



**COUN6374 Scientific Research & Program Evaluation**  
**New Orleans Baptist Theological Seminary**  
**Counseling Division**  
**Fall 2023**  
**Mondays, 12:30-3:20 PM (+ NOLA2U Live)**

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**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to prepare leaders to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Course Description**

This course will provide a basic understanding of research methods and program evaluation. The course covers both research design and statistical procedures. Topics covered include the program evaluation in counseling, the scientific method, experimental and correlational research, sampling methods, hypothesis development, introduction to descriptive and inferential statistics, and the choice of appropriate statistical analyses for testing specific hypotheses. Students will gain the fundamentals of statistics as they analyze counseling and counseling program data, with the emphasis on review and interpretation of research literature (particularly in the areas of community mental health counseling and marriage and family counseling), experience the role of computers in statistical analysis, and discover the relationships among measurement, design, and statistics. At the conclusion of the course, each student will have selected a research topic, and will have begun to develop a research proposal including hypotheses, sampling, and methodology.

**For NOLA2U Live:**

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See page 184 in the graduate catalog: <https://www.nobts.edu/resources/pdf/academics/GraduateCatalog.pdf> ).
3. Technical issues will not be considered a valid reason for missing a class session.

**Program Objectives:**

- #1: Equip Students to synthesize theoretical and empirical knowledge in the field of counseling.  
 #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.

### Key Performance Indicators

Key Performance Indicator	Learning Experiences	Assessments
Evaluation of counseling interventions and programs (CACAREP 2.F.8.e)	<b><i>Instruction:</i></b> Lectures: Program Evaluations; Single Case Research; Case Study; Phenomenological Research; Action Research; Grounded Theory <b><i>Readings:</i></b> Sheperis, Chapters 8, 9, 11, 15, 16, 17. Using Logic Models	*Program Evaluation/Research Design Pretest and Posttest Program Evaluation Skills assessment as measured by the SRS, at the beginning of COUN6374 and at the end of COUN6374.
Evaluation of counseling interventions and programs 2.F.8.e.	<b><i>Instruction:</i></b> Lectures: Program Evaluations; Single Case Research; Case Study; Phenomenological Research; Action Research; Grounded Theory *Program Evaluation Pre and Post <b><i>Readings:</i></b> Sheperis, Chapters 8, 9, 11, 15, 16, 17. Using Logic Models	Program Evaluation Pre and Post Assignment, as measured by the Program Evaluation Rubric

**Course Objectives:** Upon completion of this course, the student will gain knowledge of an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all the following

Course Objectives	Learning Experiences	Assessments
Acquire a basic knowledge of research and hypothesis testing, including limitations inherent in specific methodologies, and to be able to choose appropriate methodologies for specific research questions (CACREP 2.F.8.a,f, g)	<b><i>Instruction:</i></b> Lectures: Methodological Issues; Basic Statistical Concepts and Descriptive Statistics; Experimental Design; Predictive Designs; Single Case Research; Case Study; Phenomenological Research; Narrative Research; Overview of Survey Research; Mixed Methods Designs; Action Research, Grounded Theory. *Research Question Assignment, *Journal Article Critiques *Research Proposal	Research Question Rubric Journal Article Critiques Rubric Research Proposal Rubric

	Discussions <b>Readings:</b> : Sheperis, Chapters 3-17	
Be able to conduct a literature review and develop the ability to critically evaluate research literature, distinguish between good and poor research design, and be able to detect misuse of statistical reporting in professional articles. (CACREP 2.F.8.a, b, g, j)	<b>Instruction:</b> Lectures: Contemporary Issues in Counseling Research; Reviewing the Literature; Methodological Issues. *In class practice using the 12 Step Article Review method <b>Readings:</b> Sheperis, Chapters 1-4 Various research articles	Quantitative & Qualitative 12 Step Article Review
Acquire a basic ability to use statistical software and interpret results from completed statistical analyses, and demonstrate understanding of SPSS (CACREP 2.F.8.i,h)	<b>Instruction:</b> Lecture: Data Management & Analysis Software Practice Lab using SPSS <b>Readings:</b> Sheperis, Chapter 17	Program Evaluation Rubric Research Proposal Rubric
Develop skills using research methods such as qualitative, quantitative, mixed research designs, single-case designs, action research, and outcome-based research for counseling and counseling programs, and in program evaluation (CACREP 2.F.8. b,c,d,e,f,g,h,I,j)	<b>Instruction:</b> Lectures: Methodological Issues; Basic Statistical Concepts and Descriptive Statistics; Experimental Design; Predictive Designs; Single Case Research; Case Study; Phenomenological Research; Narrative Research; Overview of Survey Research; Mixed Methods Designs; Action Research, Grounded Theory. *Research Question Assignment, *Program Evaluation Assignment *Research Proposal Assignment <b>Readings:</b> : Sheperis, Chapters 3-17	Qualitative Program Evaluation Research Proposal IRB

