

COUN 537 Counseling Research and Program Evaluation

**2 Semester Hours August 30 – December 13, 2011
Tuesday, 5:00 – 7:00 PM**

**2 Semester Hours January 10 – April 17, 2012
Tuesday, 5:00 – 7:00 PM**

Capstone Presentation Day: Wednesday April 25 all day

Professors: P. David Glanzer, Ph.D. office: SEM 029; phone: 4244; david.glanzer@emu.edu
Nate Koser, M.A. - Graduate Assistant

Office Hours: by appointment

Course Description

A review of the research methods used in counseling. Included are experiences in searching research literature databases, understanding basic statistics and using statistical software, planning research, the application of research strategies to program evaluation, and communicating research findings. Includes a *community action project*, implementing and assessing a prevention project, an advocacy project, or a counseling outreach project. A written paper and presentation of the community action project is presented to faculty and peers in a spring semester conference.

Course Goals and Objectives

CRPE enables studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation (CACREP II.G.8)

By the end of this course, students will have demonstrated the ability

1. to conceptualize the research process as contiguous with counseling practice, and to understand counseling interventions and assessment as research
2. to identify and differentiate empirical from non-empirical questions
3. to understand basic research designs, including qualitative and quantitative designs, single-case designs, action research, and outcome research (CACREP II.G.8.b)
4. to use and interpret basic descriptive and parametric inferential statistics, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, correlations; reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (CACREP II.G.7.c, d, e)
5. to understand how statistical methods are used in conducting research and program evaluation (CACREP II.G.8.c), including principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications (CACREP II.G.8.d), models of program evaluation for clinical mental health programs (CACREP II.G.I.2), and apply knowledge of public mental health policy, financing, and regulatory

processes to improve service delivery opportunities in clinical mental health counseling (CACREP CMHC B.2)

6. to understand ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP II.G.8.f)
7. to use counseling literature databases
8. to read, critique, and write research reports
9. to critically evaluate research relevant to the practice of clinical mental health counseling (CACREP II.G.I.1)
10. to understand the use of research to inform evidence-based practice (CACREP II.G.8.e) and know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC I.3)
11. to describe the principles, practices, and applications of needs assessment and program evaluation
12. to utilize computer resources for data management and analysis
13. to be informed about and sensitive to ethical and legal issues in counseling research
14. to own the professional role and obligation to utilize research skills to contribute to community self-awareness and reflection
15. to understand the importance of research in advancing the counseling profession (CACREP II.G.8.a)

Community Action Project:

16. to design, implement and assess a community action project, manage professional roles, functions, and relationships with other human service providers, implementing strategies for interagency/interorganization collaboration and communications (CACREP II.G.1 partial)
17. to understand the management of mental health services and programs, including areas such as administration, finance, and accountability (CACREP CMHC A.8)
18. to advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients (CACREP CMHC C.2)
19. to demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CACREP CMHC C.3)
20. to apply relevant research findings to inform the practice of clinical mental health counseling (CACREP CMHC J.1)
21. to develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments (CACREP CMHC J.2)

22. to analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs

23. to prepare and deliver a professional presentation

Resources

Required readings to be provided based on class process. Typically includes, but not limited to, selections from:

Bohart, A. & Tallman, K. (1999). *How clients make therapy work: The process of active self-healing*. Washington, DC: American Psychological Association.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches, 2nd Edition*. Thousand Oaks: Sage Publications.

Hadley, R. & Mitchell, L. K. (1995). *Counseling research and program evaluation*. New York: Brooks/Cole.

Lambert, M. (2010). "Yes, it is time for clinicians to routinely monitor treatment outcome." In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.

McLeod, J. (1999). *Practitioner research in counselling*. Thousand Oaks: Sage Publications.

Norcross, J. (2010). The therapeutic relationship. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.

Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction, 4th Edition*. United States: Thomson Brooks/Cole.

Wampold, B. E. (2010). What works and what does not: The empirical foundations for the common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.

Statistics resources:

Rice Virtual Lab in Statistics www.onlinestatbook.com/rvls.html

Online Statistics: An Interactive Multimedia Course of Study <http://www.onlinestatbook.com/>

Course Requirements and Procedures

Class attendance is required. Excused class absences may be made up by completing a make-up assignment (anticipate 3 – 4 hours of work).

The readings for a class period are to be read prior to the class period. Questions about, or responses to, the readings may be assigned for completion prior to class, or for written or oral responses in class.

