Research and Program Evaluation, CEPD 7152

Semester/Year: Spring/2013
Time/Location: Online, asynchronous
Instructor: Julia Whisenhunt, Ph.D., LPC, NCC
Office Location: Education Annex, Room # 241
Office Hours: Mondays: 2:00-5:15
             Tuesdays: 1:30-5:15
             Wednesdays: 2:00-5:15
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Online Support:
D2L Home Page
https://westga.view.usg.edu/
D2L Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National, state and CACREP standards are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

This course will provide students with an overview of quantitative, qualitative, mixed methods, and program evaluation research methods. Learning activities include: methodological readings and discussions, interactive face-to-face and online exercises, article reviews, and research projects.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch Online Videos</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Read Online Lessons and PowerPoints</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Read Online Reading Assignments</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Visit Informational Weblinks</td>
<td>60 minutes</td>
</tr>
<tr>
<td>CITI Training Certificate</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Reflexivity Statement Draft</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Literature Review and Purpose Statement</td>
<td>210 minutes</td>
</tr>
<tr>
<td>Interview Protocol</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Qualitative Report</td>
<td>240 minutes</td>
</tr>
<tr>
<td>Survey</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Quantitative Report</td>
<td>240 minutes</td>
</tr>
<tr>
<td>Culminating Activity</td>
<td>240 minutes</td>
</tr>
<tr>
<td>Course Evaluations and TK20 Assessments</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Discussion Board Participation/Peer Feedback</td>
<td>180 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will demonstrate:

1. an understanding of the importance of research and opportunities and difficulties in conducting research in the counseling profession (Hadley & Mitchell, 1995) (Knowledgeable, Reflective; CACREP II.K.8.a);
2. knowledge of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research (Best & Kahn, 2006; Creswell, 2005; McMillan & Schumacher, 2006; Slavin, 2007) (Knowledgeable, Reflective; CACREP II.K.8.b);
3. an understanding of the use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy (Best & Kahn, 2006; Creswell, 2005; McMillan & Schumacher, 2006; Slavin, 2007) (Knowledgeable; CACREP II.K.8.c);
4. knowledge of principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; (McMillan & Schumacher, 2006; Mertler & Charles, 2008; Stone & Dahir, 2004) (Knowledgeable, Reflective; CACREP II.K.8.d);
5. use of research to improve counseling effectiveness; (Hadley & Mitchell, 1995) (Knowledgeable, Adaptive, Proactive, Lifelong Learner, Reflective; CACREP II.K.8.e);
6. knowledge of ethical and legal considerations in research (Best & Kahn, 2006; Gay, Mills, & Airasian, 2006; McMillan & Schumacher, 2006) (Knowledgeable, Adaptive, Reflective; CACREP II.K.8.f)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s):

Suggested Texts:

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campus/toolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Course References:

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Successful completion of this course requires: completion of assigned readings and satisfactory completion of all online modules.

Assignments

CITI Training Certificates. Each student will complete the CITI training that is required by any student who wishes to engage in an independent research project at the University of West Georgia. Although you will NOT be required to seek approval for your work in this class from the Institutional Review Board, you are required to complete two courses within CITI training that would make you eligible to do so. (Register for CITI training and complete the 2 courses listed under option #2 of the "Student Training" information, which means you must complete both the 1. Human Subjects Research Basic Content Course [for Social & Behavioral Research Investigators] and the relevant 2. Responsible Conduct of Research course.) Additional directions for this assignment can be found in learning module 1 on D2L (5 Points). Course objective 6.

Reflexivity Statement Draft. Each student will compose a reflexivity or subjectivity statement (a.k.a. statement of ideological beliefs, statement of researcher bias, or a positioning statement). This is a summary of whom you are in relation to what and who you are studying. It is built from your personal history and cultural
worldview. However, it is not an autobiography because the emphasis is not you, but rather you in relationship. The purpose of a reflexivity or subjectivity statement is 1) to help you figure out how your personal features, experiences, beliefs or feelings may affect your research and 2) to permit you to communicate this to others. Our subjectivities may bias, unbalance, and limit us, but they also may motivate us and permit us to notice what others miss. Additional directions for this assignment can be found in learning module 1 on D2L (5 Points). Course objective 6.

