COUN 537   Counseling Research and Program Evaluation

2 Semester Hours   August 31 – December 14, 2010
Tuesday, 4:00 – 6:00 PM

2 Semester Hours   January 10 – April 27, 2011
Tuesday, 4:00 – 6:00 PM

Professor: P. David Glanzer, Ph.D.
Office Hours: By appointment
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Course Description

A review of the research methods used in counseling. Included are experiences in searching research literature databases, understanding basic statistics and using statistical software, planning research, the application of research strategies to program evaluation, and communicating research findings. Includes a *community action project*, implementing and assessing a prevention project, an advocacy project, or a counseling outreach project. A written paper and presentation of the community action project is presented to faculty and peers in a spring semester conference.

Course Goals and Objectives

CRPE enables studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation (CACREP II.G.8)

By the end of this course, students will have demonstrated the ability

1. to conceptualize the research process as contiguous with counseling practice, and to understand counseling interventions and assessment as research

2. to identify and differentiate empirical from non-empirical questions

3. to understand basic research designs, including qualitative and quantitative designs, single-case designs, action research, and outcome research (CACREP II.G.8.b)

4. to use and interpret basic descriptive and parametric inferential statistics, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, correlations; reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (CACREP II.G.7.c, d, e)

5. to understand how statistical methods are used in conducting research and program evaluation (CACREP II.G.8.c), including principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications (CACREP II.G.8.d), models of program evaluation for clinical mental health programs (CACREP II.G.I.2), and apply knowledge of public mental health policy, financing, and

regulatory processes to improve service delivery opportunities in clinical mental health counseling (CACREP CMHC B.2)

6. to understand ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP II.G.8.f)

7. to use counseling literature databases

8. to read, critique, and write research reports

9. to critically evaluate research relevant to the practice of clinical mental health counseling (CACREP II.G.I.1)

10. to understand the use of research to inform evidence-based practice (CACREP II.G.8.e) and know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC I.3)

11. to describe the principles, practices, and applications of needs assessment and program evaluation

12. to utilize computer resources for data management and analysis

13. to be informed about and sensitive to ethical and legal issues in counseling research

14. to own the professional role and obligation to utilize research skills to contribute to community self-awareness and reflection

15. to understand the importance of research in advancing the counseling profession (CACREP II.G.8.a)

Community Action Project:

16. to design, implement and assess a community action project, manage professional roles, functions, and relationships with other human service providers, implementing strategies for interagency/interorganization collaboration and communications (CACREP II.G.1 partial)

17. to understand the management of mental health services and programs, including areas such as administration, finance, and accountability (CACREP CMHC A.8)

18. to advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients (CACREP CMHC C.2)

19. to demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CACREP CMHC C.3)

20. to apply relevant research findings to inform the practice of clinical mental health counseling (CACREP CMHC J.1)

21. to develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments (CACREP CMHC J.2)

22. to analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs

23. to prepare and deliver a professional presentation

Resources

Required readings to be provided, including, but not limited to, selections from:

Bohart, A. & Tallman, K. (1999). *How clients make therapy work: The process of active self-healing*. Washington, DC: American Psychological Association.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches, 2nd Edition*. Thousand Oaks: Sage Publications.

Hadley, R. & Mitchell, L. K. (1995). *Counseling research and program evaluation.* New York: Brooks/Cole.

Lambert, M. (2010). "Yes, it is time for clinicians to routinely monitor treatment outcome." In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy.* Washington, DC: American Psychological Association.

McLeod, J. (1999). *Practitioner research in counselling*. Thousand Oaks: Sage Publications.

Norcross, J. (2010). The therapeutic relationship. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy.* Washington, DC: American Psychological Association.

Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction. 4th Edition.* United States: Thomson Brooks/Cole.

Wampold, B. E. (2010). What works and what does not: The empirical foundations for the common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy.* Washington, DC: American Psychological Association.

