

Portland State University
Department of Counselor Education
COUN 582 [CRN # 40921]
Research and Program Evaluation in Counseling
Winter Term, 2011

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Class: GSE 212

Preparing professionals to meet our diverse community's life-long educational needs

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

Course Description:

The course covers the areas of research design, basic psychometric principles and statistical procedures, test/scale construction, needs assessment and program evaluation, use of library as a research tool and writing research reports. Specific counseling applications to community; couples, marriage and family; rehabilitation; and school settings are made throughout the course.

Course Objectives:

To enable the student to:

1. Develop an understanding of scientific methods as applied to counseling problems;
2. Become acquainted with various research designs;
3. Become familiar with research issues and problems;
4. Understand basic psychometric and statistical principles and techniques;
5. Understand the process of test/scale construction;

6. Become familiar with the concepts of needs assessment and program evaluation.
7. Become acquainted with process and outcome research, and evidence-based practice concepts and procedures.
8. Use the library as a research tool;
9. Critically read elementary research articles in professional journals;
10. Acquire knowledge of the organization of a research report;
11. Understand the impact of diversity within the context of research;
12. Become aware of ethical considerations in counseling research.

This course meets the following CORE curricular standards:

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

This course meets the following CACREP curricular standards:

- the importance of research in the counseling profession
- research methods and designs and outcome-based research
- use of technology and statistical methods in conducting research and program evaluation
- principles, models, and applications of needs assessment and program evaluation
- use of research to improve counseling effectiveness
- ethical and legal considerations in conducting research

This course meets the following TSPC curricular standards:

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

Course Requirements:

1. Required readings will be assigned weekly for each topic to be covered and should be completed prior to the prescribed class meeting. Additional optional readings will also be available to supplement the required readings.
2. Students (a preselected group of students) will be responsible for presenting a research proposal in an area related to their counseling specialty (see enclosed handout for guidelines). Presentations will take place during the last three weeks of the term. [March 2nd, 9th, and 16th]. Written summaries of presentations are required for each group (not to exceed 8 pp.).

3. There will be a final exam during final exams week, on March 16th, 2011, following class presentations.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports.

Course Grading:

1.	Final Exam	50% [50 pts.]
2.	Research Proposal	50% [50 pts.]

Point-to-grade conversion:

A+ = 98-100 pts. A = 93-97 pts. A- = 88-92 pts.

B+ = 83-87 pts. B = 78-82 pts. B- = 73-77 pts.

C+ = 68-72 pts. C = 64-68 pts. C- = < 64 pts.

PROGRAM POLICY STATEMENT:

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

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture). Do not ask for special considerations regarding unexcused absences, etc.

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth by the American Counseling Association (ACA; <http://www.counseling.org/resources/ethics.htm>). Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

Finally, please review "Proscribed Student Conduct Code" (# 577-031-0136) by PSU.

Main Texts:

Sheperis, C. J., Young, J. S., & Daniels, M. H. (Eds.). (2010). *Counseling research: Quantitative, qualitative, and mixed methods*. Upper Saddle River, NJ: Pearson.

Patten, M.L. (2009). *Understanding research methods* (7th ed.). Los Angeles, CA: Pycszak Publishing.

Optional Texts

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

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

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

Heppner, P.P., Wampold, B.E., & Kivlighan, D.M. (2008). Research design in counseling (3rd ed.). Belmont, CA: Brooks/Cole. (RECOMMENDED).

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

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

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

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

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

Timulak, L. (2008). Research in psychotherapy and counseling. Thousand Oaks, CA: Sage.

Course Outline: (Tentative schedule of topic coverage; January 5th to February 23rd)

1. Introduction: Chapter 1 (SYD); Chapter 1 (HWK); Part A (P).
Problem Identification: Chapters 2-3 (SYD); Chapter 3 (HWK); Part B (P).
2. Research Design: Basic Issues: Chapter 4 (SYD); Chapters 4-5 (HWK); Part C (P)
3. Research Designs/Experimental and Quasi-Experimental Designs: Between - Groups and Within - Subjects:
Chapter 5 (SYD);
Chapters 7-8 (HWK); Part E (P).
4. Research Designs: Single – Subject and Time-Series Designs: Chapter 8 (SYD); Chapter 9 (HWK).
5. Research Designs: Descriptive and Correlational Designs: Chapters 6-7 (SYD); Chapter 10 (HWK).
6. Overview of Descriptive and Inferential Statistics: Chapter 15 (SYD); Part F (P/OPTIONAL) & Class handouts.
7. Methodological Issues: Psychometric Considerations/ Independent & Dependent Variables:
Chapters 12, 13 (HWK); Part D (P).
8. Qualitative Research: Chapters 9-10 (SYD); Chapter 11 (HWK); Part H (P).
9. Methodological Issues: Process and outcome research:
Chapters 18, 19 (HWK) & Class handouts.
10. Program Evaluation (handout); Chapter 12 (SYD); Chapter 21 (HWK).
Needs Assessment (handout)
11. Test and Scale Construction: Chapter 20 (HWK); Class handout;
Readings: (DeVellis)/On Reserve/MISL
12. Multicultural Research: Chapter 18 (SYD); Chapter 15 (HWK).

***Ethical Considerations in Counseling Research: Chapter 17 and Appendix A (SYD); and Chapter 6 and Appendix A (HWK) will be covered, as needed, throughout the course.

Guidelines for Research Proposal Presentation:

1. State problem/issue to be studied.
2. State research goals/objectives
3. Provide pertinent background literature
4. Describe proposed sample and sampling method(s)
5. Describe the research procedure to be used (activities by participants, including treatment conditions and/or data collection procedures)
6. Describe the research design to be used (descriptive, correlational, true experimental, etc.)
7. Describe threats to the study's internal and/or external validity (if applicable)
8. Describe instruments used to measure outcome (dependent) variables, including their validity, reliability and scoring system
9. Briefly suggest the type of statistics to be used for data analysis
10. Discuss the limitations inherent in this type of study.