



COUN9362 Advanced Quantitative Statistics
New Orleans Baptist Theological Seminary
Church and Community Ministries Division
July 12-14, 2018

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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.

Mission Statement of the PhD in Counselor Education and Supervision Program

The mission of the NOBTS Counselor Education and Supervision Program is to prepare, in a biblical call to service and ministry, competent counselor educators, supervisors, clinical practitioners, researchers, scholars, leaders, and advocates. 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

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

Course Description

This course will provide to doctoral level students experience in conducting advanced quantitative research methods and discovering how they aid in the promotion of efficient and effective evidenced-based practices with clients, counselors, students, and supervisees. Specific attention is given to various methods of regression analysis, factor analysis, and structural equation modeling, including the utilization of a statistical software for each method of analysis.

Student Learning Outcomes

Upon completion of this course, the student will

1. Gain greater knowledge about research methods, statistical analysis, needs assessment, and program evaluation.
2. Be able to analyze and apply skills to
 - A. Complete a research design appropriate to a quantitative question
 - B. Practice using a multivariate research design and the appropriate data analysis method
 - C. Utilize an emergent research practice and process of appropriate to research design

- D. Utilize ethical and culturally relevant strategies for conducting research.
 - E. Gain skills and practice through writing a literature review
 - F. Gain skills in professional writing
3. increase in ability to value ethical research principles

Textbooks

Meyers, L. S., Gamst, G., Guarino, A. J. ((2017). **Applied multivariate research: Design and interpretation (3rd Ed)**. Los Angeles, CA: Sage

Course Teaching Methodology

The course will involve the following methods of instruction: research project, lecture, training in SPSS, research data collection.

This course will be taught in a hybrid format, with pre-work, a 3-day workshop, and post work.

Course Requirements

1. Research project. This assignment involves carrying to completion a small research project from a pre-written proposal (completed in COUN9375, or a previously completed seminar) for the project. The student's research project will be graded according to the Research Article Rubric attached at the end of this syllabus.

Evaluation of Grade (CACREP 2.D.5)

The student's grade will be computed as follows:

Abstract:	5
Research Question	5
Hypothesis	10
Literature Search -Sources	10
Literature Analysis	10
Literature Synthesis	10
Methodology	5
Results	15
Discussion	15
Documentation	5
Format	5
Grammar	5

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

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

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

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

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

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

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

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.

Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed). Thousand Oaks, CA: Sage Publications.

Jackson S. (2011). *Research methods and statistics: A critical thinking approach* (4th Ed.) Wadsworth.

Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics* (5th ed.). Thousand Oaks, CA: Sage.

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

Research Article Rubric

Research	Article	Rubric		
Research Article	Exemplary = 100	Proficient= 88	Needs Improvement= 82	Unsatisfactory = 69
Abstract	5 pts A well written (about 120 words) summary of the hypothesis, general experimental approach, data results, and importance of findings.	4 pts A (about 120 words) summary of the hypothesis, general experimental approach, data results, and importance of findings	4 pts A summary is present but is not complete in coverage.	2 pts Abstract is missing, or is very incomplete or too long.
Research Question	5 pts Clearly articulated research goal, includes interpretation and discovery of new information	4 pts Clearly articulated research goal, includes interpretation	4 pts Research goal articulated, no interpretation	3 pts Research goal is stated but not clear and concise

Hypothesis	10 pts Main hypothesis stated in clear and concise manner. Secondary hypotheses stated clearly	8 pts Main hypothesis stated in an understandable manner	8 pts Main hypothesis is stated by not well written	7 pts No testable hypothesis is stated.
Valid Literature/ dissertation abstract search: Sources	10 pts Information gathered from variety of quality sources, relevant, balanced, and include critical readings relating to thesis or problem. Primary sources included.	9 pts Information gathered from a variety of relevant, quality sources.	8 pts Information gathered from a limited range of sources and minimal effort displayed in selecting quality resources.	7 pts Information gathered lacked relevance, quality, depth and balance
Valid Literature/ dissertation abstract search: Analysis	10 pts Information collected carefully analyzed and drew appropriate and inventive conclusions supported by evidence.	8 pts Product shows good effort was made in analyzing the evidence collected	8 pts Conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	7 pts Conclusions simply involved restating information. Conclusions were not supported by evidence.

