



EDHS 7270: Research in Counseling

Department of Human Services, Counselor Education Program

3 Credit Hours

Fall 2014

Dates: Thursday, August 28 – Tuesday, December 4

Meeting Schedule: Thurs 3:30-6:00

Ruffner 177

Final Assignment Due: December 3

Instructor

Blaire Cholewa

Office: Bavaro 218C

Email: bec7b@virginia.edu

Assistant Professor

Office Hours: I am typically on grounds, email me!

Phone: 434-243-6481

Description

Examines the role of research in the counseling profession, emphasizing the activities of the counselor as both a consumer and a producer of research. (From course catalog).

In this course we will discuss quantitative, qualitative, mixed-method research and focus on program evaluation all of which will enhance your effectiveness as a counselor. This course will also include information about research trends, ethics, and diversity in counseling research.

Learning Objectives

This course has been designed to meet the standards from the Council of Accreditation for Counselor Education and Related Programs (CACREP):

SECTION II. PROFESSIONAL IDENTITY

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

SCHOOL COUNSELING SPECIFIC CACREP standards

SC. C.2 Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

SC I.1. Understands how to critically evaluate research relevant to the practice of school counseling.

SC I.2. Knows models of program evaluation for school counseling programs.

SC I.3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

SC I.5. Understands the outcome research data and best practices identified in the school counseling research literature.

SC J.2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences

SC P.1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

For a comprehensive explanation of the 2009 CACREP standards, please go to <http://www.cacrep.org/>

Instructional Methods

Lectures

In class discussions

Experiential activities

Written Assignments

Course Texts

TEXT: Sheperis, C. J., Young, J.S. & Daniels, M.H. (2010) *Counseling Research: Quantitative, Qualitative and Mixed Methods*. Upper Saddle River, NJ: Pearson

ARTICLES:

Astramovich, R. L. (2011). *Needs assessment: A key evaluation tool for professional counselors*. Retrieved from http://counselingoutfitters.com/vistas/vistas11/Article_41.pdf

Astramovich, R.L. & Coker, J. K. (2007). Program evaluation: The Accountability Bridge Model for counselors. *Journal of Counseling and Development*, 85, 162 – 172.

Bemak, F., Williams, J., & Chung, R. (2014). Four critical domains of accountability for school counselors. *Professional School Counseling*, 18, 100 – 110.

Dimmit, C., Carey, J. & Hatch, T. (2007) Moving to evidenced based school counseling practice. In *Evidenced Based School Counseling: Making a Difference with Evidenced Based Practices* (pp. 1-14). Thousand Oaks: Corwin.

Dimmit, C. (2010). Evaluation in school counseling: Current practices and future possibilities. *Counseling Outcome Research and Evaluation*, 1, 44 -56.

Farber, N. (2006). Conducting qualitative research: A practical guide for school counselors. *Professional School Counseling*, 9, 367-375

Hays, D. & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling and Development*, 89, 288-295.

ACA Code of Ethics (Preamble and Research Section)

Additional articles may be assigned throughout the course at the instructor's discretion.

