



COUN6374 Scientific Research & Program Evaluation
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Fall 2019

Monday 1:00 p.m-3:50 p.m.

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Leeke Magee Christian Counseling Center

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

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.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Spiritual Vitality.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, and Servant Leadership.

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.

Course Teaching Methodology

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

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)	Instruction: Lectures: Program Evaluations; Single Case Research; Case Study; Phenomenological Research; Action Research; Grounded Theory Readings: 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.	Instruction: Lectures: Program Evaluations; Single Case Research; Case Study; Phenomenological Research; Action Research; Grounded Theory *Program Evaluation Pre and Post Readings: 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)	Instruction: 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 Discussions Readings: : Sheperis, Chapters 3-17	Research Question Rubric Journal Article Critiques Rubric Research Proposal Rubric
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)	Instruction: Lectures: Contemporary Issues in Counseling Research; Reviewing the Literature; Methodological Issues. *In class practice using the 12 Step Article Review method Readings: Sheperis, Chapters 1-4 Various research articles	Quantitative & Qualitative 12 Step Article Review Rubric
Acquire a basic ability to use statistical software and interpret results from completed statistical analyses, and demonstrate understanding of SPSS (CACREP	Instruction: Lecture: Data Management & Analysis Software Practice Lab using SPSS Readings: Sheperis, Chapter 17	Program Evaluation Rubric Research Proposal Rubric

2.F.8.i,h)		
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)	<p>Instruction: 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.</p> <p>*Research Question Assignment, *Program Evaluation Assignment *Research Proposal Assignment</p> <p>Readings: : Sheperis, Chapters 3-17</p>	Qualitative Program Evaluation Research Proposal IRB

Course Requirements/Assignments

Assignment/Requirements & Description	Percentage (Point Value)	Due Date
<p>Program Evaluation & Research Design Pretest https://goo.gl/forms/HyrDPloQPYPjUnbD3</p>	2.5%	
<p>Quantitative & Qualitative 12 Step Article Review This assignment is for the student to become familiar with the critical reading of research articles. Each student is to read one quantitative and qualitative research article from peer-reviewed professional journals. Utilizing the “12 Steps to Understanding Research Reports” chart found on blackboard under “Course Materials,” each student will complete the twelve steps for each article. Answer the questions for each step.</p>	10%	9/10
<p>Research Question on WIKI 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 WIKI by the date posted on the Course Schedule. Each student will review all research questions and comment one time on each research questions.</p>	5%	9/17
<p>Journal Article Critique 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.</p> <p>A. Statement of the Problem Addressed in the Article: (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.</p> <p>B. Methodology: Describe nature of sample and sampling procedures, operationalization of key variables, instruments, and procedures.</p> <p>C. Results and Discussion: 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</p>	10%	10/1

and program, implications for the practice of counseling.

D. Critique: 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.

*As always, follow APA Style, 6th Ed., to write your critique.

Program Evaluation using the Logic Model

Design and execute a six-week program evaluation to evaluate your counseling skills in session, using the Session Rating Scale (SRS: Miller, Duncan & Johnson). The assignment contains two components:

1. Design your program evaluation, following the template on p. 54 of the Kellogg book located on Blackboard.

2. Execute your program evaluation, and show your progress through the use of graphs. Graph your baseline, weekly, and final outcome scores using a graph for each of the four areas of the SRS and any other measure you choose to use.

*The baseline data must be taken from the client(s) within the first two weeks of the semester.

*As you consider what client(s) to use for your evaluation, take into consideration whether you think they will be consistent in attendance. Because unforeseen obstacles may stop a client's work, you are encouraged to maintain the use of the SRS with more than one client. Do not hesitate to add any measure you think would help you improve any skill you decide to improve, and track that in addition to the SRS.

The assignment is due on 10/28.

Five Components of Program Evaluation for Evidenced Based Practice (see text on Blackboard: Logic Model WK Kellogg Foundation; also page 314 in the Sheperis text)

A. Resources and Needs Assessment: 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.

B. Program Activities: 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).

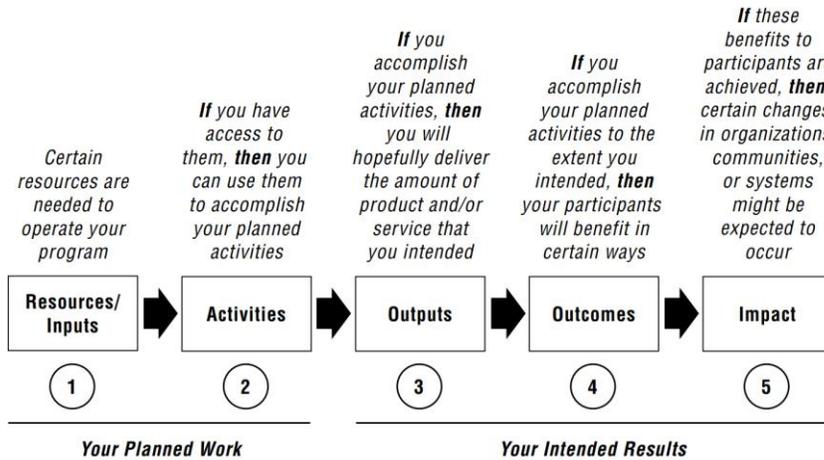
C. Outputs: The direct product of program (your counseling) activities and may include types, levels and targets of services to be delivered by the program (your counseling)—levels of empathy or of stronger listening and reflecting skills, etc.

