I. COURSE DESCRIPTION:

Fundamentals of research and program evaluation relevant to the practice of clinical mental health counseling and school counseling are studied. This course enables students to conduct research projects and to critically evaluate findings in order to improve treatment and program effectiveness in counseling. Principles, models, and applications of needs assessment and program evaluation are studied. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research are also examined. Special emphasis is given to current ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation in schools and community agencies.

II. REQUIRED READING:


III. SUPPLEMENTAL READING:


IV. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the Conceptual Framework of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of
Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

A. **Mission of the School of Education and Psychology:** Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

B. **Goal of the School of Education and Psychology:** The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision-maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

C. **Core Curricular Experiences and Learning Outcomes:**

1. **As a Caring Person,** the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective **counseling, prevention, and intervention**;
   (b) service to clients who represent **diverse populations**; and
   (c) **advocacy** to better the lives of individuals and communities.

2. **As an Informed Facilitator,** the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful **assessment** that facilitates a plan of action,
   (b) **diagnosis** leading to appropriate treatment, and
   (c) promoting optimal **academic development** in the school setting.

3. **As a Reflective Decision Maker,** the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conduct **research** that contributes to the knowledge base of the profession;
   (b) critically **evaluate** research and apply current information to decision making; and
   (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. **As a Committed Professional,** the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
   (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
(b) adhering to the *professional orientation* and roles that are relevant to the counseling practice;
(c) *collaborating and consulting* with other professionals, both within the clinical or school setting and with other community professionals;
(d) utilizing the *foundation knowledge* specific to the area of counseling practice, and
(e) *leading* in the development and management of counseling practice in a clinical or school setting.

V. KNOWLEDGE AND SKILL OUTCOMES:

Upon successful completion of this course, students should:

1. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling. [CACREP MH-I1]*
2. Know models of program evaluation for clinical mental health programs. [CACREP MH-I2]
3. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. [CACREP MH-I3]
4. Apply relevant research findings to inform the practice of clinical mental health counseling or school counseling. [CACREP MH-J1]
5. Develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments or school counseling programs, activities, interventions, and experiences. [CACREP MH-J2, SC J2]
6. Understand how to critically evaluate research relevant to the practice of school counseling. [CACREP SC-I1]
7. Know basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). [CACREP SC-I3]
8. Know current methods of using data to inform decision making and accountability in the school setting (e.g., school improvement plan, school report card). [CACREP SC-I4]
9. Understand the outcome research data and best practices identified in the school counseling research literature. [CACREP SC-I5]
10. Be able to apply relevant research findings to inform the practice of school counseling. [CACREP SC-J1]
11. Possess the ability to understand research and research design and to conduct research and evaluation projects related to the outcomes of professional school counseling services. [TNSC 8]
VI. METHODS OF INSTRUCTION:
Lecture and discussion, research critiques, research proposal & presentation, assessments, and in-class activities.

VII. DIVERSITY CONSIDERATIONS:
This course will equip students to better analyze and evaluate research in the social sciences, including research addressing diversity issues.

VIII. INCORPORATION OF TECHNOLOGY:
In completing class assignments and the research proposal, students will be required to utilize various forms of technology.

IX. INCORPORATION OF RESEARCH:

1. Students:

Emphasizing research activities, this course will help students critically analyze empirical studies. It requires students to spend extensive time examining current literature as well as construct their own research proposal.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.

   Journal of Counseling & Development:
   http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1556-6676

   Professional School Counseling:
   http://www.schoolcounselor.org/school-counselors-members/publications/professional-school-counseling-journal

   Journal of School Counseling: http://jsc.montana.edu

* Identifiers between brackets refer to the Clinical Mental Health (MH) and School Counseling (SC) domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course expected outcome contributes.
X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH:

This course will contribute to students’ development as effective practitioners who support the spiritual, mental and emotional needs of hurting and broken individuals by enhancing their ability to critically review and analyze relevant research results in the field of counseling, particularly as it applies to program evaluation. Additionally, students will have the opportunity to examine research articles related to faith matters. As students are guided into developing their own research proposal, they will have the opportunity to research and choose topics of personal interest that may include servant leadership and faith-related themes.

XI. CLASS POLICIES:

1. Special Needs Accommodations:

   In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

   Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

   Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

   Instructor Responsibilities:
   a) The instructor will explain clearly the requirements for assignments, examinations, and projects.
b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

**Student Responsibilities:**

a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.

b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.

c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.

The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:

1. Privately discuss the incident with the student.
2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.
4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.
5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current *Counseling Student Handbook*.

**3. Attendance and Participation:**

Promptness and dependability are part of professional life. Each student is expected to attend class at the scheduled time and to be prompt. This policy is designed to encourage and reinforce this professional characteristic. Given that one cannot participate effectively in class sessions without being present, each absence (absences for any reason besides death in the immediate family or illness documented by a doctor’s statement) over the number of credit hours for the course will diminish the student’s participation credit by 15 points, and tardiness
to class will diminish it by 5 points (i.e. for a 3 credit course, students may miss 3 hours of class time before their participation grade is reduced).

