

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**Course Title:** Counseling Research and Program Evaluation

**Course Number:** COUN 5503

**Semester Credits:** 3

**Professor:** Dr. Tara Fox **Semester:** Fall 2020 15 Weeks

**Office:** BH 325 **Class Room:** Online

**E-mail:** tara.fox@msutexas.edu **Class Format:** Online

**Work phone:** (940) 397-4313
**Cell phone:** (469) 338-7534 **Office Hours:** M.-Th 8:30am-11:30am

**In this Syllabi you will find:**

* Content areas
* Knowledge and skills outcomes
* Methods of instruction
* Required text or reading
* Student performance evaluation criteria and procedures
* A disability accommodation policy and procedure statement

## **Instructor Response Policy:**

During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. I respond to my email tara.fox@msutexas.edu consistently. Please do not hesitate to contact me.

**The MSU Clinical Mental Health and School Counseling programs require at least a B average. C’s are unacceptable, and more than 2 C’s will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

I. **COURSE DESCRIPTION**

The purpose of this course is to provide the knowledge to evaluate existing research related to counseling techniques as part of a program evaluation process. The student will be able to understand research methods used in program evaluation and/or intervention and implement a program evaluation in a professional setting analyzed for effectiveness.

Prerequisites: Admission to counseling program or permission of the counseling program coordinator.

**II. COURSE RATIONALE**

This course requires practical application of quantitative and qualitative research theory and methodology leading to the completion of a formal program evaluation research project.

**III. REQUIRED TEXTBOOK**

Erford, B. T. (2015). *Research and evaluation in counseling*. Australia: Cengage Learning.

**IV. COURSE OBJECTIVES**

**Knowledge and Skill Learning Outcomes: CACREP Standards**

Upon successful completion of this course, students will learn:

## **CACREP Common Core Area Standards Addressed in this Course:**

7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

7.h. reliability and validity in the use of assessments

8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

8.b. identification of evidence-based counseling practices

8.c. needs assessments

8.d. development of outcome measures for counseling programs

8.e. evaluation of counseling interventions and programs

8.f. qualitative, quantitative, and mixed research methods

8.g. designs used in research and program evaluation (KPI)

8.h. statistical methods used in conducting research and program evaluation

8.i. analysis and use of data in counseling (KPI)

8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

**Learning Objectives**

1. The student will explain the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
2. The student will identify and evaluate evidence-based counseling practices.
3. The student will conduct an evidence based needs assessments.
4. The student will identify measurable outcomes for counseling programs.
5. The student will conduct an evaluation of counseling intervention and/or program evaluation utilizing appropriate designs (i.e. single case, mixed method, quasi-experimental, experimental, case study).
6. The student will understand and evaluate qualitative, quantitative, and mixed research methods related to counseling interventions.
7. The student will utilize appropriate statistical methods and data analysis used in conducting research and program evaluation.
8. The student will utilize ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.
9. **COURSE EXPECTATIONS**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association’s Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](https://www.counseling.org/resources/aca-code-of-ethics.pdf) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Confidentiality:** Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

* Submission of an assignment as the student's original work that is entirely or partly the work of another person.
* Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
* Observing or assisting another student's work.
* Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend ***every*** session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

**Attendance is crucial and is reflective of professional motivation and class participation cannot be made up. Even unavoidable (illness, family emergency, dangerous weather) absences affect attendance grade. Any more than two absences necessitate special arrangements for completion of the course.**

**Late Work:** All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

1. **SEMESTER COURSE OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Class Dates** | **Class Topics** | **Assignments/Reading** |
| 1. **Week of Monday August 24th 2020 – Sunday August 30th 2020**
 | * Class Introductions
* Syllabus Review
* Class Instructions
* Chapter 1 The Nature of Research and Inquiry
* Chapter 2 Characteristics of a Research Study
 | * **Read** Chapter 1 The Nature of Research and Inquiry and Chapter 2 Characteristics of a Research Study Pages 2-33
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday August 31st 2020 – Sunday September 6th 2020**
 | * Chapter 3 Locating, Reviewing, and Writing Research
* Chapter 4 Outcome Research in Counseling
 | * **Read** Chapter 3 Locating, Reviewing, and Writing Research and Chapter 4 Outcome Research in Counseling Pages 34-64
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday September 7th 2020 – Sunday September 13th 2020**