<p>Valid Literature/ dissertation abstract search: Synthesis</p>	<p>10 pts Developed appropriate structure for communicating current research for factors involved in research hypothesis, incorporating variety of quality resources. Information is logically organized with smooth transitions.</p>	<p>9 pts Material (current research information) logically organized and good connections were made between ideas</p>	<p>8 pts Greater effort could have been put into organizing current literature information</p>	<p>7 pts Work is not logically or effectively structured.</p>
<p>Clearly presented research methodology</p>	<p>5 pts *Well written description of general strategy used is present. *Specific methods are well described with advantages/disadvantages considered. (Location of data, means of securing data, how data will be interpreted) *Statistical analysis is well thought out, well described and appropriate. *Methods are properly referenced where possible.</p>	<p>4 pts *A reasonable description of general strategy used is present. *Specific methods are described with advantages & disadvantages considered (Location of data, means of securing data, how data will be interpreted) *Statistical analysis is reasonable described and appropriate *Majority of methods are referenced where possible.</p>	<p>4 pts *General strategy is not reasonably described *Specific methods are present but not well described. *Statistical analysis is described and generally appropriate. *Many methods are referenced where possible</p>	<p>3 pts *General strategy is not present or very poorly described. *Specific methods are poorly described or not present. *Statistical analysis is poorly described and/or not appropriate. *Few or no methods are referenced where possible.</p>

Data Results	15 pts Results of statistical analysis are clearly and concisely described. Data are thoroughly analyzed and graphed or charted.	14 pts Results of statistical analysis are reasonably described. The data are reasonably analyzed and graphed or charted.	13 pts Results of statistical analysis are present but not well described. The data are somewhat analyzed, somewhat graphed or charted.	12 pts Results are not present or poorly described. The data are poorly analyzed and are not graphed or charted.
Discussion and Interpretation	15 pts A well written discussion of whether the results support the hypothesis is present. Interpretations that are well written are presented in a clear & logical manner. Several connections between findings and past research are highlighted. Discussion of potential directions for future research is present.	14 pts A reasonable discussion of whether the results support the hypothesis is present. An interpretation that is reasonable presented in a logical manner. Some connections between findings and past research are highlighted. Some discussion of potential directions for future research is present.	13 pts Some discussion of whether the results support the hypothesis is present. Some interpretation of the results is presented. No connections between findings and past research are highlighted. Very little or no discussion of potential directions for future research is present.	12 pts No discussion as to whether the results support the hypothesis is present. No interpretation of the data is presented or it is poorly described. No discussion of potential directions for future research is present.
Documentation	5 pts Documented all sources. Sources are properly cited. Documentation is error free	4 pts Documented sources with some care. Sources are properly cited most of the time. Few errors are noted	4 pts Needs to use greater care in documenting sources. Documentation was poorly constructed or absent.	3 pts Student clearly plagiarized materials.

Correct format	5 pts Writing follows standard APA guidelines, with few errors	4 pts Writing follows standard APA guidelines, but numerous different errors are made	4 pts Writing follows standard APA guidelines, but numerous different errors are made. Repeated mistakes are made	3 pts Writing does not observe standard APA guidelines.
Correct grammar and spelling	5 pts No typographic or spelling errors. Style is consistent in voice and well-written throughout text	4 pts Few typographic or errors in spelling. Style is consistent throughout most of text.	4 pts Significant number of typographic or spelling errors are present. Style is inconsistent	3 pts Many typographic or spelling errors. Did not follow directions.