4. **Make-up or Late Work and Extra-credit:**

All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. It is the student’s responsibility to plan ahead and deliver a product in a professional manner. Assignments received late will be marked down 10 percentage points for each class beyond the due date. If a student is experiencing an unusual circumstance that precludes them from completing the assigned work, please contact the instructor as soon as possible regarding the situation. Extra credit is generally not offered. Students should focus on completing given assignments with care and quality.

5. **Cell Phone and Computer Policy:**

The focus of the classroom environment is on creating an atmosphere of interactive learning and inquiry. For this reason, all cell phones and laptops must be turned OFF. If a phone rings, a student is sending or receiving text messages or a laptop is on, the professor may request the activity cease. The professor reserves the right to request the student to surrender the device for the duration of the class period.

6. **Writing Policy:**

Students are expected to adhere to the APA style of writing. For information on this style of writing go to www.southern.library.edu, refer to the APA publication manual, or visit http://owl.english.purdue.edu/owl/resource/560/01

7. **Syllabus:**

This syllabus is designed to provide information about the structure, content, and requirements of the course. Students should read it carefully and ask questions if something is not clear. They should also review the course requirements periodically and make special note of the dates for submitting projects and assignments.

8. **Difficulties:**

If students are having difficulties understanding or developing the assigned projects, they should contact the instructor right away. This course should be a successful learning experience that enhances students’ professional preparation. Such difficulties, however, cannot be remedied on the day when a project or assignment is due.

9. **Classroom Values and Norms:**

It is the professor responsibility to maintain a proper learning environment for the classroom. This means that the professor is not only responsible for the academic integrity of what is done, but also for a classroom environment that is conducive to learning. However, the professor will need students’ help to do this. It is very important that only one person speak at a time. Students should raise their hands and the professor will try to recognize them as soon as possible. At times there may be a lot of interaction and communication among students; they should be respectful of each other’s rights.
10. **Disclaimer:**

As many factors may affect the development and progress of a class, SAU reserves the right to alter this syllabus as may be required to assure attainment of course objectives.

11. **Course Evaluation:**

Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

**XII. COURSE REQUIREMENTS AND ASSESSMENT:**

1. **Attendance and Class Participation:**

Each student is expected to be *present* and *punctual* for each class. In addition to absences, tardiness will result in point deductions. An absence will only be excused if it is incurred as part of a school-sponsored trip or as the result of illness. It is the student’s responsibility to provide appropriate and adequate documentation regarding the absence in order for it to be excused. Active participation in class discussion and any group assignments is also expected and will contribute to earned points.

2. **Research Critiques:**

Each student is expected to present a 2-3 page research critique from journal articles as assigned each week by the course instructor. Each week a student will be randomly selected to make an oral presentation of the assigned article and to generate questions on the article in order to facilitate a class discussion. Articles and due dates will be posted on eClass.

3. **Weekly Assessments:**

Weekly assessments covering material from the readings and lecture will be taken on the eClass page. These assessments will be open book and will be available on eClass for one week after the topic is covered in class.

4. **Annotated Bibliography:**

An annotated bibliography evaluating 15-20 research articles on a topic of each student’s choice and interest will be submitted.
5. **Research Proposal:**

By the end of the semester, students will submit a research proposal completed in APA style. Throughout the semester, the various sections are due to the professor for review and feedback. If a student fails to turn in any section on time, points will be deducted from the overall grade for the Proposal. In addition, students will need to identify a partner from class who will be able to review each section of the proposal and provide feedback. Proposal sections are due on the following dates:

- **I.** Proposal topic (briefly describe topic and significance to your field of study) – January [day]
- **II.** Statement of the Problem – February [day]
- **III.** Subproblems, Definitions of Terms, etc. – February [day]
- **IV.** Review of the Literature – March [day]
- **V.** Method Section – April [day]
- **VI.** Final Proposal (including title, abstract, and reference pages) – April [day]

**Portfolio item:** The final proposal will also be presented in the candidate’s portfolio, Section VIII.1.

6. **Oral Presentation:**

Students will make a 10-15 minute media presentation of their proposed research. Students should outline all components of their proposal in their presentation.

### XIII. COURSE GRADING SYSTEM:

1. **Testing Methods:**

Evaluation in this course will be conducted through participation in research critiques, weekly assessments, analysis of research articles, oral presentations, and the development of a research proposal.