**LABOR DAY MONDAY SEPTEMBER 7th 2020****7.f., 8.a., 8.b., 8.d., 8.e.** | * Chapter 5 Qualitative Approaches to Research
* Chapter 6 Qualitative Research Designs Pages 86-125
* **Research and Evaluation in Rural Areas Appendix B**
 | * **Read** Chapter 5 Qualitative Approaches to Research and Chapter 6 Qualitative Research Designs Pages 86-125
* **Do Discussion Board, Post and Comment**
* **Turn in Research and Evaluation in Rural Areas Appendix B**

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|  |  |  |
| 1. **Week of Monday September 14th 2020 – Sunday September 20th 2020**
 | * Chapter 7 Quantitative Research Design in Counseling
 | * **Read** Chapter 7 Quantitative Research Design in Counseling Pages 126-152
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday September 21st 2020 – Sunday September 27th 2020**
 | * Chapter 8 Practical Counseling Research Approaches: Using Action Research and Single-Subject Research Designs
 | * **Read** Chapter 8 Practical Counseling Research Approaches: Using Action Research and Single-Subject Research Designs Pages 153-183
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday September 28th 2020 Sunday October 4th 2020**

**DEADLINE FOR DECEMBER GRADUATES TO FILE FOR GRADUATION SEPTEMBER 28TH 2020** | * Chapter 9 Needs Assessments
* **Study for Midterm**
 | * **Read** Chapter 9 Needs Assessments Pages 184-197
* **Do Discussion Board, Post and Comment**
* **Study for Midterm**
 |
| 1. **Week of Monday October 5th 2020 – Sunday October 11th 2020**

**DEADLINE FOR MAY GRADUATES TO FILE FOR GRADUATION OCTOBER 5th 2020****7.f., 7.g., 7.h., 8.a., 8.f., 8.g., 8.h., 8.i., 8.j.** | * Chapter 10 Program Evaluation and Accountability
* **Midterm Chapters 1-10 Appendix C**
 | * **Read** Chapter 10 Program Evaluation and Accountability Pages 198-216
* **Do Discussion Board, Post and Comment**
* **Complete Midterm Exam Chapters 1-10 Appendix C**
 |
|  |  |  |
| 1. **Week of Monday October 12th – Sunday October 18th 2020**
 | * Chapter 11 Collecting Data
 | * **Read** Chapter 11 Collecting Data Pages 217-235
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday October 19th 2020 –Sunday October 25th 2020**

**SPRING 2021 SCHEDULE OF CLASSESS AVAILABLE ONLINE** **7.h., 8.d., 8.e., 8.g. (KPI), 8.h., 8.i (KPI), 8.j.** | * Chapter 12 Describing Data
* **Program Evaluation Research Paper Appendix D**
 | * **Read** Chapter 12 Describing Data Pages 236-260
* **Discussion Board, Post and Comment**
* **Turn in Program Evaluation Research Paper Appendix D**
 |
| 1. **Week of Monday October 26TH 2020 – Sunday November 1st 2020**
 | * Chapter 13 Deriving Standardized Scores
* Chapter 14 Statistical Hypothesis Testing
 | * **Read** Chapter 13 Deriving Standardized Scores and Chapter 14 Statistical Hypothesis Testing Pages 261-283
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday November 2nd 2020 – Sunday November 8th 2020**

 | * Chapter 15 Using SPSS for Introductory Statistical Analysis
* Chapter 16 Univariate Inferential Statistics
 | * **Read** Chapter 15 Using SPSS for Introductory Statistical Analysis and Chapter 16 Univariate Inferential Statistics Pages 284-359
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday November 9th 2020 – Sunday November 15th 2020**
 | * Chapter 17 Correlation and Regression
* Chapter 18 Nonparametric Tests of Statistical Inference
 | * **Read** Chapter 17 Correlation and Regression and Chapter 18 Nonparametric Tests of Statistical Inference Pages 360-410
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday November 16th 2020 – Sunday November 22nd 2020**
 | * Chapter 19 An Overview of Multivariate Statistical Analyses
 | * **Read** Chapter 19 An Overview of Multivariate Statistical Analyses Pages 411-450
* **Do Discussion Board, Post and Comment**
 |
| 1. **Week of Monday November 23rd 2020 – Sunday November 29th 2020**

**THANKSGIVING WEEK!** | * **Study** for Final and **Enjoy** time with your family, friends, and loved ones
 | * **Do Discussion Board, Post and Comment**
* **Study for Final**
 |
|  **15. Week of Monday November 30th 2020 – Sunday December 6th 2020****7.f., 7.g., 7.h., 8.a., 8.f., 8.g., 8.h., 8.i., 8.j.****8.a., 8.e., 8.j.** | * **Final Reflection Paper Appendix E**
* **Final Exam Appendix F**
 | * **Do Discussion Board, Post and Comment**
* **Turn in Final Reflection Paper**
* **Complete Final Exam**
* **TURN EVERYTHING IN BY THE END OF THE WEEK!**
 |

