



COUN6474 Scientific Research 1
New Orleans Baptist Theological Seminary
Church and Community Ministries Division
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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is characteristic excellence.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, and Servant Leadership.

Course Description

This course will provide a basic understanding of research methods and program evaluation. The course covers both research design and statistical procedures. Topics covered include the program evaluation in counseling, the scientific method, experimental and correlational research, sampling methods, hypothesis development, introduction to descriptive and inferential statistics, and the choice of appropriate statistical analyses for testing specific hypotheses. Students will gain the fundamentals of statistics as they analyze counseling and counseling program data, with the emphasis on review and interpretation of research literature (particularly in the areas of community mental health counseling and marriage and family counseling), experience the role of computers in statistical analysis, and discover the relationships among measurement, design, and statistics. At the conclusion of the course, each student will have selected a research topic, and will have begun to develop a research proposal including hypotheses, sampling, and methodology.

Student Learning Outcomes

Upon completion of this course, the student will gain knowledge of an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all the following:

- a. The importance of program evaluation and the use of research to inform counseling practice.
- b. Acquire a basic knowledge of the process of research and hypothesis testing, including limitations inherent in specific methodologies.
- c. Be able to choose appropriate methodologies for specific research questions
- d. Be able to choose and evaluate instruments appropriate for measuring variables in a research project.
- e. Acquire a basic understanding of descriptive and inferential statistics
- f. Be able to conduct a literature review and develop the ability to critically evaluate research literature
- g. Acquire a basic ability to use statistical software and interpret results from completed statistical analyses.
- h. Be able to detect misuse of statistical reporting in professional articles.
- i. Demonstrate understanding of SPSS
- j. Distinguish between good and poor research design
- k. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- l. Statistical methods used in conducting research and program evaluation
- m. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- n. The use of research to inform evidence-based practice; and
- o. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Course Teaching Methodology

The course will involve the following methodologies: lecture, skills training in SPSS, practice in designing and developing research projects.

Textbooks

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2016). *Counseling research: Quantitative, qualitative, and mixed methods*. Boston, MA: Pearson. ISBN 978-0-13-402509-4

Optional Textbooks

Babbie, E.R. (2015) *The practice of social research*. Boston, MA: Cengage Learning. 978-1-305-10494-5

Course Requirements

1. **Quantitative & Qualitative 12 Step Article Review (2 @ 50 points each)** This assignment is for the student to become familiar with the critical reading of research articles. Each student is to read one quantitative and qualitative research article from peer-reviewed professional journals. Utilizing the “12 Steps to Understanding Research Reports” chart found on blackboard under “Course Materials,” each student will complete the twelve steps for each article. Answer the questions for each step. Due 9/5/2016
2. **Research Question on WIKI (100 points)** Consider a research idea that would be interesting to you. Then narrow it to a study that would be manageable. Each student will create a research question and post it on WIKI by 9/12/2016. Each student will review all research questions and comment one time on each research questions.

3. Journal Article Critiques (2 @ 100 points each) The following outline provides the framework for this assignment. Select two articles that are interesting to you and relevant to your professional interests. The articles must report on empirical investigations from peer-review journals. You may want to choose articles that are central to your research question.

- A. Statement of the Problem Addressed in the Article** (Include the specific research question and hypotheses). Provide background information to help us understand the significance of the issue or the rationale underlying the study or program. Point out relevant sources of information found in the literature review.
- B. Methodology:** Describe nature of sample and sampling procedures, operationalization of key variables, instruments, and procedures.
- C. Results and Discussion:** Describe procedures used to test specific hypotheses, statistical tests used, results of statistical analyses and conclusions derived by the authors. Limitations of the study or program, recommendations for future research and program, implications for the practice of counseling.
- D. Critique:** Describe any strengths and weaknesses you found in the study or description of program. How results and conclusions fit into or expand your understanding of the subject. How the information gained might be applied to solve “real world” problems.

*As always, follow APA Style, 6th Ed., to write your critiques.

4. Qualitative or Quantitative Program Evaluation Paper using Accountability Bridge Model for Counselors

Design a program evaluation for the Court Re-Entry Program, or for a treatment program for Women at the Well clients here at Leeke Magee Christian Counseling Center. This should include a description of the

I. 4 stages of Program Evaluation (see article on Blackboard) 25 pts.

- A. a review of the literature relevant to your program (identify specific counseling methods and activities that are appropriate for certain populations)
- B. Determine the Availability of needed resources (staff, facilities, special materials)
- C. Methodology: Includes planning results-based interventions that can be measured, such as pretest-posttest instruments, performance indicators, checklists, etc. Assessment instruments observable data, interviews could be used. Also document review). Includes a description of intervention/treatment components and outcomes for the program.
- D. Determine when Clients will complete selected measures and assessments. Who will gather and process the information? Counselors may be responsible for collecting data about their own caseload, while a counselor supervisor might collect data from community sources.

II. Program Implementation 25 pts

- A. A plan to identify differences between the planned programs and the realities of providing services.
- B. A plan for decision making to change program or to make refinements in programs and services as the need arises.

III. Program Monitoring and Refinement 25 pts.

- A. Who will make decisions (and when) about adjustments to the practice based on preliminary results and feedback from clients and other interested parties.
- B. How will program success be monitored to ensure the quality of counseling services and maximize the likelihood of finding positive results during outcome assessments.

IV. Outcome Assessment 25 pts.

- A. Dates for the final collection of data, and who is responsible to code, input, and analyze all data to determine the outcomes of interventions and program? Data should be analyzed as soon as possible after being collected.
- B. Appropriate analysis approaches differ for quantitative and qualitative data. Data analysis computer software can expedite the analysis and interpretation of data. Charts and graphs can play a key role in the dissemination of evaluation results.