Literature Review and Purpose Statement. Each research team will write a literature review respective to their chosen research topic, which is chosen from a list of available topics. The literature should overview the major themes and issues related to the research team’s topic. This literature review will become a part of both the qualitative and quantitative research reports. Additional directions for this assignment can be found in learning module 2 on D2L. All research team members are expected to equally contribute and evidence of their contributions must be provided. With the exception of extraneous circumstances, all research team members will receive the same grade. Prior to submitting this assignment to D2L for grading, each research team is required to submit the paper to Turnitin (www.turnitin.com) and generate an “originality report.” A copy of this originality report should be submitted along with the final assignment via D2L. The class password for our class in Turnitin is “counseling.” The Turnitin class ID# is 5801478. If the originality report indicates plagiarism, the research team must revise the paper to eliminate the presence of plagiarized material and generate an additional Turnitin originality report prior to final submission to D2L. (15 Points). Course objectives 1, 2.

Qualitative Research Project. Each research team will complete a qualitative research project using data collected during the course. Each research team will choose a research topic from the list of available topics provided. This topic will also be used for the quantitative project. Each research team will produce a written report of their qualitative research project. All research team members are expected to equally contribute and evidence of their contributions must be provided. With the exception of extraneous circumstances, all research team members will receive the same grade. Additional directions for this assignment can be found in learning module 3 on D2L. Prior to submitting this assignment to D2L for grading, each research team is required to submit the paper to Turnitin (www.turnitin.com) and generate an “originality report.” A copy of this originality report should be submitted along with the final assignment via D2L. The class password for our class in Turnitin is “counseling.” The Turnitin class ID# is 5801478. If the originality report indicates plagiarism, the research team must revise the paper to eliminate the presence of plagiarized material and generate an additional Turnitin originality report prior to final submission to D2L. [25 Points—Interview Protocol (5 Points); Qualitative Report (20 Points)] Course objectives 1, 2, 5, 6.

The primary criterion for grading this assignment will be your research team’s ability to demonstrate competency and comfort conducting and disseminating qualitative research. Additional criteria for evaluation include: ability to identify meaningful implications for your team’s work and the overall quality of writing.

NOTE: This project is intended to help you become comfortable conducting qualitative research. Your research team is NOT expected to design and conduct a “perfect” qualitative research study; in fact, most of your learning on this project will be from the errors/mistakes/limitations of your work. Simply put, the purpose of requiring a qualitative research project is to help you learn the process of conducting qualitative research in a personalized way.

Quantitative Research Project. Each research team will complete a quantitative research project using data collected during the course. Each research team will produce a written report of their quantitative research project. All research team members are expected to equally contribute and evidence of their contributions must be provided. With the exception of extraneous circumstances, all research team members will receive the same grade. Additional directions for this assignment can be found in learning module 4 on D2L. Prior to submitting this assignment to D2L for grading, each research team is required to submit the paper to Turnitin
(www.turnitin.com) and generate an “originality report.” A copy of this originality report should be submitted along with the final assignment via D2L. The class password for our class in Turnitin is “counseling.” The Turnitin class ID# is 5801478. If the originality report indicates plagiarism, the research team must revise the paper to eliminate the presence of plagiarized material and generate an additional Turnitin originality report prior to final submission to D2L. [25 Points—Survey Draft (5 Points); Quantitative Report (20 Points)]

Course objectives 1, 2, 3, 5, 6.

The primary criterion for grading this assignment will be your research team’s ability to demonstrate competency and comfort conducting and disseminating quantitative research. Additional criteria for evaluation include: ability to identify meaningful implications for your team’s work and the overall quality of writing.

NOTE: This project is intended to help you become comfortable conducting quantitative research. Your research team is NOT expected to design and conduct a “perfect” quantitative research study; in fact, most of your learning on this project will be from the errors/mistakes/limitations of your work. Simply put, the purpose of requiring a quantitative research project is to help you learn the process of conducting quantitative research in a personalized way.

