

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Preparing professionals to lead life-long learning and development within our diverse communities

COUN 582: Research and Program Evaluation in Counseling

Instructor: Ryan Melton, PhD, LPC, ACS

Term: Winter 2013

Office: ED 504 B

Location: ED 220





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Time: 4-6:30

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Office hours: Mondays 11-12, Weds 2-3, 3rd & 4th Tues 11-1 and by appointment

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.

 <p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p>Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>
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GSE Priorities

- By promoting diversity and social justice through inclusive programs, policies, and practices.
- By conducting and applying research and other scholarly work to improve education and counseling.
- By engaging and modeling meaningful individual and program assessment that leads to continuous program improvement.
- By developing partnerships that support high-quality clinical experiences and professional development for GSE students, faculty, and cooperating professionals.
- By maximizing the effective use of technology for instruction, recruitment, assessment and scholarship.

GSE Philosophy (Guiding Principles)

- We create and sustain educational environments that serve all students and address diverse needs.
- We encourage and model exemplary programs and practices across the life span.
- We build our programs on the human and cultural richness of the University’s urban setting.
- We challenge assumptions about our practice and accept the risks inherent in following our convictions.
- We model professionalism and develop collaborative efforts that foster our mission.
- We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.
- We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.

- We model thoughtful inquiry as a basis for sound decision making.

Accommodation

Students in need of an accommodation should immediately inform the instructor. Students are referred to Disability Services (725-4150; TTY/Relay 725-4718) to document their disability and to secure support services when appropriate. I will work with you to arrange the supports you need in this class.

Program Policy Statement

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.

COURSE OBJECTIVES

To enable the student to:

1. Develop an understanding of scientific methods as applied to counseling problems;
2. Become acquainted with various research designs;
3. Become familiar with research issues and problems;
4. Understand basic psychometric and statistical principles and techniques;
5. Understand the process of test/scale construction;
6. Become familiar with the concepts of needs assessment and program evaluation.
7. Use the library as a research tool;
8. Critically read elementary research articles in professional journals;
9. Acquire knowledge of the organization of a research report.
10. Become aware of ethical considerations in counseling research.

This course meets the following CORE curricular standards:

- Analysis of research articles in rehabilitation and related fields
- Application of research literature to guide practice
- Application of research methods to guide practice
- Application of research methods to evaluate practice

This course meets the following CACREP curricular standards:

- The importance of research in the counseling profession
- Research methods and designs and outcome-based research
- Use of technology and statistical methods in conducting research and program evaluation
- Principles, models, and applications of needs assessment and program evaluation
- Use of research to improve counseling effectiveness
- Ethical and legal considerations in conducting research

This course meets the following TSPC curricular standards:

- An understanding and an ability to apply emerging research on counseling
- Implement research-based educational/counseling practices that ensure student achievement

MAIN TEXTS

Sheperis, C.J., Young, J.S., Daniels, M. H., (2010). Counseling research: Quantitative, qualitative and mixed methods. Upper Saddle River, New Jersey: Pearson Education, Inc.

COURSE REQUIREMENTS

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| 1. | Attendance | 30% [30 pts.] |
| 2. | Construct Research Project | 40% [40 pts.] |
| 3. | Final Exam | 30% [30 pts.] |

1. Attendance: Students are expected to attend all classes and to participate as actively as possible. You will earn points in this course by actively participating in class discussions and participation. As noted above, tardiness as well as lack of attendance and/or participation will adversely affect grades. Students can miss up to one class without severe penalty. After the 1st missed class, the overall grade by drop one half letter.
2. Construct Research Project (40 pts): In small groups students must select a construct they wish to research. Once the construct is defined the group using the text and article(s) from a mainstream counseling research publications (i.e., ACA, APA, etc) will determine the most appropriate way to measure the validity of the construct. Students will then propose a research question and hypothesis regarding the construct. The students will collect data and present their findings and conclusions to the class on March 20th. The presentation must be in a multi-media format, posted to TK-20 by March 20th as a PDF and cover the following for full credit:
 - a. How you choose your construct and why you were interested. This should not be a pre-existing construct like test-anxiety but something creative. No navel gazing!!
 - b. How you validated your construct (survey, observation, Delphi etc.). Did your construct have a normal distribution? You will need at least 5 sources that support your construct.
 - c. How and why you became interested in research question and your hypothesis(es).

- d. What research method you used to respond to your question, how you tested your hypothesis and how you analyzed the data. You will need an additional 5 sources to support your research question and your method.
- e. A visual description of your results with a statement of whether or not your hypothesis was supported.
- f. A discussion on the limitations of your research with a specific focus on threats to validity.
- g. A general conclusion.
- h. A one page handout for the class following the Master's Thesis Proposal format described in your student handbook.
- i. References.

3. Final Exam (30 pts): A multiple choice and short essay take-home exam will be handed out on Feb 27th . The final exam will be due not later than March 13th . Late exams will not be accepted.

Grading scale: 94-100% (A); 90-93% (A-); 87-89% (B+); 84-86% (B); 80-83% (B-); etc.

Course Schedule

Meeting Date	Topic	Readings & Assignments: Due on Actual Date
Jan 9 th	Course Overview	None
Jan 16 th	Contemporary Issues in Counseling Research; Ethics and Multicultural Issues in Research	Sheperis: Ch. 1-2; 17
Jan 23 rd	Reviewing the Literature Methodological Issues	Sheperis: Ch. 3-4, 18
Jan 30 th	Quantitative Research: Experimental & Predictive Designs	Sheperis: Ch. 5-6
Feb 6 th	Quantitative Research: Survey & Time Series Designs	Sheperis: 7-8
Feb 13 th	Qualitative Research: Grounded Theory, Phenomenological Designs; & Narrative Research	Sheperis: 9-11
Feb 20 th	Program Evaluation	Sheperis: Ch. 12
Feb 27 th	Mixed Methods Designs Data Analysis	Sheperis: 13-16 Final exam handed out.
Mar 6 th	Research Presentation work day.	NONE
Mar 13 th	Construct Research Presentations.	NONE, FINAL EXAMS DUE!
March 20 th	Construct Research Presentations.	NONE

Optional Texts

Bellini, J.L., & Rumrill, P.D. (1999). Research in rehabilitation counseling. Springfield, IL: Charles C. Thomas.

Cone, J.D., (2001). Evaluating outcomes: Empirical tools for effective practice. Washington, D.C.: APA.

Erford, B.T. (Ed.)(2008). Research and evaluation in counseling. Boston: Lahaska Press. (RECOMMENDED]

Houser, R. (1998). Counseling and educational research. Thousand Oaks, CA: Sage Publications.

Kerlinger, F.N., & Lee, H. B. (2000). Foundations of behavioral research. (4th ed.). Belmont, CA: Wadsworth.

Leedy, P.D., & Ormrod, J.E. (2005). Practical research: Planning and design (8th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

McLeod, J. (2003). Doing counseling research (2nd ed.). Thousand Oaks, CA: Sage.

Patten, M.L. (1997). Educational and psychological research (2nd ed.). Los Angeles, CA: Pyrczak Publishing.

Royse, D., Thyer, B.A., Padgett, D.K., & Logan, T.K. (2001). Program evaluation: An introduction. Belmont, CA: Brooks/Cole.