COURSE SYLLABUS

Clemmer College
Department of Counseling and Human Services
Course Number: <u>COUN 5950-901 Research and Evaluation for Counseling and Human Services</u>
Semester Hours: Three (3) / Summer 2021

Instructor: Kwangman Ko, Ph.D.
Contacts: 423-439-7215   kokm01@etsu.edu
Office Location: 301A, Warf-Pickel Hall
Office Hours: By appointment (either in-person or zoom)

Text(s) and/or Required Readings:

- Privitera, G. J. (2019). *Essential Statistics for the Behavioral Sciences* (2nd ed.). Thousand Oaks, CA: Sage Publication, Inc.
- Creswell, J. W., & Poth, C. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Thousand Oaks, CA: Sage Publication, Inc.
- Other readings in pdf format or online as included in the D2L.

Technical Requirements

Students will complete their assignments via Microsoft Word or IBM SPSS. All assignments will be uploaded to D2L. You will need access to the internet and a firm understanding of your library in order to do the research necessary for this class. You will need to use GoldLab, https://www.etsu.edu/helpdesk/goldlab/remote-desktop-web-access.php, to access IBM SPSS, which you will use in this course. IBM SPSS is in the Math Software folder in GoldLab.

Catalog Description:

Provides graduate students with an introduction to applied research and evaluation methods. This course designed to allow students to become informed consumers of psychological and service research. It is also designed to give students necessary skills in reading and understanding peer-reviewed academic journals to conduct basic research and program evaluation. Quantitative and qualitative methods will be incorporated in clinical settings, action research in organizations and schools, and program planning and evaluation in various counseling and human services agencies.

Relationship of Course to College and Program Philosophy and Goals:

Counseling and human service professionals are often called upon to be consumers of research, experts in their community and field, and conduct program evaluation. Therefore it is useful to the person, profession, and the aim of the College to help communities by equipping professionals with skills required to carry out their roles as counselors and human service professionals.

Purpose and Goals:

The purpose of this course is to provide the foundational preparation for counseling and human services professionals to be effective consumers of research and develop effective knowledge and skills in conducting quantitative and qualitative methods, action research, and program planning and evaluation in counseling and human services roles in a variety of clinical and educational settings.

The goals of this course are to:

- identify knowledge and skills required to critically understand, assess, evaluate and integrate information from a variety of sources
- provide knowledge and skills to obtain information through observation and research
- provide knowledge and skills appropriate to information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, the world-wide web, and other electronic resources
- provide knowledge and skills in the appropriate use of statistics, quantitative design, and technological applications in these designs
- provide models of practical applications of quantitative and qualitative research, action research, and program evaluation
- promote knowledge of basic quantitative research principles
- facilitate the development of a research project/scholarly paper

Course Topics and Learning Outcomes

Topics

American Psychological Association Publication Manual; quantitative research terms and methods; qualitative processes; institutional review board policies and procedures; library search engines and holdings; critical evaluation of information; literature reviews; action research; program evaluation processes and implementation; ethics in research; reflective practice

Learning Outcomes

At the completion of this course, the student is expected to:

- summarize the importance of research in advancing and increasing effectiveness in counseling and human service provision of services (CSHSE II.12.d).

- evaluate research and other information critically and ethically for relevance, adequacy and accuracy (CSHSE II.12.c, e).

- demonstrate knowledge of research models and statistical methods used in quantitative, single-case designs, and outcome based research (CHSHE II.12.f).

- demonstrate knowledge of research methods and processes in qualitative and action research designs (CHSHE II.12.f).

- conduct program and intervention evaluation relevant to counseling and human services (TN SC License Standard 8; CSHSE II.13 a-d).

- develop a research proposal for human subjects/institutional review board review (CSHSE II.12.g).

- apply ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation students (CSHSE II.12.b).

Assessment and Testing	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	*2.F.7.g*	Module 1 & 2 contents; Quiz 1 & 2
2. reliability and validity in the use of assessments	*2.F.7.h*	Module 1 & 5 contents; Quiz 1 & 5
Research and Program Evaluation	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	*2.F.8.a*	Research article summary; Module 3, 4 & 5 contents; Quiz 3, 4 & 5
2. identification of evidence-based counseling practices	*2.F.8.b*	Research article summary; Module 3, 4 & 5 contents; Quiz 3, 4 & 5
3. needs assessments	*2.F.8.c*	Module 4 & 5 contents; Quiz 4 & 5
4. development of outcome measures for counseling programs	*2.F.8.d*	Module 4 & 5 contents; Quiz 4 & 5
5. evaluation of counseling interventions and programs	*2.F.8.d*	Program evaluation paper; Module 2 contents