Course Outline

WEEK	DATE	TOPIC	CACREP Stand	ASSESSED BY	READING/ASSIGNMENTS DUE:
1	8/27	Why Research? Needs Assessments	8a 8e I.5	<i>Quiz 1</i>	<u>ARTICLE</u> : Astramovich, 2011
2	9/3	Needs Assessments Research Foundations	8b I.1	<i>Annotated Bibliography Quiz 1</i>	<u>ARTICLE</u> : Bemak et al., 2014; Creswell Chapter 1 (break down of journal article p. 17-42) <u>PPT</u> : Day 2: Needs Assessment <i>Please bring a laptop</i>
3	9/10	Research Foundations (cont'd)	8d P.1	<i>Needs Assessment Assignment</i>	<u>TEXT</u> : Ch. 2 & 3, p. 216-218 <u>PPT</u> : Day 3: Res Foundations (slides 1-20) <i>Please bring a laptop</i>
4	9/17	Methodological Issues: Sampling Reliability & Validity	8b I.1	<i>Quiz 1 Needs Assessment Assignment</i>	<u>TEXT</u> : Ch. 4, p. 49-53 <u>PPT</u> : Day 4: Methodological DUE: Needs Assessment Draft <i>Please bring laptop</i>
5	9/24	Evaluating Research Quantitative Research	8b I.1	<i>Quant. Design Practice Quiz Quiz 2</i>	<u>TEXT</u> : Ch. 5 <u>PPT</u> : Day 5: Quantitative
6	10/1	Statistics Basics: Descriptive & Inferential	8c I.1	<i>Quiz 1</i>	<u>TEXT</u> : Ch. 6 & 15 <u>PPT</u> : Day 6: Statistics (first ½)
7	10/8	Qualitative Research	8b I.1	<i>Qual Design Practice Quiz Quiz 2</i>	<u>ARTICLE</u> : Hays & Wood, 2011 <u>TEXT</u> : Ch. 9, 10 OR 11 (to be assigned by professor to groups) <u>PPT</u> : Day 7: Qualitative DUE: Needs Assessment Assignment
8	10/15	Qualitative Analysis Evidenced Based Practice	8b 8e I.5	<i>Qualitative Design Identification Practice Quiz Quiz 2</i>	<u>ARTICLES</u> : Farber, 2006 Dimmit, Carey & Hatch, 2007 DUE: Quiz 1 Due On Collab
9	10/22	Program Evaluation	8b 8d C.2, I.2, I.3 P.1, J.2	<i>Program Eval Proposal</i>	<u>TEXT</u> : Ch. 12 <u>ARTICLE</u> : Dimmit, 2010 DUE: List of 5 articles for annotated Bibliography

WEEK	DATE	TOPIC	CACREP Stand	ASSESSED BY	READING/ASSIGNMENTS DUE:
10	10/29	Program Eval Cont'd Action Research	8b; 8d C.2, I.2, I.3 P.1, J.2	<i>Program Eval Proposal</i>	<u>ARTICLE</u> : Agramovich & Coker, 2007 <u>PPT</u> : Day 10: Prog Eval & Action Research DUE: 1 article of Annotated Bibliography by end of class (bring hard copy of article & annotated bib) <i>Please bring laptop</i>
11	11/5	Mixed Methods	8b I.1	<i>Quiz 2</i>	TEXT: Ch. 13 DUE: Annotated Bibliography <i>Please bring laptop</i>
12	11/12	Ethics and Multicultural Research	8f	<i>Quiz 2</i>	TEXT: Ch. 17, 18 <u>PPT</u> : Day 12: Ethics & Multicultural Research <u>ARTICLE</u> : Research section of 2014 ACA code of ethics <i>Please bring a laptop</i>
13	11/19	Class Presentations	8d	<i>Mini Presentation</i>	DUE: Program Eval Proposals & Mini Presentation PPT
14	11/26	NO CLASS - THANKSGIVING			
15	12/3	Class Presentations & Course Wrap Up			DUE: Quiz 2 on Collab

Grading

Students in EDHS 7270 are expected to complete all assignments and will be graded according to the following:

Assignment	Possible Points	Due	Final Grading Scale A+ 96-100 A 94-96 A- 90-93 pts B+ 86-89 pts B 83-85 pts B- 80-82 pts C Below 80% Students who fall in the C range in this course MAY be expected to retake the
1) Class Attendance & Participation	20	No due date	
2) Needs Assessment Assignment	28	Draft Week 4, Full Week 7,10/9	
3) Annotated Bibliography	17	1 article Week 10, Week 11, 11/5	
4) Quizzes (5 pts each)	10	Week 8 & 15, 10/15 & 12/3	
5) Program Evaluation Proposal	20	Week 13, 11/19	
6) Mini Presentations	5	Week 13, 11/19	

Possible TOTAL POINTS 100

Course Assessments

Class Attendance & Participation 20 pts

The success of this class and the amount that you learn about research is due in part to your attendance and participation. Class activities and discussions are created to allow you to engage with the material and will facilitate your ability process and internalize the readings and the overall content of the course. Students are expected to attend each class and arrive on time so that we can all be engaged together and learn from each other. Because this course aims to be an interactive experience, **1.5 points** will be deducted for every day you miss class without an excuse that meets the University's Attendance Policy for an excused absence

Given that this class is going to be activities based, it will be critical that you do the readings and review the PPTS (when indicated) before class so that you can be an active participant. Part of your "participation" grade will be determined by how you demonstrate your application of the material in class and **through reading/PPT checks**. These checks will be sporadic and will allow you to show how you are thinking about and integrating the material as well as indicate problem areas.

