



WINEBRENNER
THEOLOGICAL SEMINARY

“Winebrenner equips leaders for service in God’s Kingdom.”

Term:

Course: CC 6000; Research and Evaluation

Instructor:

Phone:

Email:

Office/Contact Hours:

MACC Syllabus

COURSE DESCRIPTION

This course presents an introduction to counseling research methods. It will review research and evaluation processes, concepts of validity, and issues of reliability, research designs and common statistical tests. Students will learn to critique professional research articles, conduct simple quantitative and qualitative research. (3 credit hours)

COURSE OUTCOMES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling Programs. At the conclusion of this course, the successful student will successfully meet the following standards:

1. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (3.G.3)
 - Assessment occurs through the statistical analysis quiz
2. Reliability and validity in the use of assessments (3.G.4)
 - Assessment occurs through the statistical analysis quiz
3. The importance of research in advancing the counseling profession, including the use of research to inform counseling practice (3.H.1.)
 - Assessment occurs through journal article critique and research project proposal

4. Identification and evaluation of the evidence base for counseling theories, interventions, and practices **(3.H.2.)**
 - Assessment occurs through research project proposal
5. Qualitative, quantitative, and mixed methods research designs **(3.H.3.)**
 - Assessment occurs through research study example, journal article critique, and research project proposal
6. Practice-based and action research methods **(3.H.4.)**
 - Assessment occurs through journal article critique and research project proposal
7. Statistical tests used in conducting research and program evaluation **(3.H.5.)**
 - Assessment occurs through journal article critique and research project proposal
8. Analysis and use of data in research **(3.H.6.)**
 - Assessment occurs through journal article critique and research project proposal
9. Use of research methods and procedures to evaluate counseling interventions **(3.H.7.)**
 - Assessment occurs through research project proposal
10. Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy **(3.H.8.)**
 - Assessment occurs through research project proposal
11. Culturally sustaining and developmentally relevant outcome measures for counseling services **(3.H.9.)**
 - Assessment occurs through research project proposal
12. Ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation **(3.H.10.)**
 - Assessment occurs through journal article critique and research project proposal
13. Culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation **(3.H.11.)**
 - Assessment occurs through journal article critique and research project proposal
14. Research a topic related to the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, or neurodevelopmental disorders **(5.C.1.)**
 - Assessment occurs through the research project proposal.

REQUIRED TEXTBOOKS

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN 978-1-433-83215-4.

Houser, R. (2014). *Counseling and educational research: Evaluation and application* (3rd ed). Thousand Oaks, CA: Sage.

NOTE: There is a 4th edition available, but if you'd like to save money, go with the 3rd edition. Reading assignments are provided for both editions.

METHODOLOGY

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group discussions, multimedia, and in-class and out-of-class assignments to develop critical thinking skills.

Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together verbally. It's not a repetition of facts; if that's all we were interested in we could just do a quiz on the reading and be done. It's not a debate or an argument or posturing. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment. Quiet observation may have its place for most of the class session, but failing to contribute meaningfully is virtually the same as being absent from class.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Calculation of grade will be based on the following:

Participation	120 pts
Proposal Topic Draft	50 pts
Research Article Example	50 pts
Journal Article Critique	160 pts
Statistical Analysis Quiz	100 pts
Chapter 1 Draft (Intro/Prob Statement)	140 pts
Chapter 2 Draft (Literature Review)	140 pts
Chapter 3 Draft (Methodology)	140 pts
Research Project Proposal	300 pts

TOTAL	1200 pts

Participation grades are limited to 10% of the course grade and may include, but is not limited to, classroom engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online). Consult the participation section of the syllabus for more details.

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 1200 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, 7th edition.

- 1. Participation** – A portion of your grade will depend upon your level of participation during class each week. Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Spontaneous assessments may be given to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
- 2. Research Article Example** – Students will locate and submit an example of a research study from a peer-reviewed journal in the student's research area of interest in order to demonstrate the ability to differentiate between research studies and other types of professional literature.

3. **Journal Article Critique (KPI 2)** – Students will select, read, and critique a research study presented as a journal article from a peer-reviewed journal. Possible resources will be discussed in class. Students will identify relevant sections and provide a brief explanation of each study (1 page) and critique the article (2 pages) based on the criteria provided. Critiques should be no longer than 5 pages in length and must be in APA style. The article being critiqued must be submitted along with the student’s critique paper on Populi.

4. **Statistical Analysis Quiz** – Students will complete a 30-minute quiz to identify relevant statistical tests.

5. **Research Project Proposal (KPI 2)** – The Research Project Proposal is a signature assignment for this course and will be written in sections, with each section being turned in for review: Chapter 1 (Introduction and Problem Statement), Chapter 2 (Literature Review), and Chapter 3 (Methodology). Students will identify a research topic relevant to clinical mental health counseling and develop a research project proposal. Students will conduct a sample 4- to 5-page literature review in APA style, develop appropriate research hypotheses, select an appropriate research model, and design research procedures. Drafts will be reviewed on an ongoing basis by the instructor as requested by the student. Proposals must be in APA style, including a title page, appropriate headings, and a reference list page. Maximum 15 pages (excluding title page and references).

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Assignment Due (Date)
1	Introduction and overview	
2	Variables in research	Proposal topic draft
3	Purpose statement & hypotheses	Research article example
4	Quantitative research methods, part 1	Chapter 1 draft
5	Quantitative research methods, part 2	
6	Literature review	Journal article critique
7	Qualitative research methods, part 1	Statistical Analysis Quiz
8	Qualitative research methods, part 2	Chapter 2 draft
9	Instrumentation & sampling	
10	Ethics in research	Chapter 3 draft
11	Mixed methods research	
12	Results & evaluation	Final proposal

Reading Assignments:

The 3rd edition of Houser is the official textbook for this course, but there is also a 4th edition. **Please note which version you have and read according to the schedule below.**

Week	3 rd Edition Reading	4 th Edition Reading
1	Chapter 1	Chapter 1
2	Chapters 2 & 18	Chapter 18
3	Chapter 12	Chapter 10
4	Chapter 3	Chapter 7
5	Chapter 4	Chapter 3
6	Chapter 11	Chapter 9
7	Chapter 5	Chapter 4
8	Chapter 6	Chapter 8
9	Chapters 13 & 15	Chapter 11 & 12
10	Chapter 7	Chapter 5
11	Chapter 10	Chapter 2
12	Chapters 16 & 17	Chapters 14 & 15

WEBSITES

American Counseling Association (ACA)

<http://www.counseling.org/>

Council for Accreditation of Counseling and Related Education Programs (CACREP):

<http://www.cacrep.org>

Ohio Counseling Association (OCA)

<http://www.ohiocounseling.org/>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's

lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful,

rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iames if you have any questions of concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 02/02/2026