



COUN9362 Advanced Quantitative Statistics
New Orleans Baptist Theological Seminary
Church and Community Ministries Division
Spring 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 Ph.D. in 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.

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. The student must have a written research question and hypothesis approved by the chair of the student.

Key Performance Indicators and Signature Assignments in COUN9362

Key Performance Indicator	Signature Assignments/Measures
N/A	

Program Objective 3: 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

Key Performance Indicator 4.1: Students will increase in their knowledge of models of Program Evaluation and in their ability (skill) to design a program evaluation.

Course Objectives	Learning Experiences	Assessments
Knowledge:		
1. The student will increase knowledge concerning a. research designs appropriate to quantitative research	Instruction: individual meetings with professor, research, writing, readings.	Course Assignments Research Project – either Proposal or Prospectus for Dissertation work, including

<p>questions</p> <p>b. univariate and multivariate research designs and data analysis methods</p> <p>c. emergent research practices and processes</p> <p>e. models and methods of instrument design</p> <p>f. research questions appropriate for professional research and publication</p> <p>g. design and evaluation of research proposals for a human subjects/institutional review board review</p> <p>h. ethical and culturally relevant strategies for conducting research.</p>	<p>Readings: Meyers, Gamst, & Guarino, Other readings as assigned</p>	<p>an IRB.</p>
<p>Skills</p>		
<p>The student will increase skills in</p> <p>a. completing a research design appropriate to a quantitative question</p> <p>b. practice using a multivariate research design and the appropriate data analysis method</p> <p>c. utilizing an emergent research practice and process if appropriate to research design</p> <p>d. utilizing ethical and culturally relevant strategies for conducting research.</p> <p>e. gain skills in writing a literature review</p> <p>f. gain skills in professional writing</p>	<p>Instruction: individual meetings with professor, research, writing, readings.</p> <p>Readings: Meyers, Gamst, & Guarino, Other readings as assigned</p>	<p>Research Project—either Proposal or Prospectus for dissertation work, including an IRB.</p>
<p>Dispositions</p>		
<p>The student will increase in valuing the Scientist-Practitioner model</p>	<p>Instruction: individual meetings with professor, research, writing, readings.</p> <p>Readings: Meyers, Gamst, & Guarino, Other readings as assigned</p>	<p>Research Project—either Proposal or Prospectus for dissertation work, including an IRB.</p>

4. Hypotheses (Rubric Description at end of syllabus)	10%
5. initial literature review ((Rubric Description at end of syllabus)	15%
6. methodology for research (Rubric Description at end of syllabus)	20%
7. initial set up of SPSS	20%

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 Schedule: TBA—one on one instructional design

Course Policies

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.

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.

Help for Writing Papers at "The Write Stuff"

"The Write Stuff" is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook http://www.nobts.edu/_resources/pdf/studentervices/NOBTSHandbook.pdf where the definition, penalties and policies associated with plagiarism are clearly defined.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.

- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

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](#).

Selected Bibliography (CACREP 2.E)

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 Elements Rubric

Research		Rubric		
Research	Exemplary = 100	Proficient= 88	Needs Improvement= 82	Unsatisfactory = 69
Research Question (10% of total grade)	5 pts Clearly articulated research goal, includes interpretation	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

	and discovery of new information			
Hypothesis (10% of total grade)	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/search: Sources (10% of total grade)	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/search: Synthesis (5% of total grade)	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.	9 pts Material (current research information) logically organized and good connections were made between ideas	8 pts Greater effort could have been put into organizing current literature information	7 pts Work is not logically or effectively structured.
Clearly presented research methodology	5 pts *Well written description of	4 pts *A reasonable description of	4 pts *General strategy is not	3 pts *General strategy is not present or very

<p>(20% of total grade)</p>	<p>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>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>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>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>
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