



**COUN9375 Research Design and Program Evaluation**  
**New Orleans Baptist Theological Seminary**  
**Church and Community Ministries Division**  
**Summer 2022**

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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the PhD in Counselor Education and Supervision Program**

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.

**Seminar Description**

This course will provide to doctoral level students experience in conducting various research methods and program evaluation. The course covers an investigation of regression analysis and other forms of multivariate analyses. Additionally, specific attention is given to methods of research, experimental control, validity, behavioral assessment, instrumentation and measurement techniques, sampling methods, hypothesis development, descriptive and inferential statistics, the writing of research proposals and report development. The students will learn how to apply and solve statistical questions using various data sets as well as how to input data sets into SPSS.

**Seminar Teaching Methodology**

The seminar will involved the following methodologies: reading, research, and writing assignments, dialogues, lectures, skills training in SPSS, practice in designing and developing research projects. and class presentations.

This course is taught in a hybrid format, with pre-work, a 2-day workshop, a second ½ day workshop (online) and post work.

**Program Objectives**

**Program Objective 4: Research and Scholarship:** Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.

**Course Objectives**

Course Objectives	Learning Experiences	Assessments
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<p>Be able to demonstrate <i>knowledge</i> and <i>comprehension</i> of...</p> <ul style="list-style-type: none"> <li>a. research designs appropriate to quantitative and qualitative research questions</li> <li>b. univariate and multivariate research designs and data analysis methods</li> <li>c. qualitative designs and approaches to qualitative data analysis</li> <li>d. emergent research practices and processes</li> <li>e. models and methods of instrument design</li> <li>f. models and methods of program evaluation</li> <li>g. research questions appropriate for professional research and publication</li> <li>h. professional writing for journal and newsletter publication</li> <li>i. professional conference proposal preparation</li> <li>j. design and evaluation of research proposals for a human subjects/institutional review board review</li> <li>k. grant proposals and other sources of funding</li> <li>l. ethical and culturally relevant strategies for conducting research (CACREP 6:a-1)</li> </ul>	<p><b>Instruction:</b> Discussions and readings;</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>a. Devlin, Chapter 3, Chapter 6, Chapter 8</li> <li>b. Devlin, Chapter 7</li> <li>c. Devlin, Chapter 6; Royse Chapter 4</li> <li>d. Devlin, Chapter 7</li> <li>e. Devlin, Chapter 5; Royse Chapter 11</li> <li>f. Royse Text</li> <li>g. Devlin, Appendix F; Royse Chapter 14</li> <li>h. Devlin, Chapter 11</li> <li>j. Devlin, Chapter 4</li> <li>k. Delaney journal article</li> <li>l. Devlin, Chapter 4; Royse Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>1. Program Evaluation Assignment</li> <li>2. Research Proposal Assignment</li> </ul>
<p><b>Course Objectives</b></p>	<p><b>Learning Experiences</b></p>	<p><b>Assessments</b></p>
<p>Be able to demonstrate <i>skills</i> related to:</p> <ul style="list-style-type: none"> <li>1. Writing a Program Evaluation Assignment, including: <ul style="list-style-type: none"> <li>e. models and methods of instrument design</li> <li>f. models and methods of program evaluation</li> <li>g. research questions appropriate for professional research and publication</li> </ul> </li> </ul>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>1. Research to write the research proposal in the Research Proposal Assignment</li> <li>2. Practice in selecting the research design in the Program Evaluation Assignment and Research Proposal Assignment.</li> <li>3. Using a model of program evaluation to write the Program Evaluation Assignment.</li> <li>4. Writing an application for the</li> </ul>	<ul style="list-style-type: none"> <li>1. Program Evaluation Assignment</li> <li>2. Research Proposal Assignment</li> </ul>

