



**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, Ph.D., LPCS  
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**Office Hours:** M-Th 8:30am-10:30am

**Semester:** Spring '22 16/17 Weeks  
**Class Room:** Online  
**Class Format:** Online

**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](mailto: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.**

**COVID-19:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please

contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## 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.

## 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

Mertens, D. M. & Wilson, A. T. (2018). *Program evaluation theory and practice, Second edition: A comprehensive guide*. Guilford Publications.

**Suggested Resources: Up to date APA 7 resources, many can be found online.**

## IV. COURSE OBJECTIVES

### Knowledge and Skill Learning Outcomes: CACREP Standards

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.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.

## V. 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](#) 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.

**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

**VI. SEMESTER COURSE OUTLINE**

Class Dates	Class Topics	Assignments/Reading
<p><b>1. Week of Monday, January 10<sup>th</sup>, 2022 – Sunday, January 16<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Class Introductions, Syllabus Review, and Class Instructions.</li> <li>• Read Part One: Pages 1-54</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• Review Syllabus</li> <li>• <b>Read</b> Part One: Pages 1-54</li> </ul>
<p><b>2. Week of Monday, January 17<sup>th</sup>, 2022 – Sunday, January 23<sup>rd</sup>, 2022</b></p> <p style="text-align: center;"><b>8j</b></p>	<ul style="list-style-type: none"> <li>• Read Part One: Pages 1-54</li> <li>• <b>CITI Course Completion Certificate Appendix B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read</b> Part One: Pages 1-54</li> <li>• <b>Turn in CITI Course Completion Certificate Appendix B to D2L</b></li> </ul>
<p><b>3. Week of Monday, January 24<sup>th</sup>, 2022 – Sunday, January 30<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Read Part Two: Pages 55-208</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read</b> Part Two: Pages 55-208</li> </ul>
<p><b>4. Week of Monday, January 31<sup>st</sup>, 2022 – Sunday, February 6<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Read Part Two: Pages 55-208</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read</b> Part Two: Pages 55-208</li> </ul>
<p><b>5. Week of Monday, February 7<sup>th</sup>, 2022 – Sunday, February 13<sup>th</sup>, 2022</b></p> <p style="text-align: center;"><b>7g, 7h, 8f, and 8j</b></p>	<ul style="list-style-type: none"> <li>• Read Part Two: Pages 55-208</li> <li>• <b>History of Research Paper Appendix C</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read</b> Part Two: Pages 55-208</li> <li>• <b>Turn in History of Research Paper Appendix C to D2L</b></li> </ul>

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Class Dates	Class Topics	Assignments/Reading
6. Week of Monday, February 14 <sup>th</sup> , 2022 – Sunday, February 20 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>Read Part Two: Pages 55-208</li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Read</b> Part Two: Pages 55-208</li> </ul>
7. Week of Monday, February 21 <sup>st</sup> , 2022 – Sunday, February 27 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>Read Part Three: Pages 209-460</li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Read</b> Part Two: Pages 209-460</li> </ul>
8. Week of Monday, February 28 <sup>th</sup> , 2022 – Sunday, March 6 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>Read Part Three: Pages 209-460</li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Read</b> Part Two: Pages 209-460</li> </ul>
9. Week of Monday, March 7 <sup>th</sup> , 2022 – Sunday, March 13 <sup>th</sup> , 2022 <b>8a, 8e, 8f, 8h, and 8j</b>	<ul style="list-style-type: none"> <li>Read Part Three: Pages 209-460</li> <li><b>Selection of Program to Evaluate Appendix D</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Read</b> Part Two: Pages 209-460</li> <li><b>Turn in Selection of Program to Evaluate Appendix D to D2L</b></li> </ul>
10. Week of Monday, March 14 <sup>th</sup> , 2022 – Sunday, March 20 <sup>th</sup> , 2022  <b>Spring Break!</b>	<ul style="list-style-type: none"> <li>Nothing is due this week not even a discussion board, however, you can work on future assignments and catch up on reading.</li> </ul>	<ul style="list-style-type: none"> <li>Nothing is due this week not even a discussion board, however, you can work on future assignments and catch up on reading.</li> </ul>
11. Week of Monday, March 21 <sup>st</sup> , 2022 – Sunday, March 27 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>Read Part Three: Pages 209-460</li> </ul>	<ul style="list-style-type: none"> <li><b>Do Discussion Board, Post and Comment</b></li> <li><b>Read</b> Part Two: Pages 209-460</li> </ul>