#### Course Requirements/Assignments

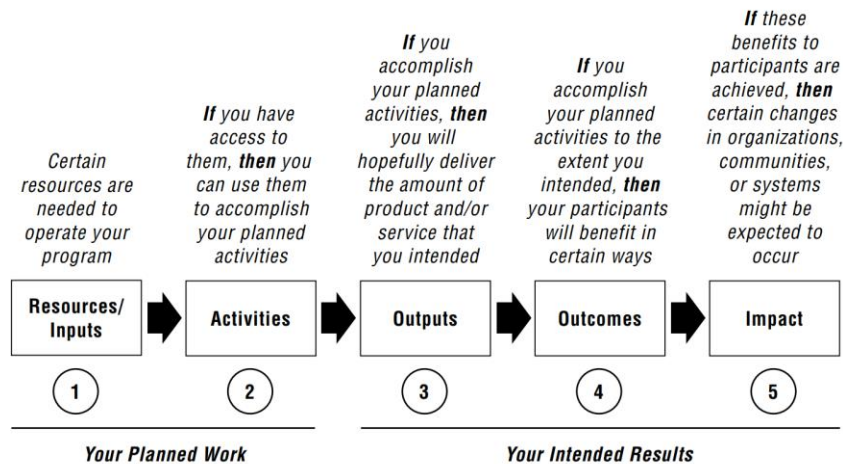
Assignment/Requirements & Description	Percentage (Point Value)	Due Date
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<b>Program Evaluation &amp; Research Design Pretest</b> <a href="https://goo.gl/forms/HyrDPloQPYPjUnbD3">https://goo.gl/forms/HyrDPloQPYPjUnbD3</a>	2.5%	
<b>Group Research Activities</b> Students will work through the process for using a specific type of statistical analysis, along with practicing qualitative methods of research. Much of this work will take place in class, so attendance is important.	20%	
<b>Research Question and Hypothesis on the Discussion Board</b> Consider a research idea that would be interesting to you. Then narrow it to a study that would be manageable. Each student will create a research question and post it on the discussion board by the date posted on the Course Schedule. Each student will review all research questions and comment one time on each research questions. After the research question is refined, each student will add a hypothesis.	5%	<b>Research Question</b> 8/28  <b>Hypothesis</b> 8/28
<b>Journal Article Critique</b> The following outline provides the framework for this assignment. Select an article that is interesting to you and relevant to your professional interests. The article must report on empirical investigations from peer-review journals. You may want to choose an article that is central to your research question. The article needs to be dated within the last five years. <b>A. Statement of the Problem Addressed in the Article:</b> (Include the specific research question and hypotheses). Provide background information to help the reader understand the significance of the issue or the rationale underlying the study or program. Point out relevant sources of information found in the literature review. <b>B. Methodology:</b> Describe nature of sample and sampling procedures, operationalization of key variables, instruments, and procedures. <b>C. Results and Discussion:</b> Describe procedures used to test specific hypotheses, statistical tests used, results of statistical analyses and conclusions derived by the authors. Limitations of the study or program, recommendations for future research and program, implications for the practice of counseling. <b>D. Critique:</b> Describe any strengths and weaknesses you found in the study or description of program. How results and conclusions fit into or expand your understanding of the subject. How the information gained might be applied to solve “real world” problems.	10%	9/25

