COU 680 Research Methods and Program Evaluation

*Development of skills for critically evaluating the professional literature; hypothesis generation & testing; examination of quantitative and qualitative research designs; outcome & program evaluation; basic statistical procedures for analyzing data; professional communication of research results.*

CACREP Core Area: Research & Program Evaluation

Semester: Spring 2020
Location: MEP 204
Meeting Times: Mondays from 6:15pm to 9:00pm

Instructor: Greg Hatchett, Ph.D., LPCC-S, NCC
Office Location: MEP 203G
Office Hours: posted on door & by appointment
Phone #: 859-572-6195
Email: hatchettg@nku.edu (easiest way to reach me). If I do not respond to your email within 24 hours during the regular workweek (Monday-Friday), please email me again.

**Required Textbooks:**


# Planned Course Outline:

<table>
<thead>
<tr>
<th>Meeting Dates:</th>
<th>Content Areas:</th>
<th>Related Assignments:</th>
</tr>
</thead>
</table>
| January 13<sup>th</sup> | • Course Orientation  
 • Epistemology: Positivism vs. Social Constructivism  
 • Overview of Basic Research Designs |                                                                 | Canvas Quiz on Chapters 1-2 in Heppner et al. text  
 *No Class Meeting: MLK Holiday* |
| January 20<sup>th</sup> | • Nature & Value of Counseling Research  
 • Research Training |                                                                 | Canvas Quiz on Chapters 3-4 & 9 in Heppner et al. text |
| January 27<sup>th</sup> | • Reviewing & Evaluating the Counseling Literature  
 • Professional Writing  
 • Ethical & Multicultural Issues |                                                                 | Canvas Quiz on Chapters 18-19 in Heppner et al. text  
 Canvas Quiz on Chapters 7-8 in Heppner et al. text & Chapters 7-9 in Salkin text |
| February 3<sup>rd</sup> | • Measurement of Constructs  
 • Review of Basic Statistics & Probability Theory |                                                                 | Canvas Quiz on Chapters 5-6 & 10 in Heppner et al. text |
| February 10<sup>th</sup> | • Null Hypothesis Significance Testing |                                                                 | Canvas Quiz on Chapters 20-21 in Heppner et al. text |
| February 17<sup>th</sup> | | Exam #1 | |
| February 17<sup>th</sup> | | Exam #1 | |
| March 2<sup>nd</sup> | • Selecting Independent & Dependent Variables  
 • Mean Comparisons |                                                                 | Canvas Quiz on Chapters 13-17 in Heppner et al. text as well as Chapters 5 & 15-16 in Salkin text |
| March 16<sup>th</sup> | • Selecting Independent & Dependent Variables  
 • Mean Comparisons |                                                                 | Canvas Quiz on Chapters 13-17 in Heppner et al. text as well as Chapters 5 & 15-16 in Salkin text |
| March 23<sup>rd</sup> | • Selecting Independent & Dependent Variables  
 • Mean Comparisons |                                                                 | Canvas Quiz on Chapters 13-17 in Heppner et al. text as well as Chapters 5 & 15-16 in Salkin text |
| March 30<sup>th</sup> | | Process & Outcome Research | Canvas Quiz on Chapters 20-21 in Heppner et al. text |
| April 6<sup>th</sup> | | Program Evaluation & Dealing with Biases | Canvas Quiz on Chapters 22-23 in Heppner et al. text |
| April 13<sup>th</sup> | | Spring Break | |
| April 20<sup>th</sup> | | Exam #2 | |
| April 27<sup>th</sup> | | Student Presentations | |
| May 4<sup>th</sup> | | Comprehensive Final Exam | |
Evaluation Procedures:

**In-Class Examinations.** Students will complete three in-class examinations, including a comprehensive final examination. Exam items will primarily be constructed-response (e.g., short-answer, application, short essay), but I may also include a few forced-choice items (e.g., true-false, multiple choice, matching). Responses to the constructed-response items will be scored using criterion- and norm-referenced grading procedures. The in-class examinations are quite lengthy and typically take students 90 to 180 minutes to complete. (II.G.8.a,b,c,d,e,f; IIII.I.1,2,3)

**Policy on Missed Exams.** A student will be permitted to complete a missed examination only as a result of extraordinary circumstances (severe illness, death in the family, etc.). The student must contact the instructor in advance of the exam to explain his or her absence and secure permission to take the exam at a later date. The student may be required to provide official documentation to account for his or her absence. If a student receives permission to complete a make-up examination, it must be completed within one week of the original exam date, and the content of the exam may be different from the exam previously given to the rest of the class.

**Canvas Quizzes.** Students will complete 10 quizzes over the assigned readings via the Canvas software system. Each quiz will contain approximately 10-20 multiple choice and/or short-answer items. Quizzes will be timed; time limits will be established by multiplying the number of questions by 4 minutes. The quizzes will be due before the respective class meeting by 6:15pm. Though the quizzes are “open book,” it is imperative that you carefully complete the assigned readings before logging on to Canvas. You will not likely do well on the quizzes without completing the assigned readings first. Furthermore, you may not receive assistance from another classmate in completing any of the quizzes; this action is considered to be cheating and subject to disciplinary action. (II.G.8.a,b,c,d,e,f; IIII.I.1,2,3)

**Research Proposal/Presentation.** Each student will develop a research proposal for investigating a specific research question in the counseling literature. A successful proposal will contain the following elements:

1. Critical evaluation of a topic using the counseling literature.
2. Development of a meaningful research question(s).
4. Explicit description of a research design (participants, materials, procedure) for evaluating the hypothesis(es).
5. Planned analyses of data.
6. Professional communication of the proposal via a written proposal and an oral presentation in class.