Statistics resources:
  Rice Virtual Lab in Statistics   www.onlinestatbook.com/rvls.html
  Online Statistics: An Interactive Multimedia Course of Study http://www.onlinestatbook.com/

Course Requirements and Procedures

    Class attendance is required. Excused class absences may be made up by completing a make-up assignment (anticipate 3 – 4 hours of work).

The readings for a class period are to be read prior to the class period. Questions about, or responses to, the readings may be assigned for completion prior to class, or for written or oral responses in class.

Comprehension of reading material and class lectures will be tested through mid-term and final exams.

The focus of hands-on work throughout the course will be on the community action project.

Community Action Project (fall proposal, spring completion/presentation)

The community action project is focused on the student's client population of interest. This may be the internship site, the population the student plans to serve after graduation, or another population of direct personal interest. This population includes both those receiving direct services and all stakeholders in the counseling enterprise.

The project should connect the student in a creative way with the identified population. In broad categories, this can be a *prevention* project, an *advocacy* project, or a *counseling outreach* project, or a combination of all three.

A *prevention* project works with an identified at-risk population to improve mental health environments. This includes developmental education and crisis prevention programs. The goal of primary prevention is reduction in the incidence of mental disorders, achieved by changing environments and teaching life skills. Examples include depression screening programs, developing life skills curriculum, or promoting community building activities.

An *advocacy* project works on behalf of client rights and opportunities. Advocacy takes place through political activities and community initiatives to achieve greater rights, protections, and opportunities for all people. Advocacy also includes improving the conditions in which services are delivered. Examples include a school conference to educate the learning community about disabilities, lobbying state and national government about professional and client-related concerns, or working with stigma against substance abusers.

A *counseling outreach* project is a project that goes beyond current mental health prevention and care services to implement new models of service delivery. Counseling outreach could also involve activities designed to familiarize oneself with a particular population or community to be better able to assess need and offer informed advocacy. Examples include implementing a new intervention project in a school or community agency, or participating with the Red Cross or Mennonite Disaster Service in crisis counseling or community rebuilding.

As is evident from these examples, prevention, advocacy, and outreach are not mutually exclusive activities - projects could very easily include all three.

While the community action project can be done within the internship agency, the project work must not be done within the normal expectations of the internship. For example, leading a group that is already offered by an agency will not satisfy the expectations of the community action project.

Community action project proposal (fall semester)

The community action project proposal should be tailored to the specific project. It must be written in APA format and include, but not be limited to, the following project components:

Abstract
Introduction
        Mission / Purpose
        Identification of need
        Support from the counseling literature (an integrated review)
        Connection to counselor identity
        Goals
Methods
        Participants
        Procedures
        Needed resources
                (e.g., financial, personnel, facility)
        Ethics
Anticipated Outcomes & Evaluation
        Desired outcomes
        Client outcome evaluation
        Project process evaluation

In the case that the project entails internship site work, the parameters of how the project interfaces with internship commitments must be processed with the site supervisor and faculty group supervisor. A letter documenting this review, signed by the intern and both supervisors, must accompany submission of the project proposal. The letter should indicate how the project is a new, creative initiative within the internship setting. In any case, non-direct client contact work on projects may not be counted as internship hours.

The written project IRB proposal is due to the professor on October 12. Following preliminary review by the professor, and opportunity for revision, the proposals will be sent (October 26) to the university Institutional Review Board (IRB) for review. The IRB will review the proposals on November 3. Any revisions requested by the IRB are due to the IRB by November 23, in order to ensure final review at the IRB December 1 meeting.

Criteria used to grade the proposal include, but are not limited to, correct use of APA style, significance of the project, new initiative creativity, and project motivation (identity, need, etc.). (see attached criteria)

Substantive change to the project after the proposal is approved by the IRB requires additional professor review and approval, including new approval by the IRB. Managing a second IRB process is the student's responsibility.

Project paper (spring semester)

The community action project culminates in a paper documenting the implementation of the community action proposal.

The paper will be graded using the university writing rubric.

