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: Zachary Zoet M.A., LPC　　　　　**Semester:** Spring '24 16/17 Weeks
Class Room: Online
E-mail: Zachary.zoet@msutexas.edu
Format: Online
Office Hours by appointment through email.

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 to emails promptly, but typically no more than 24 hours. *I do not respond to emails on weekends (beginning Friday afternoon) or holidays.* Make sure you stay up to date on assignments, so that you can ask questions during the work week. I respond to my email zachary.zoet@msutexas.edu consistently. Please do not hesitate to contact me. I am happy to answer any questions.

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

Fitzpatrick, J. L., Sanders, J. R., Worthen, B. R., & Wingate, L. A. (2022). *Program evaluation: Alternative approaches and practical guidelines*. Pearson.

Suggested Resources: Up to date APA 7 resources. Many can be found in the content section of D2L.

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 assessment.

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. **<u>No exceptions.</u>** 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 **<u>10%</u>**. 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: Mon-Sun	Class Topics	Assignments/Reading
Week 1 **First day of Classes is January 16^{th (Tuesday)}.**	• Class Introductions, Syllabus Review, and Class Instructions. • Read Part One: Pages 1-54	• **Discussion Board, Post and Comment** • Review Syllabus • **Read** Part One
Week 2 **8j**	• Read Part One: Pages 1-54 • **Due: CITI Course Completion Certificate Appendix B**	• **Discussion Board, Post and Comment** • **Read** Part One • **Turn in CITI Course Completion Certificate Appendix B to D2L**
Week 3	• Read Part Two: Pages 55-208	• **Discussion Board, Post and Comment** • **Read** Part Two
Week 4	• Read Part Two: Pages 55-208	• **Do Discussion Board, Post and Comment** • **Read** Part Two
Week 5 **7g, 7h, 8f, and 8j**	• Read Part Two: Pages 55-208	• **Do Discussion Board, Post and Comment** • **Read** Part Two

Class Dates: Mon-Sun	Class Topics	Assignments/Reading
Week 6	• Read Part Two: Pages 55-208 • Due: History of Research and Counseling Paper.	• **Discussion Board, Post and Comment** • **Read** Part Two • **Turn In History of Research and Counseling Paper.**
Week 7	• Read Part Three: Pages 209-460	• **Discussion Board, Post and Comment** • **Read** Part Three
Week 8	• Read Part Three: Pages 209-460	• **Do Discussion Board, Post and Comment** • **Read** Part Three
Week 9 **Spring Break!**	• Nothing due this week!	• Nothing Due!
Week 10 **8a, 8e, 8f, 8h, and 8j**	• Read Part Three: Pages 209-460 • **Due: Selection of Program to Evaluate/group members**	• **Discussion Board, Post and Comment** • **Read** Part Three • **Turn in Group Member Names/Program chosen to Evaluate**
Week 11	• Read Part Three: Pages 209-460	• **Discussion Board, Post and Comment** • **Read** Part Three
Week 12: **8a, 8d, 8e, 8g, 8i, and 8j**	• Read Part Three: Pages 209-460	• **Discussion Board Pos** • **Read** Part Three

Class Dates: Mon-Sun	Class Topics	Assignments/Reading
Week 13	• Read Part Four: Pages 461-541	• **Discussion Board, Post and Comment** • **Read** Part Four
Week 14 **KPI: 7h, 8d, 8e, 8f, 8g, 8h, 8i, and 8j. Turn into D2l and Tk20.**	• Read Part Four: Pages 461-541 • Work on future assignments • **Due to D2L and TK20: Program Evaluation Group Project AND Peer Evaluations.**	• **Discussion Board, Post and Comment** • **Read** Part Four • Work on future assignments. • **Turn in Group Program Evaluation Project to D2L AND TK20.** *Each* group member must submit in both places. •
Week 15	• Read Part Four: Pages 461-541	• **Discussion Board, Post and Comment** • **Read** Part Four
Week 16/17 .	• Turn everything in!	• **Discussion Board, Post and Comment**

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**.

