



COUN9375 Research Design and Program Evaluation
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.

Mission Statement of the PhD in Counselor Education and Supervision Program (CACREP 1.N, 2.A)

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 (CACREP 2.D)

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

Course Description (CACREP 2.D.1)

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.

Student Learning Outcomes (CACREP 2.D.2)

Upon completion of this course, the student will:

1. be able to demonstrate *knowledge* and *comprehension* of
 - a. the process of research and hypothesis testing, including limitations inherent in specific methodologies.
 - b. choosing and using statistical techniques for producing data, completing surveys, doing experimental or observational studies, analyzing data, and modeling data.
 - c. emergent research practices and processes
 - d. being able to choose appropriate methodologies for specific research questions

- e. producing convincing oral and written statistical arguments, using appropriate terminology.
 - f. a variety of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - g. selecting ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
 - h. developing grant proposals and proposals for other sources of funding
2. *demonstrate* skills related to
- a. using principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
 - b. the ability to choose and evaluate instruments appropriate for measuring variables in a research project.
 - c. conducting and writing a literature review.
 - d. using statistical software and interpreting results from completed statistical analyses.
 - e. using technology, such as SPSS and technological platforms for qualitative methods of research.
 - f. preparing research questions appropriate for professional research and publication
 - g. professional writing for journal and newsletter publication, and professional conference proposal preparation
 - h. designing and evaluating research proposals for a human subjects/institutional review board
3. Value the importance of
- a. program evaluation and the use of research to inform counseling practice and the use of research to inform evidence-based practice;
 - b. developing ethical and culturally relevant strategies for conducting research

Textbooks (CACREP 2.D.4)

- Devlin, A. S. (2018). *The Research Experience: Planning, Conducting, and Reporting Research*. Thousand Oaks, CA: Sage
- Privitera, G.J. (2017) *Research methods for the behavioral sciences*. (2nd Ed.). Los Angeles, CA: Sage.
- Royse, D., Thyer, B.A., & Padgett, D.K. (2016). *Program evaluation: An introduction to an evidence-based Approach*. (6th Ed). Boston, MA: Cengage Learning

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*. (7th Ed.). New York, NY: Routledge.
- Cone, J.D., Foster, S. L. (2006). *Dissertations and theses from start to finish*. (2nd Ed.). Washington D.C.: American Psychological Association.

Course Teaching Methodology (CACREP 2.D.3)

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

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

Course Requirements (CACREP 2.D.3)

- 1. Read all required texts before class begins. (Pre-work)**
- 2. NIH Human Subjects Training Certification. (Pre-work)** A short online course leading to NIH human subjects certification. If you have already completed the NIH training for another project or class, you do not need to repeat this—simply submit a copy of your certificate. After completion, turn in a copy of your certificate. <https://phrp.nihtraining.com/users/login.php>
- 3. IRB Project (100 points) (Post-Work)**
To prepare for your Program Evaluation research, prepare an IRB Application, to be turned into our class. 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>. Be sure you know the answers to these questions: 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.

4. Program Evaluation Assignment: (Pre-Work and Post-Work)

Choose a program, and develop an evaluation plan for this program. It should be a program you are currently working with or a program with which you have familiarity.

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>Evaluation Plan 35 pts</p> <p>Pre-Work 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.</p>	<p>This will be the major part of your paper. You will choose a program, and develop an evaluation plan for this program. The final plan should be a 10-15 page paper, containing the following sections:</p> <ul style="list-style-type: none"> --Background (implications of program, need) --Program Description --Stakeholder identification --Program logic model --Evaluation goal statement --A description of your proposed methodology, including the indicators to be used --Your analysis plan --A description of how you plan to disseminate the results --Bibliography (at least 5 journal citations—background and methods sections should always be grounded in literature.) --An appendix containing your survey instrument and/or qualitative interview guide.
<p>Program & Stakeholder Description 15pts</p> <p>Post-Work</p>	<p>This should be a substantive 2-3 page paper, (double spaced) providing enough information in the following areas to allow the reader to fully understand the program you propose to evaluate:</p> <ul style="list-style-type: none"> --Community the program serves --2-3 paragraph literature review on the need for the program --Program goals --Program setting --Stakeholders --Intervention design --Any prior formative assessment or evaluation conducted on the program.
<p>Evaluation Purpose Statement 5 pts</p> <p>Post-Work</p>	<p>Concise (no more than 2 paragraphs) summary of the specific goals of this evaluation. The reader should be able, from this summary, to understand exactly what information this evaluation will provide, and how that information may be used.</p>
<p>Stakeholder Interview Report 15pts Post-Work</p>	<p>2-3 Page report summarizing the results of semi-structured interviews with two stakeholders of your program</p>
<p>Logic Model (draft) 5 pts Post-Work</p>	<p>Logic model schematic (see text) that details the program’s resources, assumptions, intended activities, and the expected short, mid-term, and long-term outcomes of these activities.</p>

Data Source Assignment 5pts Post-Work	Select an online source of secondary data relevant to your program, review this data set online, and provide a summary of two variables from that dataset that might be used to provide long-term outcome data on your program's impact. (see pages following p.127 in text)
Survey Instrument 5pts Post-Work	A 10 item closed-ended survey, including appropriate demographic items, that is relevant to your evaluation plan.
Focus Group Interview Guide 5pts Post-Work	A 10-item focus group interview guide, including prompts and probes, that is relevant to your evaluation plan.
Evaluation Power point 10 pts Post-Work	A brief power point presentation (to be uploaded to Blackboard) that will allow your classmates to understand and review the elements of your evaluation plan.

1. Create a Research Proposal (Pre-Work and Post-Work)

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. Use the outline that follows:

Research Question & Hypothesis (Pre-Work)

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 (Post-Work)

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** 10 pts
- II. **The Purpose of this Project** –Include in this section your mission, research Question(s) and hypotheses. 10 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) 25 pts
- IV. **Methodology** 25 pts
 - A. Participants–include a description of the characteristics of the sample and Sampling techniques
 - 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.)
 - 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.
- 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. 5 pts
- VII. **References**–APA 6th Ed. This is different than the “Bibliography” Note the difference between References and Bibliography including using correct APA format 10 pts

Evaluation of Grade (CACREP 2.D.5)

The student's grade will be computed as follows:

Program Evaluation Paper

40%

IRB Application	20%
Research Proposal	40%
Total Points	100

Course Schedule (CACREP 2.D.1, 3, 4)

Pre-Work: the syllabus will be available as of May 1.

In the classroom: June 7-8-9 (Th, F, S)

Post-Work: Due no later than July 6.

Course Policies, Academic Conduct, and Professional Conduct (CACREP 1.J, G, O; 2.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 2.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 1.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 1.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 1.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 1.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

Selected Bibliography (CACREP 2.E)

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- 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.