Papers will be made publicly available.

Project presentation (spring semester)

Each student will be given time to present their work to their peers and faculty in a spring semester conference format. Conference presentation quality is expected (students are strongly encouraged to submit their project for presentation at a professional conference). The use of presentation software is encouraged, as appropriate.

All faculty members will attend the presentation. All students in the program will also be invited to attend.

Be sure to reserve ALL DAY, April 27, for this event!

Grading

Fall semester

		90 – 100 = A
CAP proposal	50%	80 – 89 = B
Midterm exam	20%	70 – 79 = C
Final exam	30%	

Spring semester

Midterm exam	30%
CAP paper	40%
CAP presentation	30%

All written work must conform to APA writing style standards.

Academic Honesty:
Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Disability Support:
If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Hartzler Library second floor, 432-4233.

CAP proposal grading

1. Complete APA structure: _____
    cover page; abstract; etc.

2. Grammar & spelling   _____
    Future tense for proposal

3. Appropriate organization   _____
    and heading use

4. Minimum 5 references   _____
    integrated into text

5. Connection to personal   _____
    counselor identity a subsection
    of the introduction

6. Clarity and focus of ideas;   _____
    material in proper sections

7. Ethics subsection in Methods   _____

8. Methods clear enough to   _____
    serve as implementation manual

9. APA reference citations & list _____

10. Realistic methods   _____

11. Project outcomes assessment   _____

12. Attachments: instruments, cover _____
     letter, informed consent form

Ethics section must include, but not be limited to, discussion of possible risks to participants and ways of minimizing risks, means of maintaining confidentiality and privacy, means of obtaining informed consent, voluntary participation, recruitment and selection of participants, and use of results.

Eastern Mennonite University
IRB Research Proposal Format

1. Title of Proposal:

2. Researcher(s):

   Primary researcher email and/or phone:

3. Purpose of Project

4. Project Design
   Briefly describe your Research Design, including methods for gathering and analyzing data. Please attach copies of instruments you will use.

5. Risk to Participants
   Is there any possibility of harm to participants? If so, how will you safeguard against this or minimize the risk?

6. Confidentiality & Informed Consent
   How will you maintain confidentiality and privacy? Please attach informed consent forms and instrument cover letters.

7. Reporting
   How and to whom will your results be reported?

8. Time Frame
   What is your time frame for conducting this research?

As an EMU student in the M.A. in Counseling program submitting a CAP proposal, please submit this form to your instructor who will, when it meets his/her approval, send it to the IRB chair. The instructor's approval is his/her affirmation that, in his/her judgement, your project meets the ethical guidelines described in the IRB policy.

Data collection may not begin until you have approval from the IRB

The professor reserves the right to modify the order of topics and add assigned reading.

Fall Calendar

	Topics	Readings	Assignments Due (in addition to readings)
Aug 31	Course introduction Types of research CAP identification exercise	Creswell	
Sep 7	Program evaluation Needs assessment Program development	Royce et al Hadley & Mitchell	Internship site program evaluation, needs assessment CAP options (3)
Sep 14	What works? EST Common factors	Wampold	CAP purpose & goals statement
Sep 21	Ethical issues IRB process	ACA Ethics Code	CAP method
Sep 28	Practitioner research N=1 research	McLeod	CAP ethics & informed consent
Oct 5	Client advocacy	Bohart & Tallman	CAP outcomes
Oct 12	Midterm exam processing		CAP IRB proposal due Midterm Exam Due
Oct 19	Mid-semester recess		
Oct 26	Treatment outcomes	Lambert	CAP: literature review
Nov 2	Therapeutic relationship	Norcross	CAP: literature review
Nov 9	Contexts of therapy		CAP: contexts & issues
Nov 16	Research design	Creswell	
Nov 23	Internal validity	Campbell	Final IRB revisions
Nov 30	Program evaluation effectiveness		Complete CAP Proposal Due
Dec 7	Effective research communication		Final Exam Due
Dec 14	Process Final Exam		