<p>*Follow APA Style, 7th Ed., to write your critique.</p>		
<p><b>Program Evaluation</b>  Design a program evaluation for evaluating your counseling skills in session, using the Session Rating Scale (SRS: Miller, Duncan &amp; Johnson). A baseline measure will be taken from the student's clients (or a client in a counseling model class) <u>within the first two weeks of the semester</u>. The student will develop the Program Evaluation Plan, and execute the plan throughout the semester. You will need a minimum of 6 sessions that you use the SRS and/or any other measure you choose to use. If you are not currently seeing clients, alternative assignment options will be discussed in class.</p> <p><b>Five Components of Program Evaluation for Evidenced Based Practice (see text on Blackboard: LogicModel WK Kellogg Foundation; also page 314 in the Sheperis text)</b></p> <p><b>*Start with a brief introduction—give enough information for your reader to understand what you are seeking to measure, as well as why it is important.</b></p> <p><b>A. Resources and Needs Assessment:</b> usually includes human, financial, organization, and community resources a program has available to direct toward doing the work. In this case, you would identify resources needed to improve your counseling work, based on the four factors measured in the SRS: Relationship, Goals and Topics, Approach or Method, and Overall, or decreasing Anxiety, Depression, etc. [You could measure your empathy skills (or ability to be silent; well-constructed questions; etc.), using the SRS plus an empathy measure. You might measure the quality of the counseling relationship using the SRS. You should use all for elements in the SRS to measure, but you might highlight one of them to specifically work on.</p> <p><b>B. Program Activities:</b> are the processes, tools, events, technology, and actions that are in the intentional part of the program implementation. These interventions are used to bring about the intended program changes or results. What tool or technology or action will you use to improve your outcomes in relationship (feeling heard, understood, and respected) or Goals/Topics (working on what the client wanted to work on and talk about); or Approach/Method (having an approach that is a good fit for the client); or overall (session was right today or something was missing).</p> <p><b>C. Outputs:</b> The direct product of program (your counseling) activities and may include types, levels and targets of services to be delivered by the program (your counseling)—levels of empathy or of stronger listening and reflecting skills, etc.</p> <p><b>D. Outcomes:</b> Specific changes in program participants' behavior,</p>	<p><b>25%</b></p>	<p><b>Baseline measure due Aug 28</b>  <b>Final Report due Oct. 16</b></p>

knowledge, skills, status and level of functioning. We could use the ORS for this, or you could use a measure specific to their issue (GAD 7, Anxiety inventory, PhQ9, etc.).

E. Impact: the fundamental intended or unintended change occurring in the system across time. There should be a change across clients.



Use the above outline to give information about your “Program Evaluation” of your own counseling skills.

### IRB Project

Prior to undertaking a behavioral research project involving human subjects, researchers are required by federal law to have their research proposal reviewed by an IRB. The requirements for an Institutional Review Board form are uniform for the specific educational institution.

•Use the NOBTS IRB form—found on Blackboard COUN6474KS

Create an informed consent that would meet university policy for responsible conduct of research. This IRB will be for your Research Proposal assignment.

While there are portions of the IRB process which may be difficult to fully complete, the students is to get the IRB proposal as close to finalized as possible.

10%

10/30

### Research Proposal

Create a Research Proposal, using some type of Quantitative statistical analysis (best if a Paired T-Test or some type of Multiple regression) the foundation of any research project. You will develop the appropriate research components, and assemble a formal proposal. Use the outline that follows:

#### Research Question & Hypothesis

- First step of research project
- Use Blackboard Discussion Board to present concise

25%

11/6

research question and hypothesis

References Needed

- Correct APA; 6 Citations
- Maximum number of points available:
- 4 Sources (5 pts); 5 Sources (10 pts); 6 Sources (14 pts), 7+ Sources (15 pts) including using correct APA format
- Resources need to be no older than 10 years.