<p>j. design and evaluation of research proposals for a human subjects/institutional review board review</p> <p>1. ethical and culturally relevant strategies for conducting research</p> <p>2. Writing a Research Proposal, including:</p> <p>a. research designs appropriate to quantitative and qualitative research questions</p> <p>b. univariate and multivariate research designs and data analysis methods</p> <p>e. models and methods of instrument design</p> <p>g. research questions appropriate for professional research and publication</p> <p>l. ethical and culturally relevant strategies for conducting research (CACREP 6:a, b, e, f, g, h, I, l)</p>	<p>IRB for the Program Evaluation Assignment.</p> <p>5. Selection of a multivariate research design, and selecting the data research methods.</p> <p>6. Selecting and writing a research question that is appropriate for professional research and publication.</p> <p>7. Selecting only ethical and culturally relevant strategies for conducting the research in the proposal.</p>	
<p><i>Value the importance of</i></p> <p>f. models and methods of program evaluation</p> <p>l. ethical and culturally relevant strategies for conducting research (CACREP 6: f, l)</p>	<p><i>Instruction:</i></p> <p>1. Learning the value of planning and completing a program evaluation in the Program Evaluation Assignment</p> <p>2. Demonstrating the important value of using ethical and culturally relevant strategies for conducting research.</p>	

### Seminar Requirements/Assignments

Assignments/Requirements & Description	Percentage	Due Date
<p><b>Pretest/Posttest of Knowledge about Program Evaluation.</b> Students will complete the Pretest (on Blackboard) before they begin reading assignments. The posttest will be completed no later than July 20.</p>	5%	May 8/ Post: TBA
<p><b>Read</b> all required texts before class begins. (Pre-work). File a reading report on Blackboard of the percentage you completed reading before the In-class meeting.</p>	10%	June 2
<p><b>Program Evaluation Assignment: (Pre-Work and Post-Work)</b> Choose a program, and develop an evaluation plan for this program. It should be a program (agency) you are currently working with or a program (agency) with which you have familiarity. It may be your own counseling practice, evaluating your own counseling skills, or the Supervision Program for Master's Level students. You will need to have access to data on the program's structure, goals, and implementation, and be able to conduct interviews with 2 stakeholders in the program (staff, decision-makers, current or potential clients, community members affected by the program). If you do not have a program in mind, contact me and I will be able to help you find one.)</p> <p><b>Evaluation Plan--35 pts Pre-Work</b> The student should come to the workshop portion of this seminar with an identified program to evaluate, and as much information as possible about the elements required for the sections of the program evaluation. This assignment will be following the plan given in the Royse text. This will be the major part of your paper. You will choose a program, and develop an evaluation plan for this program, and carry out the plan. Your assessment will</p>	40%	June 2

<p>need to be minimal—while you may identify various elements to be evaluated, select only one to assess. With not much time, it will be essential to keep it simple. The final plan should contain the following sections:</p> <p>Prepare for the seminar meeting the following:</p> <ul style="list-style-type: none"> <li>--Program Description</li> <li>--Needs Assessment (Chapter 3)</li> <li>--Stakeholder identification</li> <li>--Program logic model (Chapter 5) Pay close attention: plan on a formative evaluation, and maybe one part of the process evaluation.</li> <li>--Program Description and Mission Statement of Program (This is one of three possible purposes: program description/program monitoring/quality assurance. You do not have to do all three).</li> <li>--Program Objectives</li> <li>--Inputs (resources poured into the program) and Outputs (products that result from the activities).</li> <li>--A description of your proposed methodology, including the indicators (measures and outcomes) to be used. (Chapters 6, 11, 12)</li> <li>--a rough draft of the pertinent literature that speaks to your evaluation project. This should not be long, utilizing 1-4 of the more recent research articles that have to do with your project.</li> </ul>		
<p><b>After the Seminar the Following tasks for the Project Evaluation need to be completed before July 17:</b></p> <p>1. Stakeholder Interview Report: summarizing the results of <b>semi-structured interviews with two stakeholders</b> of your program. These interviews may be completed in a video conferencing mode. For the summary, state questions, then a summary of the responses.</p> <p><b>OR</b></p> <p><b>Focus Group Interview:</b> write a 10-item focus group interview guide, including prompts and probes, that is relevant to your evaluation plan, and utilize the guide for a focus group interview of some set of stakeholders (this could be co-therapists, owners of your agency, supports of a board of directors, etc.).</p> <p><b>2. Your analysis plan</b> (plans for assessments, proposed dates to complete measures).</p> <p><b>3. Evaluation Report to the Class (Ch 14):</b> Your final report will be uploaded to Blackboard, Discussion Board, to allow your classmates to understand and review the elements of your evaluation plan and evaluation. During the first seminar meeting (Thursday and Friday) a date and time will be set for a date in July for a discussion time about your Project Evaluation results.</p>		TBA
<p><b>IRB</b> To prepare for your <u>Program Evaluation research</u>, prepare an IRB Application, to be turned into our class (not ReDoc).</p> <p>Prior to undertaking a behavioral research project involving human subjects, researchers are required by federal law to have their research proposal reviewed by an Institutional Review Board (IRB). The requirements for an IRB are uniform for the specific educational institution.</p> <p>Use the NOBTS IRB Application form (use the copy at the end of this syllabus): Include a title page, On the second page, copy and past the questions below and answer them. The following pages will be your IRB Application.</p> <p>Who makes up the IRB at NOBTS?  What forms must be completed?  What is the timeline for when you have to turn in your IRB with your Research Prospectus?</p> <p>The IRB application requires various documents to be sent with the application, That includes an informed consent that would meet university policy for responsible</p>	15%	June 2