	CACREP Standard	Curriculum/Evaluation Outcomes
6. qualitative, quantitative, and mixed research methods	*2.F.8.f*	Research article summary Module 2, 3,4 & 5 contents; Quiz 2, 3, 4 & 5
7. designs used in research and program evaluation	*2.F.8.g*	Module 4 & 5 contents; Quiz 4 & 5
8. statistical methods used in conducting research and program evaluation	*2.F.8.h*	Module 4 & 5 contents; Quiz 4 & 5
9. analysis and use of data in counseling	*2.F.8.i*	Module 4 & 5 contents; Quiz 4 & 5
10. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	*2.F.8.j*	Module 2, 3, 4, & 5 contents; Quiz 2, 3, 4 & 5
School Counseling	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. development of school counseling program mission statements and objectives	*SC G.3.a*	Module 1, 2, 3, 4, & 5 contents; Quiz 1, 2, 3, 4 & 5
2. use of accountability data to inform decision making	*SC G.3.n*	Module 3 contents; Quiz 3
3. use of data to advocate for programs and students	*SC G.3.o*	Module 4 & 5 contents; Quiz 4 & 5

Classroom and Communication Policies

Email Communication

The ETSU email policy requires all faculty communication with students regarding ETSU business is conducted via the official ETSU 365 email account. When you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. It is my objective to reply to email within 24 hours on business days, which may take longer on weekends. You can re-send if you think the email was not received. Please allow sufficient time to check/reply to email. Additionally, **keep the email etiquette** with a more formal style in email communication.

Attendance and Participation

Attendance and participation is necessary for you to do well in any course. Since this is an online course, your attendance will be monitored via your contribution to reading module quizzes, submitting assignments, and participating in group discussions. If you miss the Module quiz and Discussion, you will not be able to make it up.

Assignments and Submission Guidelines

All assignments will be submitted via D2L Dropbox as a .docx (or .sav./.spv for SPSS).

1. Reading the Module Quizzes (100 points = 5 × 20 points each)
2. Key Assignment1: Research articles summary
   a. Submitting two (quant/qual) summaries (40 points = 2× 20 points each)
3. Key Assignment2: Program evaluation paper
   a. Submitting a program evaluation paper (20 points = 1× 20 points each)
4. Participating in Group Discussion (40 points = 4 × 10 points each)
   a. <u>Uploading</u> your own idea (5 points)
   b. <u>Responding</u> to at least two classmates (5 points)
      i. <u>You must respond to at least two classmates for full credit each week (one response does not get any credits).</u>

Testing Policy

You will have 5 reading Module quizzes. Each quiz is worth 20 points. These are quizzes intended to examine your comprehension of key terms, concepts, and pieces of the methodology. You will be given **60 minutes** to each quiz. You will have **two chances** of taking the same quiz set in a module, and **the highest score** will be reflected in your grade. **There is no make-up for the quiz missed.**

Late and Missing Submission Policy

I accept late work, with a **Five-point penalty** for every day it is late. Keep the deadline, please. If you have verifiable documented excused absence, you can make up the work without penalty, if it is within the following week. Please notify me at kokm01@etsu.edu as soon as you know you will turn in an assignment late.

Grading Policy
Grade:

- Module Quizzes   100 points
- Summary of articles   40 points
- Program evaluation   20 points
- Discussion   40 points
- Attendance   25 points
- **Total Possible Points   225 points**

Course Grading Scale:

Percentage	Letter	Percentage	Letter	Percentage	Letter
100-94	A	93-90	A-	89-87	B+
86-83	B	82-80	B-	79-77	C+
76-73	C	72 and below	F		

Schedule of Coursework

Week 1   **Privitera book: Essential Statistics**
(6/7~6/11)   Chapter 1: Intro to Statistics
Chapter 2: Freq. Dist. In Tables and Graphs
Crewell & Poth book: Qualitative Inquiry
Chapter 1: Introduction
Chapter 2: Philosophical Assumptions and Interpretive Frameworks
• Module Quiz 1, Discussion 1, due 6/11 (11:59 pm)

Week 2   **Privitera book: Essential Statistics**
(6/12~6/18)   Chapter 3: Central Tendency
Chapter 4: Variability
Crewell & Poth book: Qualitative Inquiry
Chapter 3: Designing a Qualitative Study
Program Evaluation (Contents in the Module)
• Module Quiz 2, Discussion 2, due 6/18 (11:59 pm)