Comprehension of reading material and class lectures will be tested through mid-term and final exams.

The focus of hands-on work throughout the course will be on the community action project.

Community Action Project (fall proposal, spring completion/presentation)

The community action project is focused on the student's client population of interest. This may be the internship site, the population the student plans to serve after graduation, or another population of direct personal interest. This population includes both those receiving direct services and all stakeholders in the counseling enterprise.

The project should connect the student in a creative way with the identified population. In broad categories, this can be a *prevention* project, an *advocacy* project, or a *counseling outreach* project, or a combination of all three.

A *prevention* project works with an identified at-risk population to improve mental health environments. This includes developmental education and crisis prevention programs. The goal of primary prevention is reduction in the incidence of mental disorders, achieved by changing environments and teaching life skills. Examples include depression screening programs, developing life skills curriculum, or promoting community building activities.

An *advocacy* project works on behalf of client rights and opportunities. Advocacy takes place through political activities and community initiatives to achieve greater rights, protections, and opportunities for all people. Advocacy also includes improving the conditions in which services are delivered. Examples include a school conference to educate the learning community about disabilities, lobbying state and national government about professional and client-related concerns, or working with stigma against substance abusers.

A *counseling outreach* project is a project that goes beyond current mental health prevention and care services to implement new models of service delivery. Counseling outreach could also involve activities designed to familiarize oneself with a particular population or community to be better able to assess need and offer informed advocacy. Examples include implementing a new intervention project in a school or community agency, or participating with the Red Cross or Mennonite Disaster Service in crisis counseling or community rebuilding.

As is evident from these examples, prevention, advocacy, and outreach are not mutually exclusive activities - projects could very easily include all three.

While the community action project can be done within the internship agency, the project work must not be done within the normal expectations of the internship. For example, leading a group that is already offered by an agency will not satisfy the expectations of the community action project.

Community action project proposal (fall semester)

The community action project proposal should be tailored to the specific project. It must be written in APA format and will typically include, but not be limited to, the following project components:

Abstract

Introduction

- Mission / Purpose
- Identification of need
- Support from the counseling literature (an integrated review)
- Connection to counselor identity
- Goals

Methods

- Participants
- Procedures
- Needed resources
 - (e.g., financial, personnel, facility)
- Ethics

Anticipated Outcomes & Evaluation

- Desired outcomes
- Client outcome evaluation
- Project process evaluation

In the case that the project entails internship site work, the parameters of how the project interfaces with internship commitments must be processed with the site supervisor and faculty group supervisor. A letter documenting this review, signed by the intern and both supervisors, must accompany submission of the project proposal. The letter should indicate how the project is a new, creative initiative within the internship setting. In any case, non-direct client contact work on projects may not be counted as internship hours.

The written project IRB proposal is due to the professor on October 11. Following preliminary review by the professor, and opportunity for revision, the proposals will be sent (October 26) to the university Institutional Review Board (IRB) for review. The IRB will review the proposals on November 2. Any revisions requested by the IRB are due to the IRB by November 22, in order to ensure final review at the IRB December 1 meeting.

Criteria used to grade the proposal include, but are not limited to, correct use of APA style, significance of the project, new initiative creativity, and project motivation (identity, need, etc.). (see attached criteria)

Substantive change to the project after the proposal is approved by the IRB requires additional professor review and approval, including new approval by the IRB. Managing a second IRB process is the student's responsibility.

Project paper (spring semester)

The community action project culminates in a paper documenting the implementation of the community action proposal.

The paper will be graded using the university writing rubric.

Papers will be made publicly available.

Project presentation (spring semester)

Each student will be given time to present their work to their peers and faculty in a spring semester conference format. Conference presentation quality is expected (students are strongly encouraged to submit their project for presentation at a professional conference). The use of presentation software is encouraged, as appropriate.

All faculty members will attend the presentation. All students in the program will also be invited to attend.

Be sure to reserve ALL DAY, April 27, for this event!

Grading

Fall semester

		90 – 100 = A
CAP proposal	50%	80 – 89 = B
Midterm exam	20%	70 – 79 = C
Final exam	30%	

Spring semester

Midterm exam & articles	30%
CAP paper	40%
CAP presentation	30%

All written work must conform to APA writing style standards.

Academic Honesty:

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Disability Support:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Hartzler Library second floor, 432-4233.