The Accountability Bridge 25 pts.

- A. Plan a process to communicate outcome data and program results to stakeholders (interested parties).
- B. Outline what your Counseling Evaluation Reports will contain.

Counseling Context Evaluation Cycle

I. Feedback from Stakeholders 10 pts.

A. How counselor will solicit feedback from stakeholders.

II. Strategic Planning 15 pts.

A. How and when the organization (or counselor) will engage in strategic planning to examine the operations of the organization.

B. May include possible revision of purpose and mission of programs and services.

III. Needs Assessment 25 pts.

A. Needs of all stakeholders.

B. Identify the method or instrument for collecting information.

C. Written surveys and checklists can be used, as well as focus-group meetings, interviews, and various forms of qualitative inquiry.

IV. Service Objectives 25 pts.

A. Develop precise program goals and objectives, based on prior outcomes of Counseling services, stakeholder feedback, and information gathered from needs assessments. Programs without clearly identified goals and objectives cannot be evaluated for impact and effectiveness.

B. Two types of objectives:

1. Process Objectives—milestones or competencies needed to achieve long-term goals. Could be a series of benchmarks that indicate progress toward program growth and improvement.

2. Outcomes Objectives—specific competencies or outcomes to be achieved in a given time period.

(10-15 pages, APA Format)

4. IRB Project (100 points)

Prior to undertaking a behavioral research project involving human subjects, researchers are required by federal law to have their research proposal reviewed by an IRB. The requirements for an IRB are uniform for the specific educational institution.

Use the NOBTS IRB form: http://www.nobts.edu/_resources/pdf/redoc/IRB%20Request.pdf

Who makes up the IRB at NOBTS? What forms must be completed? What is the timeline?

Create an informed consent that would meet university policy for responsible conduct of research. See Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, 9th ed., p. 103, for an example of an informed consent.

While there are portions of the IRB process which may be difficult to fully complete, the students is to get the IRB proposal as close to finalized as possible.

5. Research Proposal

Create a Research Proposal, the foundation of any research project. You will develop the appropriate research components, and assemble a formal proposal. Use the outline that follows:

Research Question & Hypothesis

First step of research project

Use Blackboard Discussion Board to present concise research question and hypothesis

References

Correct APA; 6 Citations

Maximum number of points available:

4 Sources (5 pts); 5 Sources (10 pts); 6 Sources (14 pts), 7+ Sources (15 pts) including using correct APA format

Methodology

Quantitative Research Proposals follow a formal structure.

Follow the Methodology Section outline below for this part (3rd chapter of your proposal)

Outline for your Research Proposal: (approximately 7-9 pages, not including the References)

I. Title page and Abstract 25 pts.

II. The Purpose of this Project –Include in this section your mission, research

Question(s) and hypotheses. **15 pts.**

III. Literature Review –Write a fairly comprehensive review, but concise review, of the Scholarly Literature related to the topic you are investigating. (3-5 pages) **50 pts**

IV. Methodology

- A. Participants—include a description of the characteristics of the sample and Sampling techniques 25 pts.
- B. Instruments—Provide a concise description of the specific instruments you Plan to use. Include a brief discussion of each instrument’s psychometric properties (i.e., purpose, validity, reliability, etc.) 25 pts.
- C. Procedures—Describe specifically how you plan to carry out your study. Write this section with sufficient detail so the reader would be able to replicate your procedures. 25 pts.
- V. Results—Describe how, specifically, you will statistically test each hypothesis. Then note what results you hope to obtain. 15 pts.
- VI. Conclusions—Discuss why your study will make a significant contribution to the literature, limitations of your student, and recommendations for future research. Entire paper to this point should be 10-12 pages, not including References. 15 pts.
- VII. References—APA 6th Ed. This is different than the “Bibliography”
Note the difference between References and Bibliography. 15 pts.

Evaluation of Grade

The student's grade will be computed as follows:

12 Step Article Reviews (2 @ 50 points each)	100
Research Question on WIKI	100
Journal Article Critiques (2 @ 100 points each)	200
Program Evaluation Paper (Accountability Bridge)	200
IRB Project	100
Research Proposal	200
Total Points	1,000

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Week	Topic	Reading Assignments	Key Assessments Due Dates
8/22	Intro: Why Do Research? Contemporary Issues in Counseling Research/Ethical Issues	Sheperis, Ch 1 & 2	
8/29	Reviewing the Literature Methodological Issues	Sheperis, Ch 3-4	
9/5	Labor Day—No clases		
9/12	Basic Statistical Concepts and Descriptive Statistics	Sheperis, Ch 5	12 Step Article Reviews
9/19	Program Evaluations Data Management & Analysis Software	Sheperis, Ch 16-17	Research Question-WIKI
9/26	Experimental Design	Sheperis, Ch 6	

10/3	Predictive Designs	Sheperis, Ch 7	Project Evaluation Report
10/10	Single Case Research Case Study	Sheperis, Ch 8-9	
10/17	Fall Break—no classes		
10/24	Developing a Research Report	Sheperis, Ch 18	Journal Article Critiques
10/31	Phenomenological Research Narrative Research	Sheperis, Ch 11-12	
11/7	Overview of Survey Research Mixed Methods Designs	Sheperis, Ch 13-14	
11/14	Action Research	Sheperis, Ch 15	<u>IRB Due</u>
11/21	Thanksgiving—no classes		
11/28	Grounded Theory	Sheperis, Ch 10	<u>Research Proposal Due</u>
12/5	Presentations		
12/12	Presentations		

Selected Bibliography

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