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Class Dates	Class Topics	Assignments/Reading
<p><b>12. Week of Monday, March 28<sup>th</sup>, 2022 – Sunday, April 3<sup>rd</sup>, 2022</b></p> <p><b>8a, 8d, 8e, 8g, 8i, and 8j</b></p>	<ul style="list-style-type: none"> <li>• Read Part Three: Pages 209-460</li> <li>• <b>Research and Counseling Paper Appendix E</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read</b> Part Two: Pages 209-460</li> <li>• <b>Turn in Research and Counseling Paper Appendix E to D2L</b></li> </ul>
<p><b>13. Week of Monday, April 4<sup>th</sup>, 2022 – Sunday, April 10<sup>th</sup>, 2022</b></p>	<ul style="list-style-type: none"> <li>• Read Part Four: Pages 461-541</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read</b> Part Two: Pages 461-541</li> </ul>
<p><b>14. Week of Monday, April 11<sup>th</sup>, 2022 – Sunday, April 17<sup>th</sup>, 2022</b></p> <p><b>Easter Break 13-17th</b></p>	<ul style="list-style-type: none"> <li>• Read Part Four: Pages 461-541</li> <li>• Work on future assignments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read</b> Part Two: Pages 461-541</li> <li>• Work on future assignments.</li> </ul>
<p><b>15. Week of Monday, April 18<sup>th</sup>, 2022 – Sunday, April 24<sup>th</sup>, 2022</b></p> <p><b>KPI: 7h, 8d, 8e, 8f, 8g, 8h, 8i, and 8j. Turn into D2l and Tk20.</b></p>	<ul style="list-style-type: none"> <li>• Read Part Four: Pages 461-541</li> <li>• <b>Program Evaluation Research Paper Appendix F to Tk20 and D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read</b> Part Two: Pages 461-541</li> <li>• <b>Turn in Program Evaluation Research Paper Appendix F to Tk20 and D2L</b></li> </ul>
<p><b>16/17. Week of Monday, April 25<sup>th</sup>, 2022- Thursday, May 5<sup>th</sup>, 2022</b></p> <p><b>KPI: 7h, 8d, 8e, 8f, 8g, 8h, 8i, and 8j. Turn into D2l and Tk20.</b></p> <p style="text-align: center;">Spring Commencement May 7<sup>th</sup> 2022</p>	<ul style="list-style-type: none"> <li>• Turn Everything in!</li> <li>• <b>Program Evaluation Research Paper Appendix F to Tk20 and D2L</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Program Evaluation Research Paper Appendix F to Tk20 and D2L</b></li> <li>• <b>Turn in Everything!</b></li> </ul>

## VII. EVALUATION AND ASSIGNMENTS

**\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

**Discussion Board, and Class Participation: (15 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly topic. Almost every week students will be required to answer questions about the reading, topic or be asked to reflect on a particular internship experience 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, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted **See Appendix A for Rubric).** 7.f.,7.g., 7.h., 8.a., 8.b., 8.d., 8.e., 8.g. (KPI), 8.h., 8.i. (KPI), 8.j.

**CITI Course Completion Certificate: (3 pts.)** Students will complete the CITI Human Subjects Research (HSR) – Social – Behavioral – Educational Basic Course. **Students will submit their completion certificate to D2L.** Students must set up an account to use the CITI program. On the CITI homepage, click on the “Register” box in the upper right corner. Under “Select Your Organization Affiliation,” type in and select “Midwestern State University.” Follow the instructions to continue with your account set-up (username and password). Questions? The Office of Sponsored Programs, 940-397-4714. Students will use the following link. [https://www.citiprogram.org/index.cfm?pageID=154&icat=0&clear=1&\\_ga=2.71535952.2123997941.1600961363-216338326.1600961363](https://www.citiprogram.org/index.cfm?pageID=154&icat=0&clear=1&_ga=2.71535952.2123997941.1600961363-216338326.1600961363)  
**(See Appendix B for Rubric).** 8j

**History of Research Paper: (16 pts.)** Students will write an academic paper regarding the history of research. Students will address the following areas within the paper, introduction to the assignment, history of research, statistical concepts including reliability and validity, research methodologies, ethics in research, and a reflection. Students will utilize the outline located within Appendix C as well as the template located within D2L shell. Students will write their paper in APA 7 formatting, using appropriate grammar, and academic writing. **(See Appendix C for Rubric).** 7g, 7h, 8f, and 8j.