Research and Program Evaluation Culminating Activity. Using both qualitative and quantitative methods, each student will independently develop a plan through which to evaluate an existing (hypothetical) program; this is not a research team assignment. Students will need to determine whether continued financial support of the program is justified and if the program’s current goals and objectives are being met through the programs currently offered. Additional directions for this assignment can be found in learning module 5 on D2L (15 Points). Course objectives 1, 2, 3, 4, 5, 6.

Course Evaluations and TK20 Assessment. Each student is asked to complete the standard course evaluation. Additionally, each student is required to submit their respective TK20 Key Assessment. This assignment requires you to simply combine your qualitative report and quantitative report into one document. This means that there will be one cover page, abstract, introduction, and literature review. There will be combined (qual and quant subheadings) methods, findings, discussion, and implications sections. In order to facilitate the assessment of learning in the course, you are required to upload a final paper that includes all of the components of these two assignments. You can merge your documents into one or simply cut and paste one into the other. Please save the document as: "LastName_ResearchReport" - use your last name in the "LastName" portion of naming the document. For example, if I submitted a copy it would be saved as: DeVita_ResearchReport. Submission of this assignment to TK20 is mandatory and must be submitted to TK20 prior to the last day of class (10 Points).

Evaluation Procedures

The course is designed around seven (7) modules that are intended to help students develop the knowledge, skills, and competencies to both understand and conduct qualitative and quantitative (as well as mixed methods) research and program evaluations. Each module contains specific information and assignments that will be scored as follows:

Module 0: Personal Introductions & Responses 5 points
Module I: Introduction and Ethics 10 points
Module II: Topic Selection and Refinement 10 points
Module III: Qualitative Research 25 points
Module IV: Quantitative Research 25 points
Module V: Program Evaluation & Mixed Methods 15 points
Module VI: Wrap-Up 10 points
TOTAL 100 points
Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tool</th>
<th>Individual or Team</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI Training Certificate</td>
<td>5</td>
<td>S/U</td>
<td>Individual</td>
<td>Jan. 18</td>
</tr>
<tr>
<td>Reflexivity Statement Draft</td>
<td>5</td>
<td>Rubric</td>
<td>Individual</td>
<td>Jan. 18</td>
</tr>
<tr>
<td>Lit Review and Purpose Statement</td>
<td>15</td>
<td>Rubric</td>
<td>Research Team</td>
<td>Jan. 29</td>
</tr>
<tr>
<td>Interview Protocol</td>
<td>5</td>
<td>Rubric</td>
<td>Research Team</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>Qualitative Report</td>
<td>20</td>
<td>Rubric</td>
<td>Research Team</td>
<td>March 4</td>
</tr>
<tr>
<td>Survey Draft</td>
<td>5</td>
<td>Rubric</td>
<td>Research Team</td>
<td>March 11</td>
</tr>
<tr>
<td>Quantitative Report</td>
<td>20</td>
<td>Rubric</td>
<td>Research Team</td>
<td>April 5</td>
</tr>
<tr>
<td>Culminating Activity</td>
<td>15</td>
<td>Rubric</td>
<td>Individual</td>
<td>April 15</td>
</tr>
<tr>
<td>Course Evaluations and TK20 Assessment</td>
<td>10</td>
<td>S/U</td>
<td>Individual</td>
<td>April 19</td>
</tr>
</tbody>
</table>

Instructions for submitting assignments will be included with each module. It is critical that you read instructions carefully and complete assignments as instructed.

