



COUNSL 601: Research and Evaluation in Psychology

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard for one hour per week

Course Description:

“This course examines several research models and strategies with respect to their various rationales and methodologies. Relevant statistical topics are introduced conceptually, especially as they are applied in research about specific academic settings.”

CACREP Curriculum Standards

COUNSL 601: Research and Evaluation in Psychology is the primary course that addresses these CACREP curriculum standards:

1. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
2. identification of evidence-based counseling practices
3. needs assessments
4. development of outcome measures for counseling programs
5. evaluation of counseling interventions and programs
6. qualitative, quantitative, and mixed research methods
7. designs used in research and program evaluation
8. statistical methods used in conducting research and program evaluation
9. analysis and use of data in counseling
10. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Prerequisites: Graduate standing or permission of instructor

Required Texts:

Note Please check with instructor before purchasing the text

Balkin, R. S., & Kleist, D. M. (2017). *Counseling Research*. American Counseling Association.

Course Goals & Learning Objectives

Through active participation in this course, students will be able to:

1. Develop an understanding of quantitative, qualitative, and mixed methods approaches to inquiry.
2. Develop an understanding of major types of study designs and when they are used in counseling interventions and program evaluation.
3. Develop the ability to conduct a literature search and synthesize findings.
4. Develop an understanding and ability to interpret statistical concepts used in quantitative research and program evaluation.
5. Become familiar with the ethical implications of various research methodologies as these apply to counseling interventions and program evaluation.
6. Demonstrate knowledge and skills of research and program evaluation.
7. Learn the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
8. Learn about needs assessments and the development of outcome measures for counseling programs.
9. Develop an understanding of evidence-based counseling practices.
10. Become familiar with the formatting requirements of APA style.

CACREP Curriculum Standards

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- 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
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Interteaching:

This course uses Interteaching, is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Evaluation and Grading

Attendance & Participation

Regular attendance and participation in class discussion and online activities are required. You are expected to participate in each online lecture/activity with the readings completed prior to beginning. At this point in your professional development, your colleagues (classmates) can be valuable contributors to your learning in the class, and your experience and knowledge can be valuable to them. Participation also includes thoughtfully and appropriately participating in discussions and activities, and taking responsibility for helping create a positive learning environment by arriving promptly, listening respectfully, and participating constructively.

Summary of Assignments

Criterion	Brief Description	% of Grade
Attendance & Participation	Regular attendance and participation in class discussion and online activities are required. <i>Three (3) absences constitute failure of the course.</i> You are expected to listen to any voice thread and/or read any lecture notes BEFORE coming to class. Please notify the instructor in advance if you must miss class for religious holidays or other extenuating circumstances.	7%
Semi-Weekly Assignments (SWA)	Complete semi-weekly assignments on Blackboard before the next class, as part of your work to learn the new material. SWAs are listed in the course schedule when they are due.	14%
APA Quiz	Quiz on APA style and format. Additional details will be provided in class.	12%
Research Knowledge Quiz	Quiz on fundamental concepts from the first few weeks in the course (e.g., research designs, hypothesis, validity, reliability, plagiarism, sampling).	12%
Leading Journal Article Discussion	In a group, facilitate online class discussion (approx. 15 minutes) once during the semester by developing questions based the readings and a related peer-reviewed academic article you select. Additional details are provided later in this syllabus.	5%

Article Critiques	Write two 1-2 page academic critiques of research journal articles of your choosing based on the journal authors' application of a research topic from the textbook reading. Additional details are provided later in this syllabus.	15%
Annotated Bibliography	Write an annotated bibliography of articles relevant to your field. Use research-based articles from peer-reviewed journals. Additional details are provided later in this syllabus.	20%
Research Prospectus	Write a 2-3 page research proposal on program evaluation. The prospectus should include a problem statement, description of participants and potential variables, and an overview of the methods proposed.	15%

***All assignments should be submitted in APA (7th edition) format.**

*** Please include your name in the name of the document(s) you submit.** For example:
"NaomiAssaf_Critique 2".

Requesting an Incomplete:

Incompletes will only be awarded to students who have participated in and successfully completed the vast majority of the coursework, as evidenced by both attendance and completion of assignments. The right to grant an incomplete to a student is solely the instructor's, and you must request an incomplete prior to the last day of class

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0

INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Late Work: Late assignments will have 10% of the overall grade deducted each day until the assignment is properly submitted.

Grading: This course is a satisfactory/unsatisfactory grading. Students need to obtain the equivalent of 80 points (B-) to receive a satisfactory grade.

Final Note: It is the policy of University of Massachusetts Boston Graduate Studies that grades of 'Incomplete' are given in cases of catastrophic loss (death of partner, parent, family member) or major illness (surgery requiring hospitalization). The conditions for resolving Incompletes are arranged before the end of the semester, are written, and become official documents included in the student file. A student must be otherwise passing the course in order to be eligible for consideration of an Incomplete grade. After 12 months, the Incomplete is automatically converted to an F by the registrar. Credit may be earned for that course only by registering, paying, and taking it a second time.

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://www.umb.edu/current-students)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.