Please don't let the last week's deadline sneak up on you! 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: **(5 pts) S**tudents 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? Please contact 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=2.71535952.21239 97941.1600961363-216338326.1600961363
(See Appendix B for Rubric). 8j

History of Research and Counseling Paper: (30 pts) Students will write an academic paper regarding the history of research and the application to the counseling profession, using a minimum of 6*, peer-reviewed references*. **Students will address the following areas within the paper:** (1) introduction to the assignment, (2) history of research, (3) statistical concepts including reliability and validity, (4) research methodologies, (5) importance of research in advancing the counseling profession, (6) developing client outcomes/goals based on research, (7) evaluating counseling programs, (8) evaluating counseling effectiveness using research/data, (9) ethical considerations, and (10) a reflection on how you plan to use research in the profession. 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, peer-reviewed references, and academic writing. **(See Appendix C for Rubric). 7g, 7h, 8a, 8d, 8e, 8i, 8f, and 8j.**

Program Evaluation Group Presentation: **(50 pts)** In groups of 3-4, students will create a 20-minute voice/audio power point presentation. Group Member names and program chosen to evaluate are due for approval in week 10. Students should evenly divide presentation research and audio time/slides. *Students should use the outline provided below to complete their requirements, meaning that there should be relevant power point slides for each identified category in the outline.* All power point slides should include APA presentation formatting to include in-text referencing and reference slides at the end. This is a research presentation. Therefore, it should be heavily based in research. You must use at least ten relevant peer-reviewed sources. Relevant sources mean peer-reviewed references within 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.**
***Peer Evaluations will be conducted for this assignment. Each student will complete a participation scoring rubric for each group member, including themselves. Points will be deducted for individuals who do not fully contribute/participate with their group (Up to 20 points). Peer Evaluations should be uploaded as ONE additional attachment in assignment drop box. All evaluations should be submitted in the same document (you can cut and

paste it as many times as needed) and within the same assignment submission dropbox as your power point. (See Appendix G for evaluation document).

Program Evaluation PowerPoint Requirements/Outline

Students should identify an existing program that seeks change in group or individual behavior, provides individuals access opportunities, or promotes positive societal change. Some examples would be Upward Bound, Communities in Schools, NAMI Family to Family program, Early Childhood Head Start, etc. Programs chosen must *have measurable data available both before and after implementation* (usually available on the program website) of the program. Students will conduct a measurable review/evaluation of the program and provide thoughts for areas of improvement based on findings associated with the program evaluation. Your Power Point Presentation should include the following:

I.   History and Description of the Program
II.   Program Purpose
III.   Target Population
IV.   Rationale (why the program is needed)
V.   How does the program create change?
VI.   What opportunities does the program provide?
VII.   What are the measurable outcomes?
VIII. What instruments are used to measure outcomes?
IX.   Analysis of data on the effectiveness of the program
X.   What are the cultural considerations associated with the program?
XI.   What are the ethical considerations associated with the program (apply ACA Ethical Standards)?
XII.   What are areas of improvement (based on information gathered in your evaluation)?
XIII. References

1.	Online Assignments and Comments	16
2.	CITI Course Completion Certificate	5
3.	Research and Counseling Paper	30
4.	Program Evaluation Group Project	50

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 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 19th, 2024 Check date on Academic Calendar.

Deadline to file for graduation: February 12th, 2024 Check date on Academic Calendar.
Last Day to drop with a grade of "W:" Feb 28th, 2024, 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) exists 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.   APPENDICES

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.)

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 Nothing Due, must attend zoom if you are acquiring hours**	
_____	**Week 11 (1pt)**	
_____	**Week 12 (1pt)**	
_____	**Week 13 (1pt)**	
_____	**Week 14 (1pt)**	
_____	**Week 15 (1pt)**	
_____	**Week 16/17 (1pt)**	

Total Points Earned   ____ / 15 points

Appendix B

CITI Course Completion Certificate: **(5 pts.) S**tudents 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? Please contact 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=2.71535952.21239 97941.1600961363-216338326.1600961363
(See Appendix B for Rubric). 8j

CITI Course Completion Certificate Rubric: (3 pts.)

Criterion	0	4	Pts
Completion of the CITI Course	Student did not complete the CITI Course.	Student completed the CITI Course. (worth 3)	
Uploaded Certificate to D2L	Student did not upload the CITI certification to D2L.	Student uploaded the CITI certification to D2L. (worth 1)	
Turned in CITI Certificate to D2L on time	Student did not turn in the CITI Certification to D2L on time.	Student turned in the CITI Certification to D2L on time. (worth 1)	
Total Points Awarded Out of 4			

Appendix C

History Research and Counseling Paper: (30 pts) Students will write an academic paper regarding the history of research and the application to the counseling profession, using a minimum of 6*, peer-reviewed references*. **Students will address the following areas within the paper:** (1) introduction to the assignment, (2) history of research, (3) statistical concepts including reliability and validity, (4) research methodologies, (5) importance of research in advancing the counseling profession, (6) developing client outcomes/goals based on research, (7) evaluating counseling effectiveness using research/data, (8) ethical considerations, and (9) a reflection on how you plan to use research in the counseling profession. 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, peer-reviewed references, and academic writing. **(See Appendix C for Rubric). 7g, 7h, 8a, 8d, 8e, 8i, 8f, and 8j.**

