

***Vision Statement***

We develop educational leaders who create tomorrow's opportunities.

**Mission Statement**

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

**EPS 617**

**Master Syllabus**

**Counseling Research And Program Evaluation**

General Information

- Credit hours:
- Instructor:
- Office address:
- Office hours:
- E-mail address:
- Course delivery:

Course Prerequisites: Admission to CACREP-accredited graduate program (School Counseling or Clinical Mental Health Counseling).

Course Description: *This course is designed to introduce graduate students to the major elements of Counseling research. It begins with an overview of the key steps involved in planning and conducting research. The remainder of the course then focuses upon the individual steps or elements and the choices faced by the researcher at each step.*

2016 CACREP Standards & Course Objectives. By course completion, the student will:

1. Exhibit an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, 2F-8a
  - a. Content: Balkin Chapters 1 & 2; C-Score research (School Counseling); Common Factors Research (CMHC)
  - b. Assessments: Exam questions (Ch's 1 & 2), Course Project (literature review)
2. Exhibit great awareness of identification of evidence-based counseling practices (5-CM8b)
  - a. Content: Balkin Chapters 1 & 2; C-Score research (School Counseling); Common Factors Research
  - b. Assessments: Exam questions (Ch's 1 & 2)
3. Identify the importance and basic procedures for needs assessments in Counseling (2F-8c)
  - a. Content: Balkin Chapter 13 & Needs Assessment handouts (articles from SC & CMHC)
  - b. Assessments: Exam questions (Ch 13)
4. Demonstrate an understanding of the development of outcome measures for counseling programs (2F-8d)
  - a. Content: Balkin Chapters 7-9; (Outcome Rating Scales, etc)
  - b. Assessments: Exam questions (Ch's 7-9; outcome measures questions from articles)

5. Exhibit an understanding of the importance and basic process of evaluation of counseling interventions and programs (2F-8e)
  - a. Content: Balkin Chapters 1, 2, 4-10, 13
  - b. Assessments: Exam questions (Ch's 1, 2, 4-10, 13)
6. Be able to thoroughly differentiate qualitative, quantitative, and mixed research methods (2F-8f)
  - a. Content: Balkin Chapters 4-11
  - b. Assessments: Exam questions (Ch's 4-11)
7. Be able to thoroughly differentiate a wide range of designs used in research and program evaluation (2F-8g)
  - a. Content: Balkin Chapters 2, 4-8, 10)
  - b. Assessments: Exam questions (Chapters 2, 4-8, 10)
8. Demonstrate a fundamental awareness of statistical methods used in conducting research and program evaluation (2F-8h)
  - a. Content: Balkin Chapters 4-8, 10, 11)
  - b. Assessments: Ch's 4-8, 10, 11
9. Exhibit an awareness of analysis of the relevance and use of data in counseling (2F-8i)
  - a. Content: Balkin Chapters 4-8, 10-13
  - b. Assessments: CH's 4-8, 10-13
10. Understand ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (2F-8j)
  - a. Content: Balkin Chapter 3
  - b. Assessments: Exam questions (Ch 3)
11. Understand the roles of research in the counseling profession, including the consumer of research from the conductor of research
  - a. Content: Balkin Chapter 1
  - b. Assessments: Exam questions (Ch 1)
12. Demonstrate graduate-level skills in accessing, analyzing and critiquing sources of information (including book chapter content, refereed vs non-refereed articles, etc.)
  - a. Content: Balkin Chapter 3
  - b. Assessments: Course Project
13. Exhibit an understanding of the pros and cons of the use of self-report data
14. Demonstrate awareness of the ways that counselors use grant sources to fund counseling programs.
  - a. Content: BBL, Program Evaluation
  - b. Assessments: Exam questions (Ch 13)

Required Materials:

1. Access to the internet and Blackboard Learn EMS
2. Text: Counseling Research: A Practitioner-Scholar Approach Author(s): Richard S. Balkin; David M. Kleist Publisher: John Wiley. Copyright year: © 2017. Edition: 1st; Print ISBN: 9781556203572, 1556203578; eText ISBN: 9781119375425, 1119375428

Assignments (See Schedule for assignment due dates, and assignment point values)

**1. Homework:**

- a. Read the READ ME FIRSTs. These are found at the very top of the BBL folder for each week, and describe the assignments for each week.