1. **EVALUATION**

**Online Assignments and Comments (15 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person’s thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week. Follow directions to get full points each week. Late work will not be accepted. **(See Appendix A) 7.f.,7.g., 7.h., 8.a., 8.b., 8.d., 8.e., 8.g. (KPI), 8.h., 8.i. (KPI), 8.j.**

**Research and Evaluation in Rural Areas (10 pts.)** Paper must be in APA style. Paper topic is “utilizing research and evaluation in rural areas”. Paper will be graded as rigorously as your research paper. References must be used (within the last 10 years) and cited in APA 7 style. Paper must be at least 5 pages in length without counting the cover page and reference page. The minimum page requirement needed including the cover page and reference page is 7 pages **(See Appendix B). 7.f., 8.a., 8.b., 8.d., 8.e.**

**Midterm Examination (20 pts.)** Given to students Week 7 covering chapters 1-10 **(See Appendix C). 7.f., 7.g., 7.h., 8.a., 8.f., 8.g., 8.h., 8.i., 8.j.**

**Program Evaluation Research Paper: (30 pts.)** The paper is to be no less than 15 pages in length, including the cover page and reference page. A minimum of five (5) references is required within the last 10 years. All papers for this class are to completed in the APA 7 style, appropriate grammar, and academically written. Points will be taken off for errors in formatting **(See Appendix D). 7.h., 8.d., 8.e., 8.g. (KPI), 8.h., 8.i (KPI), 8.j.**

**Students may select one of two options to complete the program evaluation assignment.**

**Option 1:** Students may identify an existing program identified for a change in organization, group or individual behavior and measure the impact of that program. This requires that measurable data be available both before and after implementation of the program. Students may then conduct a background review on the purpose, analysis of measurable outcomes, instrument evaluation, sample selection, ethical considerations, and culturally relevant strategies, data analysis and interpretation. Students would then write the results in a format that an organization could use to make a decision about the effectiveness.

**Option 2:** Students who have access to an environment where a program may be implemented (for example in practicum or part of employment) may design a pre/post study on the effectiveness. Students will have to identify a problem, hypothesize a solution using an identified program, collect pre and post test data, analyze and interpret. Students will include ethical considerations, and ways to create culturally relevant strategies for conducting the research, gathering data, or reviewing a program. Students would then write the results in a format that an organization could use to make a decision about the effectiveness.

**Final Exam (20 pts.):** There will be a final examination and it will cover chapters 11-19 in the textbook **(See Appendix E). 7.f., 7.g., 7.h., 8.a., 8.f., 8.g., 8.h., 8.i., 8.j.**

**Final Reflection (5pts.):** Students will write a final paper, due at the end of the semester, reflecting on importance of research in advancing the counseling profession, the evaluation of counseling interventions and programs, and ethical and culturally relevant strategies for conducting, interpreting, and reporting research results. Students will also reflect on the class, and how they will utilize the knowledge gained moving forward in their careers. **(See Appendix F) 8.a., 8.e., 8.j.**

1. Online Assignments and Comments 15
2. Research and Evaluation in Rural Areas 10
3. Midterm Exam Chapters 1-10 20
4. Program Evaluation Research Paper 30
5. Final Exam Chapters 11-19 20
6. Final Reflection 5

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Total Points 100

 **Grade Classifications:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or Below

#### VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:**

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.

- Being attentive and participative in class and online.

- Not using cell phones and text messaging during class.

- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.

- Minimizing eating and disruptive snacking during class.

- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

**IX. STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Ethics and IRB:** To ensure that research accomplished by students, staff, and faculty under the auspices of the university is in compliance with federal regulations (Title 45 Part 46 Protection of Human Subjects (45 CFR 46) related to the protection of privacy, safety, health, and welfare of persons who are subjects in that research.

Midwestern State University places special importance on a faculty member’s commitment to quality teaching, scholarship, and service to the university, the community, and the profession. As part of the scholarship component, students, both graduate and undergraduate, are encouraged to engage with their teachers in research as part of their Midwestern State University experience. Research is therefore viewed as a means for both enhancing teaching and learning, and for developing and promoting Midwestern State University. Because faculty and students of the university may utilize human subjects from time to time in conducting research, safeguarding the rights and welfare of human subjects is of prime concern to Midwestern State University. All personnel engaged in any given study are accountable for any actions or inactions that might contribute to injury of any persons placed at risk. The university will maintain such reviews as necessary to minimize the risks of injury to human subjects and to insure protection of their rights and welfare. The fundamental responsibilities outlined above are meant to suggest a preventive attitude with respect to potential injury to human subjects at risk.