<p>conduct of research. See Chapter 2 in the Royse text for an example and guidelines for informed consents.</p>		
<p><b>Create a Research Proposal (Pre-Work and Post-Work)</b>  This proposal will be the foundation of a research project you will be doing in your advanced Qualitative Statistics course or the Advanced Qualitative Methods course. You will develop the appropriate research components, and assemble a formal proposal. While you cannot create the proposal that will be for your dissertation, you can do a small piece of your dissertation topic. If you are not already sure that you will be doing a qualitative research project, please use a quantitative approach for this assignment. The final document will be posted to Blackboard Assignment portal.</p> <p>Use the outline that follows:</p> <p><b><u>Research Question &amp; Hypothesis (Pre-Work)</u></b>  First step of research project  Use Blackboard Discussion Board to present concise research question and Hypothesis. Both should be posted before we meet for the June 2 meeting.</p> <p><b><u>References</u></b>  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. All sources need to be within the last 10 years, unless there is a very important work that is foundational to your subject before that time.</p> <p><b><u>Methodology (Post-Work)</u></b>  Quantitative Research Proposals follow a formal structure.  Follow the Methodology Section outline below for this part (3<sup>rd</sup> chapter of your proposal) If you are doing a Qualitative proposal, it will not follow this outline. Use the outline in the PhD CES Manual for Qualitative proposals.  <i>Outline for your Research Proposal: (approximately 7 pages, not including the References)</i></p> <p><b>I. Title page and Abstract-- 5 pts.</b>  <b>II. The Purpose of this Project</b> –Include in this section your mission, research questions and hypotheses.--10 pts</p> <p><b>III. Literature Review</b> –Write a fairly comprehensive review, but concise review, of the Scholarly Literature related to the topic you are investigating. (3-5 pages) --25 pts</p> <p><b>IV. Methodology-- 30 pts</b>  <b>A. Participants</b>–include a description of the characteristics of the sample and sampling techniques  <b>B. Instruments</b>–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.)  <b>C. Procedures</b>–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.</p> <p><b>V. Results</b>–Describe how, specifically, you will statistically test each Hypothesis. Then note what results you hope to obtain--15 pts</p> <p><b>VI. Conclusions</b>–Discuss why your study will make a significant contribution—(5 Pts) to the literature, limitations of your student, and recommendations for future research. Entire paper to this point should be 6-10 pages, not including References.</p> <p><b>VII. References</b>–APA 6<sup>th</sup> Ed. This is different than the “Bibliography” 10 pts  Note the difference between References and Bibliography including using</p>	<p>30%</p>	<p>June 2</p> <p>TBA</p>

correct APA format		
<b>Read, and be prepared for discussion of Delaney article</b> <i>Grant Writing for the Counseling Professional</i>		June 3

