



COUN6374 Scientific Research and Program Evaluation
New Orleans Baptist Theological Seminary
Church and Community Ministries Division
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Kathryn Steele, Ph.D, LPC-S, LMFT-S
Professor of Counseling
LMCCC 104-E
504-816- 8306/504-329- 8960
ksteele@nobts.edu

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.

Mission Statement of the Counseling Program (CACREP I.N, II.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, and Servant Leadership.

Syllabus Distribution (CACREP II.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description (CACREP II.D.1)

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 (CACREP II.D.2)

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:

- 1) The importance of program evaluation and the use of research to inform counseling practice.
- 2) Acquire a basic knowledge of the process of research and hypothesis testing, including limitations inherent in specific methodologies.
- 3) Be able to choose appropriate methodologies for specific research questions
- 4) Be able to choose and evaluate instruments appropriate for measuring variables in a research project.
- 5) Acquire a basic understanding of descriptive and inferential statistics
- 6) Be able to conduct a literature review and develop the ability to critically evaluate research literature
- 7) Acquire a basic ability to use statistical software and interpret results from completed statistical analyses.
- 8) Be able to detect misuse of statistical reporting in professional articles.
- 9) Demonstrate understanding of SPSS
- 10) Distinguish between good and poor research design
- 11) Research methods such as qualitative, quantitative, mixed research designs, single-case designs, action research, and outcome-based research for counseling and counseling programs;
- 12) Statistical methods used in conducting research and program evaluation, including the development of outcome measures for counseling programs.
- 13) Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- 14) The use of research to inform evidence-based practice; and
- 15) Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Textbooks (CACREP I.D.4)

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 Teaching Methodology (CACREP I.D.3)

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

Course Requirements (CACREP I.D.3)

(All Assignment Due Dates listed on Course Schedule)

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.
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 the date posted on the Course Schedule. 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)

1. 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 student's is to get the IRB proposal as close to finalized as possible.

2. 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 study, 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 (CACREP II.D.5)

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	<u>200</u>
Total Points	<u>1,000</u>

Grading Scale

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at

<http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

Course Policies, Academic Conduct, and Professional Conduct (CACREP I.J, G, O; II.D.6)

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Disabilities and Accommodations (CACREP II.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP I.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

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.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professional Conduct (CACREP I.O)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor’s Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

Technical Assistance (CACREP I.G)

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.

Writing Center (CACREP I.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

Student Services (CACREP I.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's	womensacademic@nobts.edu	504.282.4455	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Course Schedule (CACREP II.D.1, 3, 4)

<u>Week</u>	<u>Topic</u>	<u>Reading Assignments</u>	<u>Key Assessments Due Dates</u>	<u>CACREP standard crf</u>
8/22	Intro: Why Do Research? Contemporary Issues in Counseling Research/Ethical Issues	Sheperis, Ch 1 & 2		2.F.8.a 2.F.8.j
8/29	Reviewing the Literature Methodological Issues	Sheperis, Ch 3-4		2.F.8.a 2.F.8.b 2.F.8.d
9/5	Labor Day—No clases			
9/12	Basic Statistical Concepts and Descriptive Statistics	Sheperis, Ch 5	12 Step Article Reviews	2.F.8.d 2.F.8.f 2.F.8.h 2.F.8.i
9/19	Program Evaluations Data Management & Analysis Software	Sheperis, Ch 16-17	Research Question-WIKI	2.F.8.c 2.F.8.d 2.F.8.e 2.F.8.f 2.F.8.g 2.F.8.h 2.F.8.i
9/26	Experimental Design	Sheperis, Ch 6		2.F.8.g 2.F.8.h 2.F.8.i
10/3	Predictive Designs	Sheperis, Ch 7	Project Evaluation Report	2.F.8.f 2.F.8.g 2.F.8.h 2.F.8.i
10/10	Single Case Research Case Study	Sheperis, Ch 8-9		2.F.8.f 2.F.8.g 2.F.8.h 2.F.8.i
10/17	Fall Break—no classes			
10/24	Developing a Research Report	Sheperis, Ch 18	Journal Article Critiques	2.F.8.i
10/31	Phenomenological Research Narrative Research	Sheperis, Ch 11-12		2.F.8.f 2.F.8.g 2.F.8.h 2.F.8.i
11/7	Overview of Survey Research Mixed Methods Designs	Sheperis, Ch 13-14		2.F.8.f 2.F.8.g 2.F.8.h 2.F.8.i
11/14	Action Research	Sheperis, Ch 15	<u>IRB Due</u>	2.F.8.f 2.F.8.g 2.F.8.h
11/21	Thanksgiving—no classes			
11/28	Grounded Theory	Sheperis, Ch 10	<u>Research Proposal Due</u>	2.F.8.f 2.F.8.g 2.F.8.h
12/5	Presentations			
12/12	Presentations			

Selected Bibliography (CACREP II.E)

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- Ginsberg, F., & Sinacore, A. L. (2013). Counseling Jewish women: A phenomenological study. *Journal of Counseling and Development, 91*(2), 131-139.
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- Lenz S., Bruijn, B., Serman, N. S., & Bailey, L. (2014). Effectiveness of cognitive processing therapy for treating posttraumatic stress disorder. *Journal of Mental Health Counseling, 36*(4), 360-376.
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- Michel, R. E., Hall, S. B., Hays, D. G., & Runyan, H. I. (2013). A mixed methods study of male recruitment in the counseling profession. *Journal of Counseling & Development, 91*(4), 475-482.
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