**Selection of Program to Evaluate: (20 pts.)** Students will write a short paper on the program they will evaluate for their program evaluation research paper. Keep in mind that students have two options to choose from for their program evaluation research paper. Whichever choice the student chooses for that assignment, should be reflected within this assignment. **Meaning, if students are creating the program to evaluate, they should be able to obtain or create information needed for this assignment.** Students will write an academic paper using APA 7 formatting, appropriate grammar, and graduate level writing. Students will cover the following topics within the paper, introduction to the assignment, summary of the program, benefits of the program and challenges of the program, program ethics, and research methodologies **(See Appendix D for Rubric)** 8a, 8e, 8f, 8h, and 8j.



**Research and Counseling Paper: (16 pts.)** Students will write an academic paper on the importance of research within the counseling field. Students will write an academic paper using APA 7 formatting, appropriate grammar, and graduate level writing. Students will address the following topics within the paper, introduction to the assignment, the importance of research in advancing the counseling profession, developing outcome measures and evaluating counseling programs, data analysis and counseling, and research ethics and counseling (**See Appendix E for Rubric) 8a, 8d, 8e, 8g, 8i, and 8j.**

**Program Evaluation Research Paper: (30 pts.)** Students will write a research paper on the program that they identified within their previous assignment. Students may use information from that paper within this paper. Students will follow the template provided within D2L. All papers must be in APA 7 using appropriate grammar, and be academically written. Points will be taken off for errors in formatting, and APA 7. This is a research paper, therefore, it should be heavily based in research. You must use at least ten relevant sources. Relevant sources mean within at best five years, some within ten year sources are acceptable. The majority of your resources should be within five years. (**See Appendix F for Rubric). Tk20 Assignment 7h, 8d, 8e, 8g (KPI), 8h, 8i (KPI), and 8j. Turn in to Tk20 and D2L.**

**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.

1. Online Assignments and Comments	15
2. CITI Course Completion Certificate	3
3. History of Research Paper	16
4. Selection of Program to Evaluate	20
5. Research and Counseling Paper	16
6. Program Evaluation Research Paper	30

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Total Points	100
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### **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 review and retention 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:** For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**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](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

**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.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

**Midwestern State University Values:**

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation
6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

**Midwestern State University Counseling Program Objectives:**

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- 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
- Address student learning
- Written so they can be evaluated

**Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

**Desire-to-Learn (D2L):** Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

**Important Dates:**

Last day for term schedule changes: January 13<sup>th</sup>, 2022 Check date on [Academic Calendar](#).  
Deadline to file for graduation: February 14<sup>th</sup>, 2022 Check date on [Academic Calendar](#).  
Last Day to drop with a grade of “W:” March 21<sup>st</sup>, 2022, only for full term courses Check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

**Online Computer Requirements:** Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

**Change of Schedule:** A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

**Refund and Repayment Policy:** A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

**Smoking/Tobacco Policy:** College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

**Alcohol and Drug Policy:** To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or

distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

**Grade Appeal Process:** Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## X. RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from

<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016*

*CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National*

*Center for Biotechnology Information*. Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/>

**XI. APPENDENCIES**

**Appendix A**

**Discussion Board (15 pts.)**

**Students will receive participation points each week that goes into their final grade.**

**Rubric of Discussion Board (Possible 15 Pts.)**

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
_____	<b>Week 1 (1pt)</b>	
_____	<b>Week 2 (1pt)</b>	
_____	<b>Week 3 (1pt)</b>	
_____	<b>Week 4 (1pt)</b>	
_____	<b>Week 5 (1pt)</b>	
_____	<b>Week 6 (1pt)</b>	
_____	<b>Week 7 (1pt)</b>	
_____	<b>Week 8 (1pt)</b>	
_____	<b>Week 9 (1pt)</b>	
_____	<b>Week 10 Nothing Due, must attend zoom if you are acquiring hours</b>	
_____	<b>Week 11 (1pt)</b>	
_____	<b>Week 12 (1pt)</b>	
_____	<b>Week 13 (1pt)</b>	
_____	<b>Week 14 (1pt)</b>	
_____	<b>Week 15 (1pt)</b>	
_____	<b>Week 16/17 (1pt)</b>	

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

**Appendix B**

**CITI Course Completion Certificate: (3 pts.)** Students will complete the CITI Human Subjects Research (HSR) – Social – Behavioral – Educational Basic Course. **Students will submit their completion certificate to D2L.** Students must set up an account to use the CITI program. On the CITI homepage, click on the “Register” box in the upper right corner. Under “Select Your Organization Affiliation,” type in and select “Midwestern State University.” Follow the instructions to continue with your account set-up (username and password). Questions? The Office of Sponsored Programs, 940-397-4714. Students will use the following link.