CAP proposal grading

- 1. Complete APA structure: cover page; abstract; etc. _____
- 2. Grammar & spelling
Future tense for proposal _____
- 3. Appropriate organization and heading use _____
- 4. Minimum 5 references integrated into text _____
- 5. Connection to personal counselor identity a subsection of the introduction _____
- 6. Clarity and focus of ideas; material in proper sections _____
- 7. Ethics subsection in Methods _____
- 8. Methods clear enough to serve as implementation manual _____
- 9. APA reference citations & list _____
- 10. Realistic methods _____
- 11. Project outcomes assessment _____
- 12. Attachments: instruments, cover letter, informed consent form _____

Ethics section must include, but not be limited to, discussion of possible risks to participants and ways of minimizing risks, means of maintaining confidentiality and privacy, means of obtaining informed consent, voluntary participation, recruitment and selection of participants, and use of results.

**Eastern Mennonite University
IRB Research Proposal Format**

1. Researcher(s) & primary contact email

2. Faculty advisor & email

Attach completed Faculty Approval of Student Research form

3. Title of Research Proposal:

4. Start date and duration of study:

5. Brief description and purpose of research:

6. Method: Participants - Describe population, anticipated number of subjects, and how they will be selected or recruited.

7. Checklist of vulnerable populations

8. Approximate duration of an individual subject's participation:

9. Describe procedures for informing participants about the purpose of the research and for obtaining their consent to participate. Note: You must obtain participants' permission to 1) audio/videotape or photograph them and 2) use any of the recordings or images in presentations or publications. Upload informed consent documentation.

10. Describe all likely risks to the participants, how you will minimize such risks, and how you will address any adverse conditions arising as a result of your research.

11. Describe any benefits (e.g., monetary payment, extra credit) participants will receive as a result of participating in this research.

12. Describe how and to whom your results will be reported. (Note: if you anticipate presenting your results beyond your classroom or department, the IRB recommends that you include possible venues in this proposal. Additional IRB approval will be required for presentations or publications not specified in this proposal.)

13. Describe how you will maintain anonymity, confidentiality and privacy.

14. Method: Procedures

Briefly describe the steps involved in your research.

15. Method: Apparatus

Describe instruments or equipment to be used, including research materials such as photographs, videos, survey instruments, interview protocols, or scripts. If applicable, attach any researcher-created instruments.

Data collection may not begin until you have approval from the IRB

The professor reserves the right to modify the order of topics and add assigned reading.

Fall Calendar

	Topics	Readings	Assignments Due (in addition to readings)
Aug 30	Course introduction Types of research CAP identification exercise	Creswell	
Sep 6	Program evaluation Needs assessment Program development	Royce et al Hadley & Mitchell	Internship site program evaluation, needs assessment CAP options (3)
Sep 13	What works? EST Common factors	Wampold	CAP purpose & goals statement
Sep 20	Ethical issues IRB process	ACA Ethics Code	CAP method
Sep 27	Practitioner research N=1 research	McLeod	CAP ethics & informed consent
Oct 4	Client advocacy	Bohart & Tallman	CAP outcomes
Oct 11	Treatment outcomes	Lambert	CAP: literature review CAP IRB proposal due
Oct 18	Midterm exam / processing		Midterm Exam Due
Oct 25	Mid-semester recess		
Nov 1	Therapeutic relationship	Norcross	CAP: literature review
Nov 8	Contexts of therapy		CAP: contexts & issues
Nov 15	Research design	Creswell	
Nov 22	Internal validity	Campbell	Final IRB revisions
Nov 29	Program evaluation effectiveness		Complete CAP Proposal Due
Dec 6	Effective research communication		Final Exam Due
Dec 13	Process Final Exam		

Spring Calendar

	Topics	Assignments
Jan	10 Descriptive Statistics	
	17 Correlation	
	24 Inferential Statistics	Research article using descriptive stats report
	31 Hypothesis Testing	
Feb	7 Experimental Designs	Research article using correlation report
	14 Internal Validity	
	21 Reading Quantitative Research	Research article using inferential stats report
	28 Midterm Exam	
Mar	6 Spring Break Week	
	13 CAP consultation	
	20 CAP consultation	
	27 CAP consultation	
Apr	3 CAP consultation	
	10 CAP consultation	
	17 CAP consultation	Final CAP Paper Due
	25 NOTE: This is a Wednesday - CAP Presentations ALL DAY	