If you need assistance conceptualizing assignments or reviewing projects, please contact me at least one week prior to the assignment due date. I will not assist with editing or rewrites but may be able to indicate to you that editing or rewriting is needed to correct grammar, punctuation, and APA format. Written assignments will be graded on their technical quality as well as content. Students are strongly encouraged to use each other as editors. Students should also consider visiting the Writing Center on campus for additional support: http://www.westga.edu/assetsDept/sacs/Write_Center_at_UWG.pdf

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, using 12-point font, Times New Roman.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Professional Conduct: Students are expected to conduct themselves in the highest possible professional manner. This includes, but is not limited to the following:

- being prepared for class discussion and/or lab activities;
- fully participating in class and lab activities;
- working collaboratively with other students;
- turning in assignments on time;
- arriving to and leaving class punctually;
- treating classmates, colleagues, peer supervisors, and instructor with respect in and out of the classroom, including active listening when others are speaking; &
- eliminating interruptions and distractions in class, including silencing cell phones and other electronic equipment not related to class.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason revealed in class (including lab practice) for concern, the instructor will inform the student about the concern and the review procedure. Therefore, another exception to confidentiality is the student review process that will involve informing other CEP faculty members about the concern.
Diversity:
The Department of Clinical and Professional Studies values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance: This class is online and asynchronous. Accordingly, attendance will not be kept. However, students are responsible for completing the required coursework by the designated due dates. In addition, students will be asked to meet with Dr. Whisenhunt periodically throughout the semester. Students who have concerns or questions should make an appointment with Dr. Whisenhunt in advance of assignment due dates.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Class organization: This course is completely online. Learning modules are designed on D2L to facilitate ease of accessing course material.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Extra Credit: No extra credit opportunities will be offered for this class.
Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late assignments, if accepted, will be penalized at a rate of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Changes to The Syllabus: This syllabus is subject to change with notice.
## CLASS OUTLINE: Fall 2012 (subject to change)

<table>
<thead>
<tr>
<th>Modules</th>
<th>Readings</th>
<th>Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0: Personal Introductions</td>
<td>No Readings</td>
<td>Monday, Jan. 7th to Friday, Jan. 11th</td>
<td>Introduction &amp; Responses Form research teams</td>
</tr>
<tr>
<td>I: Introduction &amp; Ethics</td>
<td>Creswell - Chps. 1 &amp; 4 Hatch - Chp. 1 Ray - Chps. 1, 4 &amp; 11</td>
<td>Saturday, Jan. 12th to Friday, Jan. 18th</td>
<td>CITI Training &amp; Reflexivity Statement—Due Jan. 18th</td>
</tr>
<tr>
<td>II: Topic Selection &amp; Refinement</td>
<td>Creswell – Chps. 2, 3 &amp; 5-7 Ray – Chps. 2, 3 &amp; 5</td>
<td>Saturday, Jan. 19th to Tuesday, Jan. 29th</td>
<td>Literature Review &amp; Purpose Statement—Due Jan. 29th</td>
</tr>
<tr>
<td>III: Qualitative Research</td>
<td>Part A: Overview Creswell – Chp. 9 Hatch – Chps. 2-5</td>
<td>Wednesday, Jan. 30th to Friday, Feb. 8th</td>
<td>Interview Protocol – Due Feb. 8th</td>
</tr>
<tr>
<td>III: Qualitative Research</td>
<td>Part B: Project No Readings</td>
<td>Saturday, Feb. 9th to Monday, March 4th</td>
<td>Data Collection Data Analysis Qualitative Report – Due March 4th</td>
</tr>
<tr>
<td>IV: Quantitative Research</td>
<td>Part A: Overview Creswell – Chp. 8 Ray – Chps. 9-10 &amp; 12-14</td>
<td>Tuesday, March 5th to Monday, March 11th</td>
<td>Develop Survey – Due March 11th</td>
</tr>
<tr>
<td>IV: Quantitative Research</td>
<td>Part B: Project No Readings</td>
<td>Tuesday, March 12th to Friday, April 5th</td>
<td>Data Collection Data Analysis Quantitative Report – Due April 5th</td>
</tr>
<tr>
<td>V: Program Evaluation &amp; Mixed Methods</td>
<td>Creswell – Chp. 10 Additional Readings Posted in Module</td>
<td>Saturday, April 6th to Monday, April 15th</td>
<td>Culminating Activity—Due April 15th</td>
</tr>
<tr>
<td>VI: Wrap-Up</td>
<td>No Readings</td>
<td>Tuesday, April 16th to Friday, April 19th</td>
<td>Course Evaluations TK20 Assessment Due April 19th</td>
</tr>
</tbody>
</table>