Cell Phones: In order to provide you the opportunity to be fully present and engage with your peers and course information, please silence your cell phones and give yourself a break from texting, facebooking, and/or emailing during class. If you need to have your cell phone out for some potential emergency situation, please let me know prior to class and it will not be a problem.

Needs Assessment Assignment 28 pts (Draft of Part 1 due 9/17, Assignment Due 10/8)

A critical piece of being an effective school counselor is the ability to assess the needs of the stakeholders with whom you work in order to identify the areas that need improvement in your school and or school counseling program. This assignment includes three parts:

1. **Perception-Based Needs Assessment Development:** You will create a one to two page needs assessment to be administered at your internship site. You will determine if the assessment will be geared toward students, teachers, parents or administration. It is advised that you have your site supervisor involved in this process to determine the nature of the needs assessment (consider improvement plans, strategic plans, goals for the school or district). Examples of needs assessments will be examined during class. This needs to be more than a survey asking student what kind of counseling they need.
2. **Needs Assessment Administration:** You will administer this needs assessment to a population of stakeholders at your internship site, with a minimum sample size of five if surveying administrators, 10 if assessing parents or teachers, and 15-20 for students. This assignment is created to help you supplement the school counseling program that you are training under, not to change it. So, if your program opposes doing a needs assessment for any reason, please inform the professor so that the assignment can be altered
3. **Summary of your Population & Presentation of Needs Assessment Data & Results:** Using the data sources discussed in class, you will summarize the demographics of the student population of your school (specifics outlined in assignment handout), summarize your administration procedures, summarize demographics of your needs assessment sample, and present the results in a table/chart. Lastly, if more than one need arises from the assessment you will identify which need you wish to address during your time at your internship.

Quizzes 5 pts each (10/15 and 12/3)

In order to prepare you for questions that may be asked about research topics on the National Counselor Exam, two 10 question multiple choice quizzes will administered during the semester through the Collab website. The first quiz will be on material from the first half of the course, while the second will be on material from the

second half of the course. The due date posted is the date in which you must complete the quiz, but the quiz will be available on Collab at least one week prior to the due date.

Annotated Bibliography 17 pts (list of 5 articles-10/22; 1 article -10/29; full assignment 11/5)

The annotated bibliography is a one of the first steps in the research process. The purpose is to become familiar with literature related to your topic of interest, in this case the problem area identified in your needs assessment and the existing best practices. In this assignment, you will develop skills in locating appropriate articles, as well as summarizing and evaluating the content. Using your database search skills (and assistance as necessary) you will locate five research articles from peer-review (scholarly) journals. At least one of these articles must be from a counseling peer reviewed journal. You will then summarize, assess and reflect on each of the articles, following the format provided for you **on Collab**. In an effort to ensure that you are on the right track, please email me your five citations the by 10/22, complete an the annotated bibliography for one article by 10/29. The full assignment is due to me via email by 3:30 on Thursday the 5th of November.

Program Evaluation Proposal 20 pts (11/19)

Having completed a needs assessment and identified the research and best practices surrounding one identified need, you will propose a basic outline of a program you can implement to address that need. (Please note that this does not need to be a fully developed program as it is not the focus of this assignment). Once the “program” is developed you use the SOARING method and propose how you will evaluate your program for effectiveness. This will include identifying which standards (ASCA, Virginia School Counseling, etc.) your program aims to meet, identifying what outcomes will be measured, how data will be collected (i.e. identifying scales of measurement, surveys or interviews, who will be assessed) and how results will be presented to stakeholders. Specific formats and areas to address will be provided on Collab. The assignment is due to me via email by 3:30 on Thursday the 20th of November.

Mini Presentation 5 pts (11/20 & 12/3)

As a way to learn from and share with each other you will have the opportunity to create a 10 minute PowerPoint presentation describing the outcomes of your assignments throughout the semester. The presentation should include a quick overview of your school population, highlight your needs assessment and summarize its findings and the areas of need identified. You will then summarize the research you reviewed regarding best practices, briefly discuss your proposed intervention based in these best practices and describe your program evaluation proposal.

SEE RUBRICS FOR ASSIGNMENTS BELOW.

Other Important Policies

University Email Policy

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

University of Virginia Honor System

All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information please visit <http://www.virginia.edu/honor/>.

