

Southern University and A & M College
College of Nursing and Allied Health
Department of Rehabilitation and Disability Studies
Clinical Rehabilitation Counseling Program (CRCP)

I. Description Information

- a. **Course Number:** REHB 565
- b. **Course Title:** Research Methods and Program Evaluation
- c. **Credit Hours:** 3.0
- d. **CIP CODE:**
- e. **Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors.
- f. **Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

II. Catalog Description:

This course provides an introduction to basic concepts essential to understanding and conducting research in counseling. The course will include an analysis of research methods and designs used for examining the behavior of groups and individuals and for evaluating programs. This course will also provide a basis for interpreting and evaluating published research.

III. CACREP Content Areas:

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

This is a required Course.

Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards Section 2.D.8

- a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. Identification of evidence-based counseling practices
- c. Needs assessments
- d. Development of outcome measures for counseling programs (lecture, Program Evaluation Plan).
- e. Evaluation of counseling interventions and programs (lecture, quizzes).
- f. Qualitative, quantitative, and mixed research methods (lecture, quizzes, cumulative final exam).
- g. Designs used in research and program evaluation (lecture, quizzes, cumulative final exam).
- h. Statistical methods used in conducting research and program evaluation (lecture, Program Evaluation Plan).
- i. Analysis and use of data in counseling (lecture, quizzes).

- j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (lecture, quizzes).

IV. Student Learning Outcomes:

CACREP Knowledge and Skill Outcomes:

- 8a. Demonstrate knowledge of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice by a score of 80% on research paper.
- 8b. Identification of evidence-based counseling practices as measured by a score of 80% on quizzes.
- 8c. Demonstrate understanding of needs assessments by earning a score of 80% on program evaluation plan.
- 8d. Demonstrate knowledge of the development of outcome measures for counseling programs by earning a score of 80% on the program evaluation plan.
- 8e. Demonstrate understanding of the evaluation of counseling interventions and programs by earning a score of 80% on quizzes.
- 8f. Demonstrate understanding of qualitative, quantitative, and mixed research methods by earning a score of 80% on quizzes and the cumulative final exam.
- 8g. Demonstrate understanding of designs used in research and program evaluation by earning a score of 80% on quizzes and the cumulative final exam.
- 8h. Demonstrate understanding of statistical methods used in conducting research and program evaluation by earning a score of 80% on quizzes and a score of 80% on the program evaluation plan.
- 8i. Demonstrate understanding of analysis and use of data in counseling by earning a score of 80% on quizzes.
- 8j. Demonstrate knowledge of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation by earning a score of 80% on quizzes.

V. Required Texts and or Readings

Salkind, N.J. (2017). *Exploring Research* (9th ed.). Upper Saddle River, New Jersey: Pearson.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.
ISBN: 1433805618

Students will be provided current articles related to the course.

CACREP Faculty: Derek Ruiz, Ph.D., CRC, LPC (IL)
Assistant Professor
225 Blanks Hall
Phone: 225-771-3671
Fax: 225-772-2293
Office Hours: M, W, Th 2:00 – 4:30 PM or by appointment
Derek_ruiz@subr.edu

VI. Method of Instruction:

This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

VII. Student Performance Evaluation Criteria

Helping students learn and achieve academic success is my utmost priority. I take your learning to heart, and I hope you do too. We learn by experience both in our virtual classroom and in the field. We are all adults and responsible for ourselves, so please be mindful of how you manage your time in this course. Review and digest materials posted in each week's folder. Watch all lectures and videos. Read assigned chapters and articles. Doing so will help facilitate your success in this course. Please be respectful of me and one another in all of our interactions.

This is a graduate-level course. I look forward to reviewing your graduate-level work. Familiarize yourself with writing in APA style and apply it in your writing. Your finished product should have a title page and references (if necessary). If you are doubtful about your writing ability, I strongly encourage you to seek out University resources available to you. Additionally, use person first language in all assignments and correspondence.

. Quizzes (45 points). You will complete 9 weekly quizzes in Moodle. Prior to taking each quiz, please make sure you attentively review lectures and videos, thoughtfully read assigned chapters and other readings, and review all materials each week. To ensure you retain knowledge learned week to week (and to help prepare you for the cumulative final), information from previous weeks may be incorporated into quizzes. You will have one attempt to take each quiz. Quizzes will vary in format and number of questions.