D. Outcomes: Specific changes in program participants' behavior, 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.).

25%

10/28
Report
Due

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



The Program Evaluation Logic Model will be graded by the Program Evaluation Logic Model Rubric found on Blackboard/COUN6474KS)

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.

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%

11/12

Research Proposal

Create a Research Proposal, 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 research question and hypothesis

References

- 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

Methodology

- Quantitative Research Proposals follow a formal structure.
- Follow the Methodology Section outline below for this part (3rd chapter of your proposal)

35%

11/26

<p>- <i>Outline for your Research Proposal: (approximately 7-9 pages, not including the References)</i></p> <p>I. Title page and Abstract (10 pts.)</p> <p>II. The Purpose of this Project –Include in this section your mission, research Question(s) and hypotheses. (15 pts.)</p> <p>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.)</p> <p>IV. Methodology</p> <p>A. Participants—include a description of the characteristics of the sample and Sampling techniques (10 pts)</p> <p>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.)</p> <p>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.)</p> <p>V. Results Describe how, specifically, you will statistically test each hypothesis. Then note what results you hope to obtain. (5 pts.)</p> <p>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.)</p> <p>Entire paper to this point should be 10-12 pages, not including References.</p> <p>VII. References: APA 6th Ed. This is different than the “Bibliography.” Note the difference between References and Bibliography. (10 pts.)</p>	
<p>Program Evaluation & Research Design Posttest https://goo.gl/forms/bUZz9FYMUkhCxmu52</p>	<p>2.5%</p>

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 Blackboard course: COUN6474KS).

IBM SPSS Statistics Grad Pack 25.0 BASE The SPSS Grad Pack can be purchased for your laptop for \$36 at this site:

<https://studentdiscounts.com/> It is a license for two computers.

Optional Textbooks

Babbie, E.R. (2015) The practice of social research. Boston, MA: Cengage Learning. 978-1-305-10494-5

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

Course Policies, Academic Conduct, and Professional Conduct

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.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

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, 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.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or

whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

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 for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professional Conduct

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

Technical Assistance

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

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/studentervices, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/studentervices/counseling/services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading Assignments</u>	<u>Key Assessments Due Dates</u>
8/19	Intro: Why Do Research? Contemporary Issues in Counseling Research/Ethical Issues	Sheperis, Ch 1 & 2	*Knowledge PreTest Link: https://goo.gl/forms/hsiaiH74hGZZE2kR2 *Complete Logic Model Chart using your current methodology for increasing counseling skills or decreasing client symptoms.
8/26	Reviewing the Literature Methodological Issues	Sheperis, Ch 3-4 Logic Model Ch. 1-4	Begin Needs assessment for Logic Model Using the Session Rating Scale.
9/2	Labor Day—No classes		
9/9	Program Evaluations	Sheperis, Ch 16	12 Step Article Reviews Continue Measures for Evaluation weekly
9/16	Basic Statistical Concepts and Descriptive Statistics Data Management & Analysis Software	Sheperis, Ch 5, 17	Research Question-WIKI SPSS Lab Work Continue Measures for Evaluation weekly
9/23	Experimental Design	Sheperis, Ch 6	Continue Measures for Evaluation weekly
9/30	Predictive Designs	Sheperis, Ch 7	Journal Article Critiques Continue Measures for Evaluation weekly
10/7	Single Case Research Case Study	Sheperis, Ch 8-9	Continue Measures for Evaluation weekly
10/14	Fall Break—no classes		
10/21	Developing a Research Report	Sheperis, Ch 18	Continue Measures for Evaluation weekly
10/28	Phenomenological Research Narrative Research	Sheperis, Ch 11-12	Project Evaluation Report Due
11/4	Overview of Survey Research Mixed Methods Designs	Sheperis, Ch 13-14	
11/11	Action Research	Sheperis, Ch 15	<u>IRB Due</u>
11/18	Thanksgiving—no classes		
11/25	Grounded Theory	Sheperis, Ch 10	Research Proposal Due
12/2	Presentations		Knowledge Posttest
12/9	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.
- Gladding, S. T. (2013). *Counseling: A comprehensive profession* (7th ed.). Upper Saddle River, NJ: Pearson.
- Hanks, B. B., & Hill, N. R. (2015). Relational dynamics within the context of deafness: A case study of the supervision triad. *Journal of Counseling and Development, 93*(3), 299-311.
- 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., Gonzales, I., Owen, L., & Vale Heltzer, J. (2014). The journal from counselor-in-training to practitioner researcher. *Professional School Counseling, 18*(1), 217-226.

Key Performance Indicators

Key Performance Indicator	Learning Experiences	Assessments
Evaluation of counseling interventions and programs (CACAREP 2.F.8.e)	Instruction: Lectures: Program Evaluations; Single Case Research; Case Study; Phenomenological Research; Action Research; Grounded Theory Readings: 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.	Instruction: Lectures: Program Evaluations; Single Case Research; Case Study; Phenomenological Research; Action Research; Grounded Theory *Program Evaluation Pre and Post Readings: Sheperis, Chapters 8, 9, 11, 15, 16, 17. Using Logic Models	Program Evaluation Pre and Post Assignment, as measured by the Program Evaluation Rubric