**2. Clinical Research Appraisal Inventory (CRAI)**

- a. The CRAI is a simple self-assessment designed to capture your perceptions of your own research knowledge and skills. It will be taken during the first week and second to last week of the course in order for you and the instructor to gauge the degree to which you feel you have evolved in terms of research self-efficacy from the beginning until the end of the course. Instructions found in BBL.

**3. IRB/CITI certificate**

- a. Complete Institutional Review Board (CITI) Tutorial, and post completed pdf of certificate in CITI dropbox. This assignment exposes you to all of the key issues related to Research Ethics. (The certificate lasts 3 years. So if you wish to be part of performing an actual research project while at NAU, you will have this step completed).

**4. Exam - one comprehensive final exam worth 150 points**

- a. Content is drawn from Chapters and BBL content (videos, readings, etc.).
- b. Format will involve multiple choice, short answer and brief essays. The schedule for the exam will be discussed in class. *You are expected to work alone on your test – consulting with a classmate or anyone else will be considered a violation of the Academic Integrity policy as shown below.*

**5. Research Project & Paper**

- a. **Purpose:** The course project involves applying what you have been learning along the way to a research project that you and your partner(s) complete. It culminates in a research project paper that will be due during the last week of class. Additional details about each element of the course project will be available in BBL during Week 2. The project challenges you work as a team in order to complete all of the key elements of a research project related to your career (school counseling or clinical mental health counseling) – except for collecting and analyzing data and results! Thus, it's a hypothetically-created research project. There are along-the-way assignments due in order to scaffold you toward a successful completion of the project.
- b. **Working as a team:** You and your partner(s) will have to function successfully as a team as you complete this project, just as you will function within a team in a psychotherapist role or in a school counseling role. This means communicating often (at least once a week in your partner meetings), resolving any differences of opinion about the project, and accepting that the project might not go *exactly* as it would if you were working alone. That said, the project tends to be very intellectually stimulating and fun, especially if you stay on top of the assignments and collaborate effectively.

- c. **Grading:** All assignments for the project earn the same grade for each team member, so everyone, “pull your weight”.
- d. **Components:** The Project components include the following (see schedule, below, to see how assignments are scheduled), and are described in the Course Project folder in BBL in even greater detail:
  - i. 1 Research Topic Statement (team)
  - ii. 1 Annotated bibliography (at least 6 refereed sources within the past 10 years) (team)
  - iii. 1 Research Design Statement (team)
    - 1. The research design must be quantitative, experimental OR quasi-experimental, and, contain one qualitative component (the qual component means that you will interview a segment of your sample to gather their narratives, not just their scores on instruments)
  - iv. 1 Population & Sample Statement (team)
  - v. 1 Instrumentation Statement
    - 1. 1 Data analysis plan *is optional*, and if done correctly, can be worth up to 10 additional bonus points. This is optional because not all students in this course will have had a stats course before or during the semester in which they are taking this course
    - 2. Up to 10 extra Bonus points are available for an accurate description of the statistical data analyses you would use for your project.
  - vi. 1 Project Paper
    - 1. The paper will include all elements from the course project. Additional details are again in the Course Project folder in BBL
- e. A few additional project caveats:
  - i. Your team’s Annotated Bibliography will get converted (in your final paper) into your integrated Literature Review (integrative literature reviews are described in the text).
  - ii. Before beginning, please review the Scoring Guideline for this assignment found in the Course Project folder in BBL.
  - iii. See due dates and points on next page