Students will be randomly assigned to orally present their research proposals on either April 20th or April 27th in class. The written proposal will be due in my email inbox by 6:15pm on the night the student has been assigned to present the proposal in class.

*More detailed information about the research proposal, including a detailed scoring rubric and example proposals from prior students, will be provided in Canvas.*
Course assignments will be given the following weights:

- Average of Canvas Quizzes: 10%
- Research Proposal: 20%
- Examination #1: 20%
- Examination #2: 20%
- Final Exam: 30%

Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Equal to or Greater than</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>70-76.99</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0-69.99</td>
<td>0</td>
</tr>
</tbody>
</table>

Expectations for Students:

- Read the assigned materials before the scheduled class meeting.
- Attend every class meeting and be on time.
- Complete assignments on time; late work will not be accepted.
- Be willing to share your ideas and ask difficult questions. The academic classroom should serve as an environment where diverse, and sometimes controversial, ideas can be discussed and evaluated. The classroom will serve as a free-speech zone in which students will not be penalized for their viewpoints or opinions. [NKU’s Code of Student Rights and Responsibilities states the following: “The professor has an obligation to encourage free discussion, inquiry, and expression. He/she may not evaluate student performance based on opinions (such as religious belief or political views) or conduct in matters unrelated to academic standards. Should students feel their performance has not been judged on solely academic grounds or that their grade does not reflect the quality of their work, they may appeal the professor’s decision using the Academic Appeals Procedure outlined subsequently.”]
- Please turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones and pagers.
Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

- In-Class Meetings: 15 weeks x 2.75 hours = 41.3 Hours
- Readings: 32 chapters x 2 hours each = 64.0 Hours
- Canvas Quizzes: 10 Quizzes x 2 hours each = 20.0 Hours
- Research Proposal & Presentation = 40.0 Hours
- Regular Exams: 2 x 15 hours each = 30.0 Hours
- Comprehensive Final Exam = 20.0 Hours
- Total = 215.3 Hours

Average Time Commitment Each Week: 13.5 Hours

Non-Attendance Policy

- NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.
- Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Student Honor Code

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic
misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein. Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of “F,” or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy. Additional information is available at: https://inside.nku.edu/scra.html#policies

**Accommodations Due to Disability**

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at http://disability.nku.edu.

**Student Evaluation of Instructor and Course**

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to http://eval.nku.edu. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
• Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.
• Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

**Flexibility Clause**

This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend all class meetings.
**CACREP 2016 Standards**

*Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

<table>
<thead>
<tr>
<th>Students will have knowledge of:</th>
<th>CACREP</th>
<th>Class Assignments</th>
<th>Cross-curricular experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
<td>2.F.7.g</td>
<td>Readings; exams; quizzes</td>
<td>COU 660</td>
</tr>
<tr>
<td>reliability and validity in the use of assessments</td>
<td>2.F.7.h</td>
<td>Readings; exams; quizzes</td>
<td>COU 660, 671</td>
</tr>
<tr>
<td>ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</td>
<td>2.F.7.m</td>
<td>Readings; exams; quizzes</td>
<td>COU 630, 660, 671</td>
</tr>
<tr>
<td>the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
<td>2.F.8.a</td>
<td>Readings; exams; quizzes; research proposal</td>
<td>COU 600</td>
</tr>
<tr>
<td>identification of evidence-based counseling practices</td>
<td>2.F.8.b</td>
<td>Readings; exams; quizzes; research proposal</td>
<td>COU 640, 670, 671, 674, 622, 621, 642</td>
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<tr>
<td>needs assessments</td>
<td>2.F.8.c</td>
<td>Readings; exams; quizzes</td>
<td>COU 630, 660</td>
</tr>
<tr>
<td>development of outcome measures for counseling programs</td>
<td>2.F.8.d</td>
<td>Readings; exams; quizzes; research proposal</td>
<td>COU 654, 642</td>
</tr>
<tr>
<td>evaluation of counseling interventions and programs</td>
<td>2.F.8.e</td>
<td>Readings; exams; quizzes; research proposal</td>
<td>COU 640, 660, 671, 621</td>
</tr>
<tr>
<td>qualitative, quantitative, and mixed research methods</td>
<td>2.F.8.f</td>
<td>Readings; exams; quizzes; research proposal</td>
<td></td>
</tr>
<tr>
<td>designs used in research and program evaluation</td>
<td>2.F.8.g</td>
<td>Readings; exams; quizzes; research proposal</td>
<td></td>
</tr>
<tr>
<td>statistical methods used in conducting research and program evaluation</td>
<td>2.F.8.h</td>
<td>Readings; exams; quizzes; research proposal</td>
<td></td>
</tr>
<tr>
<td>analysis and use of data in counseling</td>
<td>2.F.8.i</td>
<td>Readings; exams; quizzes; research proposal</td>
<td>COU 660, 671</td>
</tr>
<tr>
<td>ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</td>
<td>2.F.8.j</td>
<td>Readings; exams; quizzes; research proposal</td>
<td>COU 671</td>
</tr>
<tr>
<td>Use of accountability data to inform decision making</td>
<td>5.G.3.n</td>
<td>Readings; exams; quizzes</td>
<td>COU 660, 654</td>
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<tr>
<td>Use of data to advocate for programs and students</td>
<td>5.G.3.o</td>
<td>Readings; exams; quizzes</td>
<td>COU 660, 654</td>
</tr>
</tbody>
</table>

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards