



CMHC 6100
Research Methods and Counseling Program Evaluation
Summer

Course Syllabus

1. **Instructor:** Brianna Randall, PhD, NCC
Email: bmkane22@catawba.edu
Telephone: (704) 645-4669
Office: Ketner 206
Office Hours:
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
3. **Textbook:** Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2019). *Research design in counseling (4th)*. Boston, MA: Cengage. ISBN# 9781305087316
4. **Course Description:** The purpose of this course is to examine topics concerning counseling research, methods for conducting counseling research, and the application of counseling research. Details regarding the research methodology process, scientific literature review and critique, and proposal drafting will be covered. Program evaluation will also be addressed for clinical research needs.
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
6. **Multicultural Statement:** Differences in terms of age, gender, ethnicity, and socio-economic status will be addressed as needed.
7. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran

status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

8. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS (2016)	ASSESSMENTS
2.7.G) Statistical Concepts, Including Scales of Measurement, Measures Central Tendency, Indices of Variability, and Distribution	Quizzes, Research Proposal, and Final Examination
2.7.H) Reliability and Validity in the Use of Assessments	Quizzes, Research Proposal, and Final Examination
2.7.J) Use of Environmental Assessments and Systematic Behavioral Observations	Quizzes and Final Examination
2.8.A) Importance of Research in Advancing Counseling Profession and Informing Counseling Practice	Quizzes, Discussion Boards, and Final Examination
2.8.B) Identification of Evidence-Based Counseling Practices	Quizzes, Discussion Boards, Research Proposal, and Final Examination
2.8.C) Needs Assessment	Quizzes, Discussion Boards, Research Proposal, and Final Examination
2.8.D) Development of Outcome Measures for Counseling Programs	Quizzes, Discussion Boards, Research Proposal, and Final Examination
2.8.E) Evaluation of Counseling Interventions and Programs	Quizzes, Discussion Boards, and Final Examination
2.8.F) Quantitative, Qualitative, and Mixed Research Methods	Quizzes, Discussion Boards, Research Proposal, and Final Examination
2.8.G) Designs in Research and Program Evaluation	Quizzes, Discussion Boards, Research Proposal, and Final Examination
2.8.H) Statistical Methods used in Conducting Research and Program Evaluation	Quizzes, Discussion Boards, Research Proposal, and Final Examination
2.8.I) Analysis and Use of Data in Counseling	Quizzes, Discussion Boards, and Final Examination
2.8.J) Ethically/Culturally Relevant Strategies for Conducting, Interpreting, and Reporting Results from Research and Program Evaluation	Quizzes, Discussion Boards, Research Proposal, and Final Examination

- 1) Students will develop knowledge and understanding of research methodology, including quantitative, qualitative, and mixed methods, and the implementation

within professional counseling to promote effective utilization of counseling scholarship within service delivery.

- 2) Students will identify the benefits of evidence-based practices and become effective consumers of counseling applications depicted in the professional counseling literature.
- 3) Students will develop knowledge, skills, and competencies of research methods that are applicable to program evaluation models for effective evaluation of personal and systematic counseling practices.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Seven quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated and must be completed by **midnight of the Sunday within the given week**. Quizzes will cover the preceding course materials as reflected in the course calendar. The quizzes will be in *multiple choice format*. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.
- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of two substantial posts to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. **The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week.** Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.
- C) One literature review report will be required for this course. The report will provide an analysis of a select research question based on the content in the clinical mental health counseling scientific literature. The report must be written in APA style, in accordance with the APA Publication Manual, 7th Edition. No other writing styles will be accepted. **The scheduled due date for this assignment is provided on the syllabus calendar.** Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the

following grading rubric for the literature review report in order to maximize points earned for this assignment:

	“A” Quality Work	“B” Quality Work	Below “B” Quality Work
Review of Literature (12 points)	Scientific literature is appropriately utilized to analyze the construct of interest, including opposing viewpoints (if applicable), current utility in the field, and data-driven recommendations for practical considerations. A minimum of fifteen peer-reviewed sources are utilized for the review.	Scientific literature is presented, but is not appropriately utilized to analyze the construct of interest. One of the components listed for Superior Work is not presented.	Scientific literature is not presented. No real analysis is provided. Two or more components are missing. Less than twenty peer-reviewed sources are utilized.
Writing Mechanics (3 points)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error. APA 7 th Edition is correctly utilized, including APA style title page, parenthetical citations, and reference page. Appropriate documentation of sources is conducted.	One grammatical, punctuation, spelling, or APA style error is present. More than one incident of inappropriate documentation of sources is committed.	More than one grammatical, punctuation, spelling, or APA style errors are present. More than two incidences of inappropriate documentation of sources are committed.

- D) A research methodology paper will be required for this course. The paper will allow the opportunity to demonstrate a competency in research methodology. A detailed description of a proposed study aiming to address a select research question will be completed, including all components of the research process. The report must be written in APA style, in accordance with the APA Publication Manual,

7th Edition. **The scheduled due date for this assignment is provided on the syllabus calendar.** Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the research methodology paper in order to maximize points earned for this assignment:

	"A" Quality Work	"B" Quality Work	Below "B" Quality Work
Sampling Considerations (6 points)	A detailed description of the population of interest, including eligibility criteria for the study, an appropriate sampling technique, and an estimated sample size. The concept of random selection is accurately depicted.	An insufficient description of the population of interest is provided. An incorrect sampling technique based on the population is provided. Random selection is inaccurately depicted.	No description of the population of interest is provided. No sampling technique is identified. No estimated sample size is mentioned. Random selection is not mentioned.
Design Considerations (6 points)	A detailed description of the proposed study's research design is provided, including appropriate name and description of the research group(s). The concept of random assignment is accurately depicted.	An insufficient description of the proposed study's research design is provided. An inappropriate description of the design is provided. Random assignment is inaccurately depicted.	No description of the proposed study's research design is provided. Random assignment is not mentioned.
Measurement Considerations (6 points)	The research variables are identified and operationally defined. A detailed description of the measures for the variables is provided.	An insufficient description of the research variables is provided. An insufficient description of the measures is provided.	The research variables are not mentioned. No operational definitions are provided. No description of the measures is included.
Analysis Considerations (5 points)	An appropriate statistical analysis is identified and depicted.	An inappropriate statistical analysis is identified. The statistical analysis is inaccurately	No statistical analysis is identified. No depiction of a statistical analysis is provided.

		depicted.	
Writing Mechanics (3 points)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling errors. APA 7 th edition is appropriately utilized.	One grammatical, punctuation, spelling, or APA error is present.	More than one grammatical, punctuation, spelling, or APA errors are present.

E) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in *multiple choice format*. **The examination must be completed by midnight of the Sunday of the given week.** Students absent at the time of administration will not be able to complete the examination without valid documentation.

9. Course Evaluation:

Seven quizzes @ 3 points each =	21 points
Seven discussion board entries @ 4 points each =	28 points
One literature review @ 15 points =	15 points
One research proposal @ 26 points =	26 points
One final examination @ 10 points =	10 points

100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. Extra Credit Policy: Extra credit will not be provided during this course.

11. Attendance/Valid Documentation Policy: Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:

Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for

establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:

A) Each student is personally responsible for regular and punctual class attendance.

B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.

C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.

D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.

E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.

F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.

G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.

It is assumed that all students will attend to the class regularly in order to maximize learning. **All assignments have defined due dates and times and will be strictly enforced.** It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. **Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College.** No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

12. Academic Honesty Policy: Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the

Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.

- 13. Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.
- 14. Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
- 15. Writing Center (Library Mezzanine):** The Catawba Writing Center, in the Library Mezzanine, provides both face-to-face and online services to assist you with writing projects in all of your classes. Writing consultants, fellow Catawba students, are trained to help you with all stages of your writing process—brainstorming, drafting, research, organization, editing, and revision. Upload a draft of your paper, the assignment sheet, and your questions/concerns when

making an appointment. For more information about our services and/or to make an appointment, please visit our website: catawba.edu/writingcenter

16. Expectations:

- Student Expectations
 1. Check your Catawba email and Blackboard account on a consistent basis each week. The primary method of communication in an asynchronized course is via email and Blackboard. Therefore, you are responsible to check and respond if needed on a weekly basis to the instructor and/or peers.
 2. Demonstrate professional dispositions in all interactions (discussion post, email and on Blackboard) with peers and instructors. Problematic behavior will be addressed as defined by our CMHC Program Handbook.
 3. All work submitted will be original, complete, and neatly presented.
- Instructor Expectations
 1. Instructor will reply to student emails within 48-72 hours.
 2. Provide expectations and structure to foster safety and trust in the learning environments and to assist students in exploring and vulnerably engaging with course materials and activities.
 3. Be available to support student learning outside of class time through email, during office hours, and by appointment.

17. Course Calendar: The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda	Assignments and Reading Due
Week 1	Introduction to Course, Review of Syllabus, Philosophies of Science and Counseling, Ethics in Counseling Research, and Professional Writing	<i>Chapters 1, 3, and 4</i> Discussion 1
Week 2	Identifying Interest and Operationalizing Topics, Population Issues, The Independent Variable, and The Dependent Variable	<i>Chapters 5, 8, 18, and 19</i> Discussion 2 Quiz 1
Week 3	Validity Issues, Choosing Research Designs, and True Experimental Designs	<i>Chapters 7, 6, and 11</i> Discussion 3 Quiz 2
Week 4	Quantitative Descriptive Designs, Single-Subject Designs, and Multicultural Considerations in Design	<i>Chapters 13, 15, and 9</i> Discussion 4 Quiz 3
Week 5	Qualitative Research and Mixed	<i>Chapters 16 and 17</i>

	Methods Designs	Discussion 5 Quiz 4 Literature Review
Week 6	Scale Construction and Counseling Research Bias, Statistical Analysis	<i>Chapters 10 and 23</i> Discussion 6 Quiz 5
Week 7	Counseling Outcome Research, Counseling Process Research, and Counseling Program Evaluation	<i>Chapters 20, 21, and 22</i> Discussion 7 Quiz 6
Week 8		Research Proposal Final Examination