Notice: Blackboard Course COUN9375 Research Design and Program Evaluation

### Textbooks (Required)

- Devlin, A. S. (2018). *The Research Experience: Planning, Conducting, and Reporting Research*. Thousand Oaks, CA: Sage
- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based Approach*. (6<sup>th</sup> Ed). Boston, MA: Cengage Learning

### Article (Required)

Delaney, M. E. (2016). *Grant Writing for the Counseling Professional*. *The Journal of Counselor Preparation and Supervision*, 8(3). <http://dx.doi.org/10.7729/83.1135>

### Optional Textbooks:

- Babbie, E.R. (2015). *The practice of social research*. Boston, MA: Cengage Learning. 978-1-305-10494-5
- Galvan, J.L., & Galvan, M.C. (2017). *Writing literature reviews: A guide for students of the social and behavioral Sciences*. (7<sup>th</sup> Ed.). New York, NY: Routledge.
- Cone, J.D., Foster, S. L. (2019). *Dissertations and theses from start to finish*. (3rd Ed.). Washington D.C.: American Psychological Association.

### Evaluation of Grade

The student's grade will be computed as follows:

<b>Reading Assignments</b>	<b>10%</b>
<b>Program Evaluation Paper</b>	<b>40%</b>
<b>IRB Application</b>	<b>15%</b>
<b>Research Proposal</b>	<b>35%</b>
<b>Total Points</b>	<b><u>100</u></b>

### Course Schedule

Pre-Work: the syllabus will be available as of May 4.  
 In the classroom (online): June 2-3 (Th, F); ½ Day TBA  
 Post-Work: Due no later than July 20.

### Course Policies, Academic Conduct, and Professional Conduct

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.

### Disabilities and Accommodations

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](mailto: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**

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.

## **Emergencies:**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

## **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.

## **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**

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 Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student’s Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

## **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**

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

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

## **Writing Center**

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.

## 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. All assignments will be evaluated with Safe Assign.

## Key Performance Indicators

Key Performance Indicator	Learning Experiences	Signature Assignments/ Assessments
Knowledge of Models of Program Evaluation	Pretest in COUN9375 over Models of Program Evaluation Posttest in COUN9375 over Models of Program Evaluation	Pretest Knowledge of Program Evaluation Posttest Knowledge of Program Evaluation
Models and methods of program evaluation.	Designing and completing a program evaluation.	Program Evaluation Assignment: Pre and Post Rubric Evaluations

## Selected Bibliography

- Balkin, R. S., & Sheperis, C.J. (2011). Evaluating and reporting statistical power in counseling Research. *Journal of Counseling & Development, 89*(3), 268-272.
- Bangert, A. W., & Baumberger, J. P. (2005). Research and statistical techniques used in the Journal of Counseling & Development: 1990-2001. *Journal of Counseling & Development, 83*(4), 480-487.
- Blanco, P. J., & Ray, D. C. (2011). Play therapy in elementary schools: A best practice for Improving academic achievement. *Journal of Counseling & Development, 89*(2), 235-243.
- Ginsberg, F., & Sinacore, A. L. (2013). Counseling Jewish women: A phenomenological study. *Journal of Counseling and Development, 91*(2), 131-139.
- Gladding, S. T. (2013). *Counseling: A comprehensive profession* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Hanks, B. B., & Hill, N. R. (2015). Relational dynamics within the context of deafness: A case study of the supervision triad. *Journal of Counseling and Development, 93*(3), 299-311.
- Jackson S. (2011). *Research methods and statistics: A critical thinking approach* (4<sup>th</sup> Ed.) Wadsworth.
- 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.
- Leibert, T. W., & Dunne-Bryant, A. (2015). Do common factors account for counselor outcome? *Journal of Counseling & Development, 93*(2), 225-235.
- 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.
- Murphy, K. A., Blustein, D. L., Bohlig, A. J., & Platt, M. G. (2010). The college-to-career transition: An exploration of emerging adulthood. *Journal of Counseling & Development, 88*(2), 174-181.
- 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
- Young, A., Gonzales, I., Owen, L., & Vale Heltzer, J. (2014). *The journal from counselor-in-training to practitioner*

researcher. *Professional School Counseling*, 18(1), 217-226.