Methodology

- Quantitative Research Proposals follow a formal structure.
- Follow the Methodology Section outline below for this part (3<sup>rd</sup> chapter of your proposal)
- *Outline for your Research Proposal: (approximately 7-9 pages, not including the References)*

**I. Title page and Abstract (10 pts.)**

**II. The Purpose of this Project** –Include in this section your mission, research Question(s) and hypotheses. **(15 pts.)**

**III. Literature Review** –Write a fairly comprehensive review, but concise review, of the Scholarly Literature related to the topic you are investigating. (3-5 pages) **(25 pts.)**

**IV. Methodology**

- A. Participants—include a description of the characteristics of the sample and Sampling techniques (10 pts)
- B. Instruments—Provide a concise description of the specific instruments you plan to use. Include a brief discussion of each instrument’s psychometric properties (i.e., purpose, validity, reliability, etc.) **(10 pts.)**
- C. Procedures—Describe specifically how you plan to carry out your study. Write this section with sufficient detail so the reader would be able to replicate your procedures. **(10 pts.)**

**V. Results** Describe how, specifically, you will statistically test each hypothesis. Then note what results you hope to obtain. **(5 pts.)**

**VI. Conclusions:** Discuss why your study will make a significant contribution to the literature, limitations of your study, and recommendations for future research. **(5 pts.)**  
Entire paper to this point should be 10-12 pages, not including References.

**VII. References:** APA 7<sup>th</sup> Ed. This is different than the “Bibliography.” Note the difference between References and Bibliography. **(10 pts.)**

**Program Evaluation & Research Design Posttest**  
<https://goo.gl/forms/bUZz9FYMUkhCxmu52>

**2.5%**

### **Textbooks**

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2016). Counseling research: Quantitative, qualitative, and mixed methods. Boston, MA: Pearson. ISBN 978-0-13-402509-4  
W.K. Kellogg Foundation (1998). Using Logic Models to Bring Together Planning, Evaluation, and Action Logic Model Development Guide. (Found on Canvas).

### **Optional Textbooks**

Babbie, E.R. (2015) The practice of social research. Boston, MA: Cengage Learning. 978-1-305-10494-5  
IBM SPSS Statistics Grad Pack 25.0 BASE. The SPSS Grad Pack: purchase for your laptop to \$36 at this site: <https://studentdiscounts.com/>.  
Laerd Statistics Subscription. <https://statistics.laerd.com/pricing.php>. 3 months for \$9.99 Order after September 1, no later than September 12. That will allow you to have access during the time it is needed in this class.

### **Course Teaching Methodology**

The course will involve the following methods of instruction: lecture, skills training in SPSS, practice in designing and developing research projects.

### **Grading Scale**

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf> ):

A: 93-100  
B: 85-92  
C: 77-84  
D: 70-76  
F: Below 70

### **Evaluation of Grade**

Program Evaluation & Research Design Pre/Posttest	5%
Group Research Activities	20%
Research Question and Hypothesis on the Discussion Board	5%
Journal Article Critique	10%
Program Evaluation	25%
IRB Project	10%
Research Proposal	<u>25%</u>
Total	100%

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:



1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) or [My.nobts.edu](http://My.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [Canvas@nobts.edu](mailto:Canvas@nobts.edu) - Email for technical questions/support requests with the NOBTS Canvas Learning Management System (Faculty/Students/Staff) [Canvas.NOBTS.edu](http://Canvas.NOBTS.edu).
3. [Bluejeanshelpdesk@nobts.edu](mailto:Bluejeanshelpdesk@nobts.edu) - Email for technical questions/support requests with the Bluejeans & NOBTS Bluejeans classrooms (On and Off-Campus)
4. [TelephoneHelpDesk@nobts.edu](mailto:TelephoneHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS On-Campus Phone system.
5. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for technical questions/support requests in the Flex classrooms and for general technical questions/support requests. If you are not sure who to contact, use this email address!
6. [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests. (Currently available Mon-Thurs 7:00am-9:00pm & Fri 7:00-7:00pm Central Time)
7. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Policy on Late Assignments**

All work is due by 11:59 PM (Central Time Zone) on the due date listed in the syllabus. For this policy, “days” are calendar days from 12:00 AM to 11:59 PM. Work turned in one to seven days late will receive a 10% deduction; work turned in eight to fourteen days late will receive a 20% deduction; work will not be accepted after 14 days. No coursework will be accepted after the last final exam day of the semester as listed in the graduate catalog. In cases of extreme extenuating circumstances, students may appeal to the counseling department faculty for an exception to this policy by completing a form available from the Counseling Division Administrative Assistant.