As federally mandated and required by the MSU IRB, all researchers and individuals involved in project activity must complete a self-study course in human subject protection. This requirement may be satisfied by taking one of the CITI courses shown in the link below within the last three years. Keep a copy of the completion certificate in a safe place. The certificate is good for three years. Certificates must be current throughout the duration of the research conducted under IRB oversight.

CITI (Collaborative Institutional Training Initiative) is available at: <https://about.citiprogram.org/en/homepage/>

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016.  Areas excluded from concealed carry are appropriately marked, in accordance with state law.  For more information regarding campus carry, please refer to the University’s webpage at:  [Campus Carry](https://mwsu.edu/campus-carry). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

**Counseling Program Objectives**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

**X. RESOURCES**

**READINGS:**

Cooper, J. M. (Ed.). (1995). *Teacher’ problem solving: A casebook of award-winning teacher cases.*Boston, MA: Allyn and Bacon.

Galvin, J. L. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences.* Glendale, CA: Pryczak Publishing.

McMillian, J. H. (2002). *Understanding and evaluating educational research (2nd Edition).* Upper Saddle River, NJ: Merrill/Prentice Hall.

Merriam, S. B. (1998). Qualitative research and case study applications in education. San Francisco, CA: Jossey-Bass.

Mills, G. E. (2000). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Jones, W. P., & Kottler, J. A. (2006). *Understanding research: Becoming a competent and critical consumer*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Parsons, R. D., & Brown, K. S. (2002). Teacher *as reflective practitioner and action researcher*. Belmont, CA: Wadsworth.

Pyrczak, F. (1999). *Statistics with a sense of humor: A humorous workbook and guide to study skills (2nd Edition)*. Los Angeles, CA: Pyrczak Publishing.

Spradley, J. P. (1979). *The ethnographic interview*. Fort Worth, TX: Holt, Rinehart, Winston

**WEBSITES:**

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org/>

**XI. APPENDENCIES**

**Appendix A**

1. **Online Assignments and Comments (15 pts.)** Students will receive participation points each week that goes into their final grade.

**CACREP Standards Addressed:**

**7.f.,7.g., 7.h., 8.a., 8.b., 8.d., 8.e., 8.g. (KPI), 8.h., 8.i. (KPI), 8.j.**

**Rubric of Online Assignments and Comments (Possible 15 Pts.)**

***Points Earned Week Comments***

**\_\_\_\_\_\_\_\_\_\_ Week 1 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 2 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 3 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 4 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 5 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 6 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 7 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 8 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 9 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 10 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 11 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 12 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 13 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 14 (1pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 15 (1pt)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points Earned \_\_\_\_ / 15 points**

**Appendix B**

1. **Research and Evaluation in Rural Areas (10 pts.)**

**CACREP Standards Addressed:**

**7.f., 8.a., 8.b., 8.d., 8.e.**

**Research and Evaluation in Rural Areas (Possible 10 Pts.)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **2** | **1** | **0** |
| Describe what research and evaluation is with sources | Student was able to describe what program evaluation is in a well thought out manner with sources | Brief Description | Poorly Written |
| Write about examples of how research and evaluation are used in rural areas | Several relevant programs identified | At least one program identified | Poorly Written |
| Grounded in the counseling literature | More than 4 Applicable examples from the textbook or the literature | 2-3 Applicable examples from text or literature. | Poorly Written |
| One-page summary of personal opinion of utilizing program evaluation in rural areas | Thoughtful, though provoking, depth. | Not thoughtful | Less than one page and very little depth. |
| Grammar and APAReference and Title Page | Grammatically correct, APA style standards, and correct formatting on references and title page.  | Some grammatical errors, lacking correctness of reference or title page. | Grammatical errors and no reference or title page |
| **Total Points Awarded** |  | **Out of** | **10** |

