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 515
RESEARCH AND PROGRAM EVALUATION

COURSE DESCRIPTION
Students learn the importance of scientific inquiry in the fields of clinical mental health 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 as well as ethically appropriate integration is also addressed.

RATIONALE
Empirical methods are increasingly being 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. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
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. 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 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.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1. Articulate the importance of research in advancing the profession of counseling.</td>
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<tr>
<td>As measured by class presentations (V.A) and Discussion Board Forums (Which includes power point presentation of proposal paper) (V.C), Proposal Paper: all parts (V.F), and (V.G) Annotated Bibliography.</td>
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<td>2. Judge various research methods and designs (including quantitative, qualitative, and mixed methodology) in order to identify the appropriate research method and design (including but not limited to: single-case design, true experimental design, action research, program-evaluation, outcome-based research, etc.).</td>
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<td>As measured by 3 quizzes and 1 exam, Program Evaluation Project, (V.H) and the Research Proposal Project (V.F).</td>
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<td>3. Identify the appropriate statistical test called for based on the level of measurement and research design.</td>
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<td>As measured by the Writing Results and Discussion (V.F5), and the Data Analysis assignment (V.E).</td>
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<td>4. Apply models of program evaluation (including but not limited to: needs assessments, formative evaluations, and summative evaluations) and interpret results to inform and modify changes in counseling program practices.</td>
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<tr>
<td>As measured by the Research Proposal (V.F) and the 3 quizzes and final exam (V.H).</td>
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<td>5. Apply research to inform evidence-based practice and use practice to inform and guide the articulation of research questions.</td>
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<td>As measured by the Annotated Bibliography (V.G), the 3 quizzes, and final exam (V.H).</td>
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<td>6. Evaluate each section of a research or program evaluation peer-reviewed article and report results of research projects and program evaluations in both an ethical and culturally sensitive manner.</td>
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<tr>
<td>As measured by the Peer Review assignment embedded in the discussion board (V.C), Annotated Bibliography (V.G), and the results and simulation section of the Research Proposal Paper (V.F.5).</td>
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IV. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

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

C. Discussion Board Forums (2)

Discussion Boards are collaborative learning experiences. Therefore, the student will complete 2 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 replies. The
Discussion Board Forum 1 thread must be 350–450 words and the Discussion Board Forum 2 thread must be 150–200 words. In addition, the student will reply to at least 2 classmates’ threads with 150–200 words. There must be at least 3 citations in current APA format for the thread and at least 1 for each reply.

D. Proposal Paper

The Proposal Paper will be divided into various parts that will be submitted throughout the course.

Topic Selection

The student will select 3 topics related to the counseling profession. The topics and summaries of 3 peer-reviewed articles published within the last 5 years (one article per topic) will be submitted to the instructor for approval and feedback. The instructor will give the student feedback on his/her topic selections regarding which may be the most “researchable topic” or most feasible topic, based on assignment requirements, and may recommend the student focus on 1 for subsequent assignments.

Annotated Bibliography

The student will use his/her chosen topic to create an Annotated Bibliography in current APA format that includes at least 5 scholarly sources that support the development of his/her research questions. At least 2 of the sources must have been published within the last 5 years. The Annotated Bibliography will include a critique of the article, a brief description of the source, evaluation of the source, a discussion of the source’s relevance to the research topic, and answers to key questions provided in the instructions document.

Introduction

The student will write no more than 2 pages introducing his/her chosen topic and explaining the importance of the research topic being studied. At least 5 scholarly references in current APA format must be included.

Methods

The student will complete 4 sub-sections in the Methods section of the Proposal Paper. Each will have a different length, varying between 1–2 pages, and will explain procedures used to collect data, and will identify instruments and the research design for the student’s chosen topic. The complete Methods sections must be 4–5 pages and written in current APA format.

Writing Results and Discussion

The student will analyze data from 4 different scenarios (not related to his or her proposal) and write up a results and discussion section corresponding to that data set. This section must be fewer than 2 pages and follow current APA format. Alternatively, the student may choose to simulate (create a data set based on his or her hypothesis) his or her study by generating values associated with his or her selected instrument and inputting the values into SPSS (a 14-day free trial of this software can be downloaded here). The student will then discuss his/her findings in 1–2 pages. This assignment will be submitted via Blackboard and LiveText.

E. Descriptive Statistics Exercise

The Descriptive Statistics 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.
F. Program Evaluation Project

The student will choose from the provided list of websites for treatment programs related to marriage enrichment, addictions, or DBT skills training. He or she will then produce a logic model, state evaluation questions, and develop a basic plan for program evaluation. A template will be provided to aid in the structuring of this assignment.

G. Data Analysis Assignment

The Data Analysis Assignment involves identifying the correct statistical test to analyze the data, as well as answer the research question. A rationale must be included for why the student chose the test he or she selected. The second component will involve reviewing a sample of an SPSS output and writing an interpretation of it in current APA format.

H. Quizzes (3)

This course will contain 3 quizzes. Each quiz will cover the Reading & Study material for the module/week in which it is assigned, will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a time limit of 1 hour.

F. 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 will be taken from textbooks, selected readings, and presentations. The exam will have a time limit of 2 hours.

V. COURSE GRADING AND POLICIES

A. Points

| Course Requirements Checklist | 10 |
| Discussion Board Forums (2 at 75 pts ea) | 150 |
| Proposal Paper | |
| Topic Selection | 45 |
| Annotated Bibliography | 125 |
| Introduction | 50 |
| Methods | 150 |
| Writing Results and Discussion | 75 |
| Descriptive Statistics Exercise | 30 |
| Program Evaluation Project | 75 |
| Data Analysis Assignment | 50 |
| Quizzes (3 at 50 pts ea) | 150 |
| Final Exam | 100 |
| **Total** | **1010** |

B. Scale


C. LiveText Submission Policy

All LiveText assignments must be submitted to LiveText in order for the student to
receive credit for them.

C. 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.

D. 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.

E. Disability Assistance

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

**COUN 515**

Textbooks:  

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Jackson: chs. 1–4  
Knight & Tetrault: Preface, chs. 1–4  
6 presentations  
1 website | Course Requirements Checklist  
Class Introductions  
DB Forum 1  
PP: Topic Selection | 10  
0  
75  
45 |
| 2           | Jackson: ch. 5  
Knight & Tetrault: chs. 5–11  
8 presentations | Descriptive Statistics Exercise  
Quiz 1 | 30  
50 |
| 3           | 3 presentations  
2 articles | PP: Annotated Bibliography  
PP: Introduction | 125  
50 |
| 4           | Jackson: chs. 8, 14  
Knight & Tetrault: chs. 12–15, 24  
6 presentations | Program Evaluation Project  
Quiz 2 | 75  
50 |
| 5           | Jackson: chs. 9–10  
Knight & Tetrault: chs. 16–18  
5 presentations  
1 case scenario | Data Analysis Assignment | 50 |
| 6           | Jackson: chs. 11–13; review chs. 9–10  
Knight & Tetrault: chs. 19–21  
4 presentations | PP: Methods  
Quiz 3 | 150  
50 |
| 7           | Jackson: ch. 6  
Knight & Tetrault: chs. 22–23  
5 presentations | DB Forum 2: Thread  
PP: Writing Results and Discussion | 50  
75 |
| 8           | Review for Final Exam  
2 presentations | DB Forum 2: Replies  
Final Exam | 25  
100 |

TOTAL 1010

DB = Discussion Board  
PP = Proposal Paper

**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**.