### **Disabilities and Accommodations**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on

the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Course Schedule**

<b><u>Week</u></b>	<b><u>Topic</u></b>	<b><u>Reading Assignments</u></b>	<b><u>Key Assessments Due Dates</u></b>
<b>8/14</b>	Intro: Why Do Research?	Sheperis, Ch. 1	*Knowledge PreTest
<b>8/21</b>	Contemporary Issues in Counseling Research/Ethical Issues	Sheperis, Ch. 2, 16	Begin Needs assessment.

	Program Evaluations		
<b>8/28</b>	Reviewing the Literature <i>Analyze Research Writing</i> Methodological Issues	Sheperis, Ch 3-4	Bring a recent article (within last 5 years) about your research question.
<b>9/4</b>	<b>Labor Day—No Class</b>		
<b>9/11</b>	Basic Statistical Concepts and Descriptive Statistics Data Management & Analysis Software T-Test on Laerd's Statistics	Sheperis, Ch 5, 17	Research Questions—In class discussion of Research Questions SPSS Lab Work
<b>9/18</b>	Experimental Design T-Test on Laerd's Statistics	Sheperis, Ch 6	Rough Draft of Literature Review section of proposal Due
<b>9/25</b>	Predictive Designs Multiple Regression on Laerd's Statistics	Sheperis, Ch 7	Journal Article Critique
<b>10/2</b>	<b>Fall Break—no classes</b>		
<b>10/9</b>	Single Case Research Case Study Activity: Case Study	Sheperis, Ch 8-9	
<b>10/16</b>	Developing a Research Report	Sheperis, Ch 18	Project Evaluation Report Due *Knowledge Posttest
<b>10/23</b>	Grounded Theory	Sheperis, Ch 10	
<b>10/30</b>	Phenomenological Research Narrative Research	Sheperis, Ch 11-12	<u>IRB Due</u>
<b>11/6</b>	Overview of Survey Research Mixed Method Designs Focus Group Activity-Program Goals and Outcomes	Sheperis, Ch 13-14	Research Proposal Due
<b>11/13</b>	Action Research Presentations	Sheperis, Ch 15	
<b>11/20</b>	<b>Thanksgiving—No Class</b>		
<b>11/27</b>	Presentations		

### Selected Bibliography

- Balkin, R. S., & Sheperis, C.J. (2011). Evaluating and reporting statistical power in counseling Research. *Journal of Counseling & Development*, 89(3), 268-272.
- Bangert, A. W., & Baumberger, J. P. (2005). Research and statistical techniques used in the *Journal of Counseling & Development: 1990-2001*. *Journal of Counseling & Development*, 83(4), 480-487.
- Blanco, P. J., & Ray, D. C. (2011). Play therapy in elementary schools: A best practice for

- Improving academic achievement. *Journal of Counseling & Development*, 89(2), 235-243.
- Ginsberg, F., & Sinacore, A. L. (2013). Counseling Jewish women: A phenomenological study. *Journal of Counseling and Development*, 91(2), 131-139.
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- Jackson S. (2011). *Research methods and statistics: A critical thinking approach* (4th Ed.) Wadsworth.
- Lenz S., Bruijn, B., Serman, N. S., & Bailey, L. (2014). Effectiveness of cognitive processing therapy for treating posttraumatic stress disorder. *Journal of Mental Health Counseling*, 36(4), 360-376.
- Leibert, T. W., & Dunne-Bryant, A. (2015). Do common factors account for counselor outcome? *Journal of Counseling & Development*, 93(2), 225-235.
- Michel, R. E., Hall, S. B., Hays, D. G., & Runyan, H. I. (2013). A mixed methods study of male recruitment in the counseling profession. *Journal of Counseling & Development*, 91(4), 475-482.
- Murphy, K. A., Blustein, D. L., Bohlig, A. J., & Platt, M. G. (2010). The college-to-career transition: An exploration of emerging adulthood. *Journal of Counseling & Development*, 88(2), 174-181.
- Young, A., Gonzalez, I., Owen, L., & Vale Heltzer, J. (2014). The journey from counselor-in-training to practitioner researcher. *Professional School Counseling*, 18(1), 217-226.