO: c), d)

PLO: n/a

CACREP Core: 5.c, 8.c, 8.e, 8.h, 8.i, 8.j

CMHC: n/a

MCFC: n/a

AC: n/a

PSC: n/a

Students work as a team to conduct supervised research that addresses issues presented in an instructor-assigned vignette. Students learn the process of analyzing data, writing up the results, critically analyze the results as to what might contribute to these, and further develop a follow-up program plan(s) to address any deficits.

This assignment also provides students with practice in applying basic understanding of statistical computations, such as measures of central tendency, standard deviation, and simple inferential statistics to their understanding of current research in counseling.

At the conclusion of the project, each student will write-up the above information using the provided paper template. The paper will include the following components:

- a) Central Tendencies of Measure;
- b) Standard Deviation;
- c) Demographic make-up;
- d) Significant differences among clients and statistical analysis interpretation;
- e) Verbal interpretation(s) of the analysis of the data
- f) Ethical or cultural considerations that may have affected the results of the analysis (critical thinking interpretation of the findings of potential contributing factors).
- g) Projected Program Development specific to any deficits in the agency's practice and desired operational improvements.

This assignment is graded on group work, in addition to analysis and use of course concepts, evidence and support, organization and coherence, and style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Evidence and Support	20%
Analysis and Use of Course Concepts	20%
Group Work	20%
Organization and Coherence	20%
Style and Mechanics	20%
TOTAL	100%

(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.