Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
COUN 503
RESEARCH AND PROGRAM EVALUATION

COURSE DESCRIPTION
Students learn the importance of scientific inquiry in the fields of counseling and marriage and family therapy. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice. Ethical and cultural relevance is also addressed.

RATIONALE
Increasingly, empirical methods are used to justify or criticize the usage of particular counseling approaches in therapy. Government, private foundations, and corporations are asking for program evaluations to determine the merits of each program’s continued funding. Spiritual interventions are being explored for their utility in therapy. In short, the scientific method, counseling, and Christian intervention strategies are intersecting. Counselors with thorough knowledge of research strategies will shape both what psychotherapy looks like and how effective those interventions are in the counseling setting.

I. PREREQUISITES
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word and PowerPoint
   (Microsoft Office is available at a special discount to Liberty University students.)
D. Web calculator or hand calculator
E. Holy Bible

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Explain the role of scientific research in advancing the counseling profession.
B. Differentiate various research methods (e.g., descriptive, predictive, and explanatory) and research designs (e.g., experimental, quasi-experimental, single-case designs, action research, and outcome-based research.) In addition, he or she will describe each of the research methods and designs.

C. Apply various statistical principles and conduct statistical analyses that are often used in counseling related research and program evaluations.

D. Describe various models of program evaluation and action research.

E. Critique research articles and examine the evidence-based practice.

F. Articulate ethical and legal principles of clinical research.

G. Assess the utility and limitations of the scientific method in the study of the Christian integration in counseling.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and presentations

B. Course Requirements Checklist
   After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (3)
   The student will complete 3 Discussion Board Forums in this course. Each forum will test the student’s ability to synthesize information related to the proposal development process or the scientist practitioner model. Forums will be completed in 2 parts: a thread and a reply. Each thread must be 300–350 words and the reply to 2 other students’ threads must be 150–200 words. There must be at least 3 citations for the thread and at least 1 for each reply.

D. Web Calculator Exercise
   The Web Calculator Exercise will help the student understand descriptive statistical information and statistical analysis by completing hands-on calculations. A regular or online calculator may be used to complete this assignment.

E. SPSS Exercises (2)
   The student will complete 2 SPSS Exercises. These exercises will help the student understand descriptive statistical information and statistical analysis by completing hands-on calculations. To complete these assignments, the student will use the SPSS program.

F. Proposal Paper
   The Proposal Paper will be broken down into various parts and submitted throughout the course.

      1. Topic Selection
The student will select his/her topics related to the counseling profession. Three topics and summaries of 3 peer-reviewed articles will be submitted to the instructor for approval and feedback.

2. Introduction

The topic will be introduced in a paper of less than 2 pages explaining importance of the research topic being studied.

3. Literature Review

The review will incorporate 15 relevant and scholarly resources in 3–5 pages, supported by 15 citations from peer-reviewed literature.

4. Methods (3)

There are 3 sub-sections in the Methods section of the Proposal Paper. Each will have a different page length, varying between 1–2 pages each, explaining procedures used to collect data, identifying instruments, and the research design.

5. Results and Discussion

The student will simulate his or her study by generating values associated with his or her selected instrument and inputting the values into SPSS. The student will submit the subsequent sections, including the results and discussion sections in current APA format. The assignment must be no more than 2 pages, including a screen capture from SPSS output.

G. Article Critique

The Article Critique will involve the student selecting a peer-reviewed journal article specifically related to counseling. The article must have been written within the past 5 years. The Article Critique must be 3–5 pages and in current APA format.

H. Quizzes (3)

This course contains 3 quizzes. Each quiz will cover the Reading & Study material for the module/week in which it is assigned. Each quiz will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 50-minute time limit.

I. Final Exam

There will be a comprehensive Final Exam covering all material in the course. The exam will consist of 50 multiple-choice and true/false questions. The questions are taken from textbooks, selected readings, and presentations. The exam must be completed in 1 hour and 30 minutes.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist 10
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Forums (3 at 65 pts ea)</td>
<td>195</td>
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<tr>
<td>Web Calculator Exercise</td>
<td>30</td>
</tr>
<tr>
<td>SPSS Exercises (2 at 25 pts ea)</td>
<td>50</td>
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<tr>
<td>Proposal Paper</td>
<td></td>
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<tr>
<td>Topic Selection</td>
<td>25</td>
</tr>
<tr>
<td>Introduction</td>
<td>50</td>
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<tr>
<td>Literature Review</td>
<td>50</td>
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<tr>
<td>Methods – Part One</td>
<td>50</td>
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<tr>
<td>Methods – Part Two</td>
<td>50</td>
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<tr>
<td>Methods – Part Three</td>
<td>50</td>
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<tr>
<td>Results and Discussion</td>
<td>75</td>
</tr>
<tr>
<td>Article Critique</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (3 at 75 pts ea)</td>
<td>225</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td>1010</td>
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</table>

**B. Scale**

D- = 680–699  F = 0–679

**C. Late Assignment Policy**

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

**D. Tests/Exams**

1. For timed tests/exams the student is required to complete the exam within the assigned time. For the student who exceeds this time limit, a penalty of 5 points will be deducted for each minute he or she exceeds the assigned time limit.
2. The student must take the exam during the assigned module. A 5% deduction from the test’s final grade will be assigned for each day the test is late.

3. No test will be accepted 7 days after original due date without written approval from the instructor. This approval must be sought prior to test’s due date.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# Course Schedule

## COUN 503


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Green &amp; Salkind: lessons 1–6, Jackson: chs. 1–2, Knight et al.: Preface, chs. 1–4, 8 presentations, 2 websites</td>
<td>Course Requirements Checklist, Class Introductions, DB Forum 1, Proposal Paper: Topic Selection</td>
<td>10, 0, 65, 25</td>
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<tr>
<td>2</td>
<td>Green &amp; Salkind: lessons 7–8, Jackson: chs. 2–4, Knight et al.: chs. 5–8, 6 presentations</td>
<td>Proposal Paper: Introduction, Quiz 1</td>
<td>50, 75</td>
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<tr>
<td>4</td>
<td>Green &amp; Salkind: lessons 22, 40, Jackson: ch. 8, Knight et al.: chs. 12–15, 6 presentations</td>
<td>Proposal Paper: Methods - Part One, SPSS Exercise 1, Quiz 2</td>
<td>50, 25, 75</td>
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<tr>
<td>6</td>
<td>Jackson: chs. 9, 11–13, Knight et al.: chs. 19–21, 4 presentations</td>
<td>Proposal Paper: Methods - Part Three, Quiz 3</td>
<td>50, 75</td>
</tr>
<tr>
<td>7</td>
<td>Green &amp; Salkind: lessons 31–34, Jackson: ch. 6, Knight et al.: chs. 22–23, 6 presentations</td>
<td>DB Forum 3, Proposal Paper: Results and Discussion</td>
<td>65, 75</td>
</tr>
<tr>
<td>MODULE/ WEEK</td>
<td>READING &amp; STUDY</td>
<td>ASSIGNMENTS</td>
<td>POINTS</td>
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| 8           | Knight et al.: ch. 24  
  5 presentations  
  2 websites   | Article Critique  
  Final Exam      | 50  
  100             |

TOTAL 1010

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.