**Appendix C**

**Midterm Examination (20 pts.)** Given to students Week 7 covering chapters 1-10.

**CACREP Standards Addressed:**

**7.f., 7.g., 7.h., 8.a., 8.f., 8.g., 8.h., 8.i., 8.j.**

**Appendix D**

**Program Evaluation Research Paper: (30 pts.) Please turn in this assignment to TK 20 link and D2L**

**CACREP Standards Addressed:**

**7.h., 8.d., 8.e., 8.g. (KPI), 8.h., 8.i (KPI), 8.j.**

**Program Evaluation Research Paper Rubric (Possible 30 Pts.):**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment Component** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Score** |
| Detailed Description on which option was selected, option 1 or 2 | Doesn’t identify option; No examples; Unable to show relevance to mental health | Identifies option in 1 sentence examples do not apply or show relevance to mental health | Identifies option in 2-3 sentences; examples apply or show relevance to mental health | Briefly identifies the option; Relevance examples to mental health with examples from readings/discussions | Identifies the option in detail, Provides relevant examples to mental health from the research, class readings, and discussions |  |
| Identify the problem and**importance of problem to the organization** | Narrowly defined problem | Research question or problem is not stated. | Research question is vague and unmeasurable, but conversion to a null hypothesis is not possible. | Research question(s) is/are stated but, un-measureable given the parameters available. | Research question(s) is/are appropriately delimited to create a measureable study |  |
| Solution to the Problem and **discuss possible consequences** | Unable to identify the solution to the problem or possible consequences | Has difficulty identifying the solution to the problem or possible consequences | Identifies the solution to the problem or possible consequences | Identifies the solution to the problem or possible consequences with concrete examples | Identifies the solution to the problems or possible consequences with examples from reading and class discussions and research |  |
| Methodology Selected: Subjects, ParticipantsDescription, gender, age, SES, other relevant characteristics; Sampling methods described; Weakness of sampling cited; Attrition described  | Methodology not explained | Subjects not described or description too limitedConfusing—needs chartSampling method not describedDifference in subjects recruited & data collect not explained | Sample is available.Method of sampling not described.Rationale of sample size or composition in relation to population not included. | Complete description of subjects including demographics. Method for sampling descried given the context of the course and limitations.Limited rationale | Complete description of subjects including all relevant demographics. Rationale for sample selection in relation to the population.Method for sampling descried given the context of the course and limitations |  |
| Instrument, Measures, Data Sources: Validity, Reliability data cited or methods to establish described; Items described; Range of scores given & interpreted | Instrument and statistical components not addressed | Inadequate descriptionDoes not show complete information re. validity, reliability | Instrument includedRelevant validity information limitedNo rationale for use of instrument. | Thorough description of items, range of scores and the meaning of scores given; Reliability and Validity adequately defined. | Instrument or data collection tool included.Validity data included.Re-validated instrument includedRational for instrument selection |  |
| Procedures: Detailed, step by step description; Informed consent form; Detailed actions to protect confidentiality described; Human Subjects Permission Obtained and describedandAPA Formatting | Procedures not detailed and shows no knowledge of APA formatting | Unclear description of proceduresInformed consent, IRB not included or describedConfidentiality measures missing and Student jumps around in formatting and content | Limited description of all proceduresIncludes: Informed ConsentConfidentiality measures thorough Cohesive paper in mostly APA formatting | Procedures are included but information allowing for replication is limited.Confidentiality or anonymity procedures described.Succinct and Cohesive paper, mostly in APA formatting | Procedures described allow for replication.Confidentiality or anonymity procedures described.Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting. |  |

**Appendix E**

**Final Exam (20 Pts.)**

**CACREP Standards Addressed:**

**7.f., 7.g., 7.h., 8.a., 8.f., 8.g., 8.h., 8.i., 8.j.**

**Final Exam (20 Pts.)**

Students will take a 20 question final exam worth 20 points (20%) of their grade. The final exam will cover chapters 11-19.

**Appendix F**

**Final Reflection (5 pts.)**

**Final Reflection (5pts.):** Students will write a final paper, due at the end of the semester, reflecting on importance of research in advancing the counseling profession, the evaluation of counseling interventions and programs, and ethical and culturally relevant strategies for conducting, interpreting, and reporting research results. Students will also reflect on the class, and how they will utilize the knowledge gained moving forward in their careers.

**CACREP Standards:**

**8.a., 8.e., 8.j.**

**Rubric of Final Reflection (Possible 5 Pts.)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **1** | **0** | **Points Awarded** |
| APA Formatting | Correct APA Formatting | Incorrect APA Formatting |  |
| Importance of Research in Advancing the Counseling Profession | Well thought out summary | Incomplete thoughts |  |
| Importance of evaluation of counseling interventions and programs  | Well thought out summary | Incomplete thoughts |  |
| Importance of ethical and culturally relevant strategies for conducting, interpreting, and reporting research results. | Well thought out summary | Incomplete thoughts |  |
| How student will utilize knowledge moving forward | Attitudes and Ideas Addressed | Not coherent or jumps around |  |
| **Total Points Awarded** |  | **Out of** | **5** |

**I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**