I.	**Cover Page APA**
II.	**Introduction**
III.	**History of Research**
IV.	**Statistical Concepts**
V.	**Research Methodologies**
VI.	**Importance of Research in Advancing the Counseling Profession**
VII.	**Developing Client Outcomes Using Research**
VIII.	**Evaluating Counseling Effectiveness**
IX.	**Ethical Considerations**
X.	**Plan for Using Research in the Profession**
XI.	**Reference Page**

History of Research and Counseling Paper Rubric (Possible 30 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	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	Student exceptionally describes research methodologies, and utilizes academic resources, or appropriate in-text citations. Has little to no academic writing,	

	does not use appropriate in-text citations.		citations. Has some academic writing, grammatical, or APA errors within the section.	grammatical, or APA errors within the section.
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/client goals 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.
Evaluating Effectiveness of 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 in 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.
Reflection: Student Plan to use Research in the Profession	Student reflection does not apply effective research concepts to their future profession	Student reflects concepts but lacks appropriate references.	Student reflection mostly applies concepts of research to their future profession.	Student reflection appropriately applies concepts of research to their future profession.
Total Points:				

Appendix F

Program Evaluation PowerPoint Requirements/Outline

Students should identify an existing program that seeks change in group or individual behavior, provides individuals access opportunities, or promotes positive societal change. Some examples would be Upward Bound, Communities in Schools, NAMI Family to Family program, Early Childhood Head Start, etc. Programs chosen must *have measurable data available both before and after implementation* (usually available on the program website) of the program. Students will conduct a measurable review/evaluation of the program and provide thoughts for areas of improvement based on findings associated with the program evaluation. Your Power Point Presentation should include the following:

I. History and Description of the Program
II. Program Purpose
III. Target Population
IV. Rationale (why the program is needed).
V. How does the program create change?
VI. What opportunities does the program provide?
VII. What are the measurable outcomes?
VIII. What instruments are used to measure outcomes?
IX. Analysis of data on the effectiveness of the program.
X. What are the cultural considerations associated with the program?
XI. What are the ethical considerations associated with the program (apply ACA Ethical Standards)?
XII. What are areas of improvement (based on information gathered in your evaluation)?
XIII. References

Program Evaluation Group Presentation (Possible 50 Pts)

Criteria	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4	Points	
Content	Contents of presentation fail to address much of the required material/concepts	Presentation somewhat addresses the requirement material and concepts.	Presentation mostly addresses the required material and concepts	Presentation thoroughly addresses the required materials and concepts		
Critical Thinking/Depth	Analysis and conceptualization of materials are ineffective and incomplete	Analysis and conceptualization of materials are somewhat effective and complete.	Analysis and conceptualization of materials are mostly effective and incomplete	Analysis and conceptualization of materials are thoroughly effective and incomplete		
Application of Multicultural concepts/Ethical Standards	Presentation fails to clearly apply understanding of multicultural and ethical considerations associated with	Presentation somewhat applies an understanding of multicultural and ethical considerations associated with program evaluation.	Presentation mostly applies understanding of multicultural and ethical considerations associated with program evaluation.	Presentation effectively displays an understanding of multicultural and ethical considerations associated with program evaluation.		

	program evaluation.					
APA Style/Referencing	Presentation fails to incorporate APA style and lacks the appropriate use of References	Presentation somewhat incorporates APA style and lacks the appropriate use of References	Presentation mostly incorporates APA style and lacks the appropriate use of References	Presentation effectively incorporates APA style and lacks the appropriate use of References		
Group Participation	Group Member failed to equally participate in work- load, communicate effectively, and complete work in a timely manner.	Group Member somewhat participated equally in work- load, communicate effectively, and complete work in a timely manner.	Group Member mostly participated equally in work- load, communicate effectively, and complete work in a timely manner.	Group Member participated equally in work- load, communicate effectively, and complete work in a timely manner.		

Appendix G
Group Project Peer Evaluation

Group Project Peer Evaluation

Please circle the appropriate rating: 0= Not At all   1=Somewhat   2=Always

1. Group Member Name:

    a. Was available for group meetings in person, email, or etc.   0   1   2

    b.   Participate in an equal share of work.   0   1   2

    c. Completed the work on time.   0   1   2

    d. Demonstrates a cooperative and supportive attitude.   0   1   2

    e. Did a quality work/contributed to group success   0   1   2

    f. Communicated in an effective and timely manner.   0   1   2

    Any comments:

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