2. Program Evaluation Plan (30 points). You will consider that you are the program administrator of an agency in your field. You will construct a plan of how you will evaluate your agency's efficacy. You will write a paper in APA style summarizing (3-4 pages) your program evaluation plan. Refer to the program evaluation plan rubric for further details.

3. Evaluation of Research Paper (35 points). You will select two research articles to critique. Select articles from scholarly journals in your profession that contain original studies, one article with *poor* research design and one article with *excellent* research design. You will critique the research design of each article and compare/contrast and justify why one study is strong and the other study is weak. You will write a paper (4 to 5 pages) in APA style summarizing your critique of the articles. Refer to the evaluation of research paper rubric for further details.

4. Cumulative Final Examination (50 points). You will take a cumulative final examination in class. Questions will cover all materials discussed throughout the duration of the course. You will have one attempt to take the final examination.

Incomplete Grades. An Incomplete may only be granted when a majority of course assignments and grades have been completed. In any case, incompletes are strongly discouraged

and will only be granted in highly unusual situations. Students should monitor their progress in the course, and if completion of assignments or improving grades appears problematic, should meet with me as early in the semester as possible to consider alternative courses of action, one of which may be dropping the course within UA deadlines.

Method of Evaluation/Grading

Please note that each of these measurements are stated in the CACREP Knowledge and Skills requirements section of this syllabus.

Course grades are based on the number of points earned in the following areas:

1. Quizzes	45
2. Program Evaluation Plan	15
3. Evaluation of Research Paper	20
4. Cumulative Final Examination	20
Total Points:	100

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	Below 60%

Livertext Subscription

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation. LiveText is a dynamic tool that will enable you to:

- i. Create Electronic Portfolios for storing and displaying coursework for use anytime and anywhere;
- ii. Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- iii. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- iv. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- v. Create a complete record of your academic career that is malleable and easily accessible.

- vi. Engage in developing a results driven culture of assessment at Southern University.
- vii. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

VIII. Disability Accommodations Policies and Procedures

Students with disabilities should make their needs for accommodations known to the Instructor during the first week of class. The instructor and the University's Office of Students with Disabilities will work together to make reasonable accommodations for the student. Email Address: patricia_hebert@subr.edu

Changes to the course syllabus may occur at any time and will be deemed effective when the Syllabus is posted to the Moodle course website.

IX. CLASS SCHEDULE (Weekly course content meets CACREP requirements)

Date		what's happening class	Readings Due	Quiz/Assignment	CACREP Standards
Week	1	Explore Syllabus, Introductions	Ch 1, 2		
Week	2	Exploring existing literature	Ch. 3A	Quiz one (ch1 &2)	8a, 8b,
Week	3	Professional development Ethics	Ch. 3B		8b, 8c
Week	4	Sampling and generalizability	Ch. 4	Quiz Two (ch 3a &3b)	8a, 8b, 8h, 8i, 8g
Week	5	Measurement, reliability, validity	Ch. 5	Quiz Three (ch4)	8a, 8b, 8h, 8i
Week	6	Methods of measuring bx	Ch 6	Quiz Four (ch5)	8a, 8b, 8c, 8d, 8e,8h, 8i
Week	7	Data collection Descriptive statistics	Ch. 7	Quiz Five (ch6), Evaluation of Research Paper	8a, 8c, 8h, 8i
Week	8	Inferential statistics	Ch. 8	Quiz six (ch 7)	8a, 8c, 8h, 8i
Week	9	spring break	spring break	spring break	
Week	10	Descriptive and correlational methods	Ch. 9	Quiz Seven (ch 8)	8a, 8b, 8g
Week	11	Program Evaluation	Online	Quiz Eight (ch 9)	8d, 8e,8h, 8i
Week	12	Qualitative methods	Ch. 10	Program Evaluation Assignment, , Program Evaluation Plan	8f,8g,8h, 8i
Week	13	Pre-, true, and experimental methods	Ch. 11, 12	Quiz Nine (ch 10)	8a, 8b, 8c, 8d, 8e,8h, 8i
Week	14	Knowledge into practice	Ch. 13, 14	Final Exam	8a, 8b, 8c, 8d, 8e,8h, 8i
		Schedule to be adjusted for Spring Break and Holidays			