Special Needs

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the LNEC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. For more information, visit the U.Va. Special Needs website at <http://www.virginia.edu/studenthealth/lneec.html>.

Needs Assessment Assignment Rubric

	Beginning	Developing	Accomplished	Points
Part 1				
Student will develop clearly stated questions for a one to two page needs assessment	Items are developed but are not written clearly and/or their purpose is unclear.	Items are moderately clear and their purpose is somewhat evident.	Items are clearly written and the purpose is clearly evident.	4 pts
Needs assessment assesses demographic information	Demographic information is assessed but minimally so; only one area is assessed	Demographic information is assessed but only two areas are assessed	Demographic information in three more areas is assessed	1.5 pt
Needs assessment is oriented toward a question of interest/topic area relevant to school data or the school's mission statement	Needs assessment is somewhat oriented toward an interest or topic but doesn't specify relation to the school's data or mission	Needs assessment is oriented toward an interest or topic but it is not clearly related to the school's data or mission	Needs assessment is oriented toward an interest or topic and is clearly related to the school's data or mission	1.5 pts
Part 2				
Student will provide a description of his/her procedures for administration.	Students procedures are minimally discussed such that it is not clear how permission was obtained or data collected	Students procedures are adequately described but the detail level is limited and thus limits its ability to be replicable	Student provides a comprehensive description of how permission was obtained and the steps taken to select the sample and collect data (clearly replicable)	2.5 pts
Student obtains appropriate sample size and identifies sampling method	Student does not obtain the requisite sample size OR student correctly identifies the sampling method	Student only obtains the requisite sample size or correctly identifies the sampling method (not both, one or the other)	Student obtains the appropriate sample size and correctly identifies the sampling method	2 pts
Part 3				
Student presents data regarding the school population	Student presents data on 2 of the following: Total # of students, free & reduced lunch, school climate, and	Students presents data on 3 of the following: Total # of students, free & reduced lunch, school	Students presents data on all of the following: Total # of students, free & reduced lunch, school	3 pts

	testing	climate, and testing	climate, and testing	
Student presents the demographics of the needs assessment sample	Student does not present sample data in a clear way	Student presents sample data but excludes	Student presents sample data	2.5 pts
Student presents the results of the needs assessment	The results are solely described in narrative form or by a char/table/graph.	The narrative and the chart/graph/table do not correspond	The results of the needs assessment are presented in narrative form and include a chart/graph or table that illustrates the findings.	4 pts
Student presents the limitations of the needs assessment (critiquing methodology)	Student only identifies one limitation but does not use course vocabulary	Student identifies two limitations but does not use course vocabulary (or the reverse: uses course vocabulary but only identifies one to limitation)	Student identifies two or more limitations using course vocabulary	3 pts
Student identifies specific area of need from the results and relates the area to the school's mission	Student identifies the area of need but does not describe why nor relates it to the mission	Student identifies the area of need and does not describe why OR does not relate it to the mission (either or)	Student identifies and fully describes the area of need and how it relates to the mission	4 pts
TOTAL				28 pts

Annotated Bibliography Rubric

The rubric below applies to each article in the annotated bibliography. Your score for each individual article will be summed and the total divided by 5. That score will then be added to you're the score earned in the second rubric below.

	Beginning	Developing	Accomplished	PTS
Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable	Annotation contains multiple grammatical errors, is unclear, and utilizes slang or informal phrasing.	Annotation contains minimal grammatical errors, is relatively clear and mostly refrains from slang or informal phrasing.	Bibliography contains no grammatical errors, is clearly written and utilizes scholarly language	2 pts
Summary of each article.	Summary includes only one or two of the following: Author's main arguments, describes the study, the sample and the results, and the authors conclusions/implications.	Summary includes only three of the following: authors main arguments, describes the study, the sample and the results, and the authors conclusions/implications.	Summary includes the authors main arguments, describes the study, the sample and the results, and the authors conclusions/implications.	4.25 pts
Evaluation of each article (usefulness or rigor).	Evaluation only addresses one of the following: research method rigor, reliability, and objectivity.	Evaluation only addresses two of the following: research method rigor, reliability, and objectivity.	Evaluation addresses each of the following: research method rigor, reliability, objectivity.	4.25 pts
Personal reflection	No personal reflection is included.	Reflection is superficial and does not indicate critical thought	Reflection shows thoughtfulness and critical thinking.	3.5 pts