Week 3   **Privitera book: Essential Statistics**
(6/19~6/25)   Chapter 5: Probability and Normal Distributions
Chapter 6: Characteristics of the Sample Means
Crewell & Poth book: Qualitative Inquiry
Chapter 4: Five Qualitative Approaches to Inquiry
Chapter 5: Five Different Qualitative Studies
• Module Quiz 3, Discussion 3, Program evaluation paper, due 6/25

Week 4   **Privitera book: Essential Statistics**
(6/26~7/2)   Chapter 7: Hypothesis testing
Chapter 8: One-sample t test
Crewell & Poth book: Qualitative Inquiry
Chapter 6: Introducing and Focusing the Study
Chapter 7: Data Collection
• Module Quiz 4, Discussion 4, Journal summary 1 paper (**Quant**), due 7/2

Week 5   **Privitera book: Essential Statistics**
(7/3~**7/9**)   Chapter 11: One-Way Analysis of Variance
Chapter 13: Correlation and Linear Regression
Crewell & Poth book: Qualitative Inquiry
Chapter 8: Data Analysis and Representation
• Module Quiz 5, Journal summary 2 paper (**Qual**), due **7/9**
• Upload all the papers to Tevera (Counseling students only)

Disclaimer: The course contents, schedule, and assignments may be subject to change if circumstances beyond the control require it.

Course Policies

Elements of Style

When writing papers for this class, follow the format of the American Psychological Association, which is found in the (2020) Publication Manual of the American Psychological Association (7th edition). You may purchase this manual, available through the ETSU Bookstore or other outlets or you can find free resources online. Most people find the Online Writing Lab or OWL at Purdue University to be a useful resource.

Technology Requirements

It is necessary to have or obtain the necessary computer hardware and software to complete the course requirements. Hardware and software requirements for D2L can be found at this link . Microsoft Word and PowerPoint applications are required and sufficient to complete the assignments. Accommodations for students with special needs like voice recognition software or special hardware necessitate contact with the Office of Disability Services. Students are expected to know or learn how to navigate in D2L so they can access course materials and also to check their university assigned emails regularly, follow the schedule of assignments, and upload documents to the dropbox as required.

Student Services and Technical Resources

Student Services

The ETSU Services Webpage includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to 4 students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. Visit the Disability Services webpage for more information.

ETSU Center for Academic Achievement

The ETSU Center for Academic Achievement is located in the Sherrod Library and provides assistance with student writing and speaking assignments. Please drop by, call 423.439.7111, or check online at HERE. These competencies, along with computer literacy, are strongly related to optimal academic performance at ETSU and success in later professional careers. Please take advantage of this and other resources explained in detail in the catalog.

Counseling for Students

The ETSU Counseling Center includes a staff of mental health professionals who provide short-term, personal counseling. All currently enrolled ETSU students are eligible for services, which are free and confidential. In some situations we may need to refer students to more appropriate agencies or providers (e.g. presenting problem is beyond the expertise of our staff or is of a long-term nature). Personal counseling is focused on emotional, psychological, or interpersonal issues. People typically come to counseling because they are experiencing emotional pain or wish to improve their lives in some way. While people seek counseling for many reasons, some of the common issues addressed in counseling include: coping with stress; improving mood and overcoming depression; enhancing self-esteem; managing anxiety; surviving grief and loss; adjusting to college life; improving relationships with partners; dealing with emotional trauma (e.g. abuse, assault); understanding sexual affectation and identity; coping with family and childhood issues; substance use and abuse. Follow this link for more information on the ETSU Counseling Center or call 423-439-4841.

Additionally, the ETSU Counseling and Human Services Department has a Community Counseling Center located in Warf-Pickel. ETSU students and other community members can receive confidential counseling services free of charge by scheduling an appointment at 423-439-7679.

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the Help Desk website, call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the D2L Help Student Home. If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the Office 365 page of the ITS Help Desk website.

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in

order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the Turnitin home page.

Academic dishonesty is a serious violation. Failure to cite appropriate reference material in your papers is a form of academic dishonesty. **Turnitin** may be employed for written assignments. Some further information concerning ETSU and Academic Integrity may be located this link describing Academic Integrity

ETSU is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished in accord with TN Board of Regents policy. Not reporting instances of academic misconduct represents a fundamental break with honor code policy, and although this offense is not punishable, reflects a callous disregard for yourself, your classmates, and your professors.
[ETSU Undergraduate Catalog]

Other ETSU Technical Resources
Many other technical resources can be found on the Online Help webpage.

University Information

Syllabus Attachment
The ETSU syllabus attachment includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.