[https://www.citiprogram.org/index.cfm?pageID=154&icat=0&clear=1&\\_ga=2.71535952.2123997941.1600961363-216338326.1600961363](https://www.citiprogram.org/index.cfm?pageID=154&icat=0&clear=1&_ga=2.71535952.2123997941.1600961363-216338326.1600961363)

(See Appendix B for Rubric). 8j

**CITI Course Completion Certificate Rubric: (3 pts.)**

<b>Criterion</b>	<b>0</b>	<b>1</b>	<b>Pts</b>
<b>Completion of the CITI Course</b>	Student did not complete the CITI Course.	Student completed the CITI Course.	
<b>Uploaded Certificate to D2L</b>	Student did not upload the CITI certification to D2L.	Student uploaded the CITI certification to D2L.	
<b>Turned in CITI Certificate to D2L on time</b>	Student did not turn in the CITI Certification to D2L on time.	Student turned in the CITI Certification to D2L on time.	
<b>Total Points Awarded Out of 3</b>			

## Appendix C

**History of Research Paper: (16 pts.)** Students will write an academic paper regarding the history of research. Students will address the following areas within the paper, introduction to the assignment, history of research, statistical concepts including reliability and validity, research methodologies, ethics in research, and a reflection. Students will utilize the outline located within Appendix C as well as the template located within D2L shell. Students will write their paper in APA 7 formatting, using appropriate grammar, and academic writing. **(See Appendix C for Rubric). 7g, 7h, 8f, and 8j.**

**APA 7 Cover Page**  
**Introduction to the Assignment**  
**History of Research**  
**Statistical Concepts**  
**Research Methodologies**  
**Ethics in Research**  
**Reflection**  
**APA 7 Reference Page**

### History of Research Paper Rubric (Possible 16 Pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
History of Research	Student inaccurately describes history of research. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes history of research, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes history of research, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes history of research, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Statistical Concepts	Student inaccurately describes statistical concepts. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes statistical concepts, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes statistical concepts, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes statistical concepts, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Research Methodologies	Student inaccurately describes research methodologies. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes research methodologies, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes research methodologies, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes research methodologies, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Ethics in Research	Student inaccurately describes ethics in research. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes ethics in research, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes ethics in research, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes ethics in research, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
<b>Total points out of 16</b>					



## Appendix D

**Selection of Program to Evaluate: (20 pts.)** Students will write a short paper on the program they will evaluate for their program evaluation research paper. Keep in mind that students have two options to choose from for their program evaluation research paper. Whichever choice the student chooses for that assignment, should be reflected within this assignment. **Meaning, if students are creating the program to evaluate, they should be able to obtain or create information needed for this assignment.** Students will write an academic paper using APA 7 formatting, appropriate grammar, and graduate level writing. Students will cover the following topics within the paper, introduction to the assignment, summary of the program, benefits of the program and challenges of the program, program ethics, and research methodologies (**See Appendix D for Rubric) 8a, 8e, 8f, 8h, and 8j.**

**APA 7 Cover Page**  
**Introduction to the Assignment**  
**Program Summary**  
**Benefits and Challenges of the Program**  
**Program's Ethics**  
**Research Methodologies**  
**APA 7 Reference Page**

### Selection of Program to Evaluate Rubric (Possible 20 Pts)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Introduction to the Assignment	Student does not write an introduction to the assignment section.	Student vaguely writes an introduction to the assignment section.	Student appropriately writes an introduction to the assignment section.	Student exceptionally writes an introduction to the assignment section.	
Program Summary	Student inaccurately describes program summary. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes program summary, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes program summary, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes program summary, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Benefits and Challenges of the Program	Student inaccurately describes benefits and challenges of the program. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes benefits and challenges of the program, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes benefits and challenges of the program, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes benefits and challenges of the program, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Program Ethics	Student inaccurately describes the program's ethics. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes the program's ethics, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the program's ethics, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the program's ethics, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Research Methodologies	Student inaccurately describes research methodology. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes research methodology, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes research methodology, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes research methodology, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
<b>Total points out of 20</b>					

