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
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. 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. RECOMMENDED RESOURCES

IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office
D. Web calculator or hand calculator
E. Holy Bible
V. **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.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Online Assignment</th>
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<tbody>
<tr>
<td>1. Articulate the importance of Research in advancing the profession of counseling.</td>
<td>As measured by: class presentations (V.A) &amp; discussion board forum (Which includes power point presentation of proposal paper (V.C), proposal paper all parts (V.F), and (V.G) article critique.</td>
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<tr>
<td>2. Articulate the importance of Research in advancing the profession of counseling.</td>
<td>(see above)</td>
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<tr>
<td>3. Judge various research methods &amp; 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>
<td>As measured by: three quizzes and one exam (V.H) and the research proposal project (V.F).</td>
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<tr>
<td>4. Identify and run the appropriate statistical test called for based on the level of measurement and research design</td>
<td>As measured by the research proposal results (V.F5), and the two SPSS assignments (V.E).</td>
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<tr>
<td>5. 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>
<td>As measured by the research proposal (V.F) and the three quizzes and final exam (V.H).</td>
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</tbody>
</table>
6. Apply research to inform evidence-based practice and use practice to inform and guide the articulation of research questions

As measured by the article review critique (V.G), the three quizzes and final exam (V.H), and the research proposal literature review (V.F.3).

7. 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

As measured by the Peer Review assignment embedded in the discussion board (V.C), article summary critique (V.G), and the results and simulation section of the research proposal paper (V.F.5).

VI. 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 (3)

Discussion Boards are collaborative learning experiences. Therefore, 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 replies. Each thread must be 300–350 words, with the exception of Discussion Board Forum 3, which must be 150–200 words. In addition, the student will reply to the threads of at least 2 classmates in 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.

1. Topic Selection

The student will select 3 topics related to the counseling profession. The topics and summaries of 3 peer-reviewed articles will be submitted to the instructor for approval and feedback. This assignment will be submitted via Blackboard.

2. Introduction

The topic will be introduced in a paper of less than 2 pages explaining the importance of the research topic being studied. At least 5 citations and references in current APA format must be included. This assignment will be submitted via Blackboard.
3. Literature Review

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

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, explaining procedures used to collect data, identifying instruments, and the research design. This assignment will be submitted via Blackboard.

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 section in current APA format. This section must be less than 2 pages, including a screen capture from SPSS output. This assignment will be submitted via Blackboard and LiveText.

E. 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.

F. 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. These assignments will be submitted via Blackboard. The first SPSS Exercise will also be submitted via LiveText.

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, not including title and reference pages, and 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. Each quiz will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a time limit of 50 minutes.

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 will have a time limit of 1 hour and 30 minutes.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist 10
Discussion Board Forums (3 at 65 pts ea) 195
Proposal Paper
  Topic Selection 25
  Introduction 50
  Literature Review 50
  Methods – Part One 50
  Methods – Part Two 50
  Methods – Part Three 50
  Results and Discussion 75
Web Calculator Exercise 30
SPSS Exercises (2 at 25 pts ea) 50
Article Critique 50
Quizzes (3 at 75 pts ea) 225
Final Exam 100

Total 1010

B. Scale

D- = 680–699  F = 0–679

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

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 course 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 students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.

2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam 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 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. 1–2 (in Chapter 2, do not read Ethical Standards)  
Knight et al.: Preface, chs. 1–4  
9 presentations  
1 website | Course Requirements Checklist  
Class Introductions  
DB Forum 1  
Proposal Paper: Topic Selection | 10  
0  
65  
25 |
| 2           | Jackson: chs. 2–4 (in Chapter 2, read only Ethical Standards)  
Knight et al.: chs. 5–8  
6 presentations | Proposal Paper: Introduction  
Quiz 1 | 50  
75 |
| 3           | Jackson: ch. 5  
Knight et al.: chs. 9–11  
4 presentations | DB Forum 2  
Proposal Paper: Literature Review  
Web Calculator Exercise | 65  
50  
30 |
| 4           | Jackson: chs. 8, 14  
Knight et al.: chs. 12–15  
6 presentations | Proposal Paper: Methods – Part One  
SPSS Exercise 1  
Quiz 2 | 50  
25  
75 |
| 5           | Jackson: chs. 9–10  
Knight et al.: chs. 16–18  
5 presentations | Proposal Paper: Methods – Part Two  
SPSS Exercise 2 | 50  
25 |
| 6           | Jackson: chs. 11–13; review chs. 9–10  
Knight et al.: chs. 19–21  
4 presentations | Proposal Paper: Methods – Part Three  
Quiz 3 | 50  
75 |
| 7           | Jackson: ch. 6  
Knight et al.: chs. 22–23  
6 presentations | DB Forum 3  
Proposal Paper: Results and Discussion | 65  
75 |
| 8           | Knight et al.: ch. 24  
5 presentations  
2 articles | 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**.