Week >	Week	Week	Week	Week	Week	Week	Week	Week	Week	SPR BRK	Week	Week	Week	Week	Week	Week
MEETING #	1	2	3	4	5	6	7	8	9		10	11	12	13	14	15
DATE	1/14	1/21	1/28	2/4	2/11	2/18	2/25	3/3	3/10	3/17	3/24	3/31	4/7	4/14	4/21	4/28
Content (from text)		Ch 1: Coun Research; Ch 2: Research Processes	Ch 3: Research Ethics & Multicultural Research	Ch 4: Quan and Qual Concepts	Ch 5: QUAN fundamentals	Ch 6: QUAN relationships	Ch 7: Quan Between Groups; Ch 8: Quan within Groups	Ch 9: Meta-Analyses	CH 10: Qual Fundamentals		Ch 11: Multiple Perspectives	Ch 12: Measuring	Ch 13: Program Evaluation and Needs Assessments			
Assignments due	Assignments due Day 1	Assignments due Day 2	Assignments due Day 3	Assignments due Day 4	Assignments due Day 5	Assignments due Day 6	Assignments due Day 7	Assignments due Day 8	Assignments due Day 9		Assignments due Day 10	Assignments due Day 11	Assignments due Day 12	Assignments due Day 13	Assignments due Day 14	Assignments due Day 14
HW: In BBL See "Read Me 1st"		See Day 2 HW in BBL	See Day 3 HW in BBL	See Day 4 HW in BBL	See Day 5 HW in BBL	See Day 6 HW in BBL	See Day 7 HW in BBL	See Day 8 HW in BBL	See Day 9 HW in BBL		See Day 10 HW in BBL	See Day 11 HW in BBL	See Day 12 HW in BBL	See Day 13 HW in BBL		
Chapter Readings		Ch 1-2	Ch 3	Ch. 4	Ch. 5	Ch.	Ch.'s 7-8	Ch. 9	Ch. 10		Ch. 11	Ch. 12	Ch. 13			
CRAI Self-Assessments		CRAI pre-test														CRAI post-test
CITI Certificate			Complete CITI Upload													
Research Project Components	Intro to Research Project				Research Topic Statement			Annotated Bibliography			(R) Design Statement	Populat n & Sample; RQ's & Hypoth's	Instrumentation Statement	Final Papers due		
Exam	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	Final Exam Due
	In Class today	In Class today	In Class today	In Class today	In Class today	In Class today	In Class today	In Class today	In Class today		In Class today	In Class today	In Class today	In Class today	In Class today	In Class today
Welcome	Review CRAI's	Ch 3: Ethics & MC Research	Ch. 4: Quan vs Qual concepts	Ch. 5: QUAN Fundamentals	Ch. Quan Relationships	Ch.'s 7-8: Betwn/Within	Ch. 9: Meta-Analyses	Ch. 10: Qual Fundamentals		Ch. 11: Mult. POV's	Ch. 12: Measurement	Ch. 13: Prog-Eval & Needs	Work on Instrumentation	Present on Project	Final Exam	
Syll. Sched., Project, Exam	Ch 1: Intro to Research	Ethics	Review HW	Review HW	Review HW	Review HW	Review HW	Review HW	Review HW	Review HW	Review HW	Review HW	Review HW	Review HW	Discuss CRAI	
Teams		CITI	Studies - QUAN vs QUAL	QUAN research studies	Examples of CORR studies	Examples of studies	Meta's in SC and CMHC	Epistemologies		Epistemologies	MMY	Review Prog Evals				
Critical thinking about RES	Ch 2: Res Processes		Mixed Designs				Btwn and Within					Review Needs Assmts				
COUN RESEARCH - CM & SC		MC Research														
	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project		IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	IN-Class work on Project	
Review Project	Review Project	Research Topic	Research Topic	Research Topic	Anno-Bib	Anno-Bib	Anno-Bib	Res. Design		Res. Design	Res. Design	Writing Paper	Writing Paper	Present	CRAI pre-post	
Possible Themes	Possible Themes							Pop & Sample		Pop & Sample	Pop & Sample					
Teams	Teams							RQ's & HYPs		RQ's & HYPs	RQ's & HYPs					
										Measurement	Measurement					