## Appendix E

**Research and Counseling Paper: (16 pts.)** Students will write an academic paper on the importance of research within the counseling field. Students will write an academic paper using APA 7 formatting, appropriate grammar, and graduate level writing. Students will address the following topics within the paper, introduction to the assignment, the importance of research in advancing the counseling profession, developing outcome measures and evaluating counseling programs, data analysis and counseling, and research ethics and counseling (**See Appendix E for Rubric**) **8a, 8d, 8e, 8g, 8i, and 8j.**

### APA 7 Cover Page

### Introduction to the Assignment

### Importance of Research in Advancing the Counseling Profession

### Developing Outcome Measures and Evaluating Counseling Programs

### Data Analysis and Counseling

### Research Ethics and Counseling

### APA 7 Reference Page

## Research and Counseling Paper Rubric (Possible 16 Pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Importance of Research in Advancing the Counseling Profession	Student inaccurately describes the importance of research in advancing the counseling profession. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes the importance of research in advancing the counseling profession, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes the importance of research in advancing the counseling profession, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes the importance of research in advancing the counseling profession, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Developing Outcome Measures and Evaluating Counseling Programs	Student inaccurately describes developing outcome measures and evaluating counseling programs. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes developing outcome measures and evaluating counseling programs, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes developing outcome measures and evaluating counseling programs, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes developing outcome measures and evaluating counseling programs, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Data Analysis and Counseling	Student inaccurately describes data analysis and counseling. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes data analysis and counseling, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes data analysis and counseling, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes data analysis and counseling, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
Research Ethics and Counseling	Student inaccurately describes research ethics and counseling. Student does not use academic resources to back up ideas. Student does not use appropriate in-text citations.	Student appropriately describes research ethics and counseling, but lacks academic resources, or appropriate in-text citations.	Student appropriately describes research ethics and counseling, and utilizes academic resources, or appropriate in-text citations. Has some academic writing, grammatical, or APA errors within the section.	Student exceptionally describes research ethics and counseling, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing, grammatical, or APA errors within the section.	
<b>Total points out of 16</b>					

## Appendix F

**Program Evaluation Research Paper: (30 pts.)** Students will write a research paper on the program that they identified within their previous assignment. Students may use information from that paper within this paper. Students will follow the template provided within D2L. All papers must be in APA 7 using appropriate grammar, and be academically written. Points will be taken off for errors in formatting, and APA 7. This is a research paper, therefore, it should be heavily based in research. You must use at least ten relevant sources. Relevant sources mean within at best five years, some within ten year sources are acceptable. The majority of your resources should be within five years. **(See Appendix F for Rubric). Tk20 Assignment 7h, 8d, 8e, 8g (KPI), 8h, 8i (KPI), and 8j. Turn in to Tk20 and D2L.**

**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.

### 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	Research question(s) is/are stated but, unmeasurable given the parameters available.	Research question(s) is/are appropriately delimited to create a	

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			possible.		measurable study	
Solution to the Problem and <b>discuss possible consequences</b>	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, Participants Description, gender, age, SES, other relevant characteristics; Sampling methods described; Weakness of sampling cited; Attrition described	Methodology not explained	Subjects not described or description too limited Confusing—needs chart Sampling method not described Difference 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 described 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 described 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 description Does not show complete information re. validity, reliability	Instrument included Relevant validity information limited No 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 included Rational for instrument selection	
Procedures: Detailed, step by step description; Informed consent form; Detailed actions to protect confidentiality described;	Procedures not detailed and shows no knowledge of APA formatting	Unclear description of procedures Informed consent, IRB not included or described Confidentiality measures missing and Student jumps around in formatting and	Limited description of all procedures Includes: Informed Consent Confidentiality 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	Procedures described allow for replication. Confidentiality or anonymity procedures described. Demonstrates strong knowledge, well	

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Human Subjects Permission Obtained and described and APA Formatting		content		Cohesive paper, mostly in APA formatting	throughout ideas, succinct, cohesive, and in APA formatting.	
<b>Out of 30 Total Points</b>						

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