2. **Grading Criteria:**

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section V-Knowledge and Skill Outcomes) being assessed by the given requirement.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Number of Points</th>
<th>Percentage</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>50</td>
<td>10</td>
<td>1 – 10</td>
</tr>
<tr>
<td>Research Critiques</td>
<td>80</td>
<td>16</td>
<td>1 – 10</td>
</tr>
<tr>
<td>Weekly Assessments</td>
<td>100</td>
<td>20</td>
<td>1 – 10</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>70</td>
<td>14</td>
<td>1 – 10</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>150</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
<td>10</td>
<td>1 – 10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
3. Distribution of scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>470 – 500</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>450 – 469</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>435 – 449</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>420 – 434</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>400 – 419</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>385 – 399</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>370 – 384</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>350 – 369</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>335 – 349</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>320 – 334</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>300 – 319</td>
<td>60 – 63%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 299</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

4. Evaluation Feedback:

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

Near the end of this semester, the instructor will assess student development toward the personal and professional goals students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above, and in order to complete it, the instructor will fill out the Evaluation of Personal and Professional Dispositions form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student requests it. Results will be submitted to
students’ academic advisors and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During students last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty advisor and the student, whether or not there are reasons for concern.

XIV. COURSE CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content Area</th>
<th>CACREP Common Core Curricular Experiences</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M –</td>
<td>• Introduction to course Syllabus/expectations review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>• Getting Started with Research</td>
<td>II.G8a The importance of research in advancing the counseling profession</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Developing a Research Report</td>
<td>II.G8d Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications</td>
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</tr>
<tr>
<td></td>
<td>(Chapters 1, 2 &amp; 16)</td>
<td>II.G8f Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies</td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>MLK Holiday/Community Service Day – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>• Reviewing the Literature</td>
<td>II.G8e The use of research to inform evidence-based practice</td>
<td>Assessment #1</td>
</tr>
<tr>
<td></td>
<td>• Library Presentation</td>
<td>Proposal Topic Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Chapter 3)</td>
<td></td>
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<tr>
<td>M –</td>
<td>• Methodological Issues</td>
<td>II.G8c Statistical methods used</td>
<td>Assessment #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critique #1</td>
<td></td>
</tr>
<tr>
<td>(Chapter 4)</td>
<td>in conducting research and program evaluation</td>
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<tr>
<td>M – •Quantitative – Experimental Designs (Chapter 5)</td>
<td>II.G8b Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M – •Quantitative – Predictive Designs (Chapter 6)</td>
<td>II.G8b Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M – •Quantitative - Survey Research (Chapter 7)</td>
<td>II.G8b Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| M – | •Quantitative – Data Management | [II.G8b](#) Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research | ➤ Assessment #6
➤ Critique #5
➤ Subproblems, Hypotheses, Research Questions, Etc. Due |
| M – | •Basic Statistical Concepts (Chapter 14 & 15) | ➤ II.G8c Statistical methods used in conducting research and program evaluation |
| M – | •Qualitative – Grounded Theory Methodology (Chapter 9) | ➤ II.G8b Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research | ➤ Assessment #7
➤ Critique #6 |
| M – | •Qualitative – Phenomenological Designs | ➤ II.G8b Research methods such | ➤ Assessment #8
➤ Critique #7 |
| M – | • Time Series Designs Mixed Methods Designs (Chapters 8 & 13) | II.G8b Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research | ➤ Assessment #9 ➤ Critique #8 |
| M – | • Ethical & Multicultural Issues in Research (Chapters 17 & 18) | II.G8f Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies | ➤ Assessment #10 ➤ Method Section Due |
| M – | • Program Evaluation (Chapter 12) | II.G8c Statistical methods used in conducting research and program evaluation  
II.G8d Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications  
II.G8f Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies | ➤ Assessment #11 |
| M – | • Presentations | ➤ Final Research Proposal Due |
| M – | • Presentations | |

**FINAL EXAMS WEEK** – / to /
PROPOSAL FORMAT

TITLE PAGE

INTRODUCTION (no heading)
1. Title of Study
2. Introductory sentences on topic
3. Statement of the Problem (Level 2 heading)
4. Subproblems – if applicable (Level 2 heading)
5. Importance of study (Level 2 heading)
6. Definition of terms (operationally define variables as appropriate) [Level 2 heading]
7. Assumptions of study (Level 2 heading)
8. Delimitations of study (Level 2 heading)
9. Limitations of study (Level 2 heading)
10. Hypotheses and/or Research questions (Level 2 heading)

REVIEW OF THE LITERATURE
1. Organizing paragraph of literature review
2. Review of the literature (Level 2, 3, & 4 headings)
3. Transition paragraph from review of literature to your study

METHOD (Level 1 heading)
1. Participants (Level 2 heading)
2. Materials (Level 2 heading)
3. Design and Procedure (Level 2 heading)
4. Data Analysis (Level 2 heading)
   - How instrument used will be scored and what statistical methods will be used to analyze data, answer research question, and test hypotheses. Be specific.

RESULTS (Level 1 heading)
- What do you think you are going to find in terms of your hypotheses and research questions? Be brief, no more than a paragraph or two.

DISCUSSION (Level 1 heading)
- What do you think will be the significance/importance/implications of your findings? Again, be brief, no more than a paragraph or two.

REFERENCES (Level 1 heading)

APPENDICES (Level 1 heading)
- Include things such as IRB form, Informed Consent Forms, Draft of Instrument, or other supplementary materials