Formatting and Appropriate Journals

	Yes 1 pts	No -3 pts each
Includes 5 research articles, all from peer-reviewed journals.	Articles are from peer reviewed sources	All five articles are not from peer reviewed sources
At least one article from a counseling peer reviewed journal.	One or more articles from peer reviewed Counselor journals	Did not include an article from a peer reviewed counseling journal
Includes citations for each article in correct APA (6th ed.) format.	APA citation formatting was used	Citations were not formatted according to APA

Program Evaluation Proposal Rubric

Proposed program outline

	Beginning	Developing	Accomplished	Points
Student will provide a brief description of the issue and relevance to the population served	Doesn't clearly describe the issue or its relevance to the population served	Minimally describes the issue and its relevance to the population	Comprehensively describes the issue, including its relevance to the population	2 pts
Student will write an objective related to each session using bloom's taxonomy verbs.	Each objective does not relate to the ideas and activities described	Each objective relates to the activity/ideas described but is not measurable	Objective is measurable and relates to the activities/ideas described.	3 pts
Student will describe ideas for each of the five sessions that clearly connect to the research.	Doesn't provide enough detail for the ideas for an outside reader to understand and does not connect it to research.	Ideas of each session are described but not clearly connected to the research.	Clearly and concisely describes the ideas for each session and makes it clear how they connect to the research.	4 pts

SOARING Proposal

	Beginning	Developing	Accomplished	Points
Student will identify a research/"evaluation" question related to the program	Research question is not realistic and/or is not clear	Research question is mostly clear but the research is not possible	Research question is clear, accurate, and possible.	0.5 pts
Student identifies the standards/mindsets addressed by the program	Includes only the VA School Counseling Standards OR the ASCA Mindsets & Behaviors	Includes a standard from both VA School Counseling Standards and the ASCA Mindsets & Behaviors but they do not apply to the objectives and ideas described in the program outline	Includes standards from both VA School Counseling Standards and the ASCA Mindsets & Behaviors that apply to the objectives/ideas described in the program outline.	1.5 pts
Student identifies Objectives/Outcomes of the proposed program connected to the school's mission.	Objectives/outcomes do not relate to what was described in the program outline	Objectives/outcomes relate to what was described in the program outline but are not measurable	Objectives/outcomes relate to what was described in the program outline, are measurable and relate to the mission of the school.	3 pts
Student determines what type of assessment(s) will be	Doesn't indicate appropriate assessment to evaluate	Determines three assessments to appropriately measure	Determines various types of assessments to appropriately measure	3 pts

used to evaluate the program	or doesn't explain why it was chosen	the outcomes of the program and explains why each was chosen	the outcomes of the program and explains why they were chosen	
Student proposes how results will be given.	Does not describe how results will be shown and what will be presented for each objective.	Describes how the results will be depicted but does not give a rationale to demonstrate thoughtfulness	Describes how the results will be depicted demonstrating thoughtfulness in the rationale.	1 pts
Student writes an impact statement for each objective.	Impact statements are not clear and concise.	Impact statements are not concise or do not present a description of the results.	Impact statements present a clear, description of the results of the intervention	1.5 pts
Student indicates how he/she would educate others about the program and its effectiveness	Minimal description and thought regarding sharing the information	Brief description of plan regarding information dissemination	Thorough and realistic description of plan regarding information dissemination	1 pts

Mini Presentation Rubric

	Not Achieved 0 pts	Achieved 1 pt
School population demographics presented	Student did not present information on all three student population areas (general #s, crime/school climate, testing)	Student presents information on all three student population areas (general #s, crime/school climate, testing)
Overview of the needs assessment and findings presented	Student did not include overview of the needs assessment, population assessed, or the identified need	Student addresses overview of needs assessment, the basics of the population assessed and describes the findings and identified need
Summary of Best Practices Research	Student does not summarize best practices research	Student identifies at least 5 main points from the research reviewed
Proposed intervention and	Student does not highlight the proposed intervention based in the literature	Student presents information on the proposed intervention based in the literature
Program Evaluation Proposal	Student does not identify the program evaluation model and the basics of the proposal	Students describes the program evaluation model and the basics of the proposal (including the main objectives and assessments to be used)

Points will be deducted if the student is unfamiliar with the material reads from the slides or notes. The slides should serve as a foundation.