## Course Policies – Counseling Research section of Counseling Research

### 1. Late Assignments Policy

- a. Assignments turned in late will be graded according to the following guidelines:
  - i. Assignments arriving up to 5 days late can earn a maximum of 70% of allowable points (depending on circumstances – discuss with instructor)
  - ii. Assignments arriving beyond that five day period will not be graded unless official notification from a physician are provided, or unless there was a serious personal/family crisis or extenuating event. Contact instructor as soon as concern arises.
- b. Keep back-up copies
  - i. Keep back up copies of of the content you download for this course – you may be able to use it later.
  - ii. Also, keep back-up copies of everything you turn in and everything that’s handed back to you in order to work thru any potential grading discrepancies.
- c. Assignment Clarifications
  - i. “But I didn't know what you wanted.” This is rarely an acceptable excuse for missing a homework assignment. Usually, if there's a homework assignment that you genuinely don't understand, and on which you want clarification, you are urged to check with a classmate or 2 about their interpretation. If there is genuine confusion remaining about the assignment, email the instructor well in advance of the due date to ask for clarification
- d. Instructors for this course may need to make minor changes to the syllabus or assignments if needed.
- e. Full participation
  - i. If there is any reason you cannot participate fully in this course or meet all the requirements, please consider taking the course at a later time, or contact the instructor within the first two weeks of the class to discuss options. Students who wish to request special accommodations based on a learning disability should obtain documentation at the NAU office of Disability Support Services (928-523-8773) and then meet with the instructor.
- f. Contact
  - i. The most efficient way to contact the instructor is by e-mail: [pit.kolodinsky@nau.edu](mailto:pit.kolodinsky@nau.edu). You may also text 928.246.9813 if you’re not connecting in a timely way via email.
- g. Library Services
  - i. NAU’s Cline Library in Flagstaff offers all NAU students remote 24/7 access to credible resources at <http://library.nau.edu/>. The collection includes 150 online databases, scholarly resources, electronic books, electronic journals, digital archives and over 6,000 educational streaming videos. The Cline Library’s services include professional librarians to help with customized research and service assistance through the Ask-A-Librarian link on the library’s webpage. Library services offer document delivery and electronic reserves. Contact a librarian for help with research
- h. Rigor
  - i. Rigor will be utilized in all aspects of this course. Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

## NAU - Approved Policy Statements

1. NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full academic integrity policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.
2. COURSE TIME COMMITMENT
  - a. Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.
3. DISRUPTIVE BEHAVIOR
  - a. Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not breach the peace, interfere with normal class activities, or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's disruptive behavior policy at <https://nau.edu/university-policy-library/disruptive-behavior>.
4. NONDISCRIMINATION AND ANTI-HARASSMENT
  - a. NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or via the EAO website at <https://nau.edu/equity-and-access>.
5. TITLE IX
  - a. Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box

4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY:928-523-1006), by fax at 928-523-9977, or by email at [pamela.heinonen@nau.edu](mailto:pamela.heinonen@nau.edu). In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <http://nau.edu/equity-and-access/title-ix>.

## 6. ACCESSIBILITY

- a. Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

## 7. RESPONSIBLE CONDUCT OF RESEARCH

- a. Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

## 8. SENSITIVE COURSE MATERIALS

- a. University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

*Updated 8/20/2018 Updated 3/29/17 Approved UGC – 2/12/14 Approved UCC – 1/28/14 Academic Policy 100227 / Syllabus Requirements and Template Page 2 of 2 2/12/14*

*For ONLINE COURSE:*

### **1. Completion of 8 Discussion posts**

- a. Post instructions are described in the "Read Me First" instructions for each week. In terms of the sequence of activities to complete each week, it makes sense to complete all assignments first, then do your partner meeting, and lastly, complete your discussion post. For maximum credit, discussion posts should be well-written, concise, and thoroughly address the talking points found in each week's "Read Me First" instructions. There will be opportunity, via these posts, for a continual feedback loop process with the instructor.
- b. Please do NOT submit a separate attachment for these posts. Instead, just type directly into the space within the post assignment!

**6. Partner meetings (with one or 2 classmates):**

- a. Each week, please meet with your project partner(s) to discuss the week's content and to work on your course research project.
  - i. The partner functions as:
    - 1. a "study buddy" – someone to reflect on key ideas from the week's content
    - 2. a source of co-accountability
    - 3. your research project partner
  - ii. Suggestion: use your time with your partner widely and efficiently. If you are struggling to understand a concept OR instructions from an assignment after talking with your partner, please contact the instructor asap.
  - iii. *Please note: You are not graded on your partner meetings per se, however, the weekly posts require a review of the key topics and process of your partner meetings.*