UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5340-468: Research and Program Evaluation
Summer 2025 Syllabus
Course Format: Asynchronous/Online

Instructor: Zahide Sunal, Ph.D.
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Virtual Office Hours: Tuesdays 12:00 to 2:00 pm (by appointment)
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COURSE CATALOG DESCRIPTION

COUN 5340: Principles, models, and applications of research in counseling, including needs assessment, program evaluation, statistical analyses of data, and the critical appraisal of psychological and counseling research.

REQUIRED PREREQUISITES

None.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards (Core)	CACREP 2016 Standards (CMHC)	Learning Activities and Assessments
Describe the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	2.F.8.a		Lecture, Quiz
Identify evidence-based counseling practices.	2.F.8.b	5.C.3.b	Lecture, Quiz, Article Review, Final Paper
Describe needs assessments	2.F.8.c		Lecture, Quiz
Develop outcome measures for counseling programs.	2.F.8.d		Lecture, Quiz
Evaluate counseling interventions and programs.	2.F.8.e		Lecture, Quiz
Identify and describe qualitative, quantitative, and mixed research methods.	2.F.8.f		Lecture, Quiz, Article Review, Final Paper

Demonstrate understanding of designs used in research and program evaluation, in both school and clinical contexts.	2.F.8.g	5.G.3.b	Lecture, Quiz, Article Review, Final Paper
Demonstrate understanding of statistical methods used in conducting research and program evaluation.	2.F.8.h		Lecture, Quiz
Demonstrate understanding of how to analyze and use data in counseling.	2.F.8.i		Lecture, Quiz
Explain the use of formal and informal assessments, in the completion of research and program evaluation.	2.F.7.f, 2.F.7.i	5.C.1.e, 5.G.1.e	Lecture, Quiz, Article Review, Final Paper
Discuss research articles on relevant counseling topics, including through analysis of quantitative and qualitative responses.	2.F.7.g, 2.F.7.h		Lecture, Quiz, Article Review, Final Paper
Describe culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	2.F.7.h, 2.F.8.j	5.C.2.j	Lecture, Quiz, Final Paper
Discuss the use of research in developing effective treatment plans, including in goal-making, intervention selection, and diagnosis.	2.F.5.i, 2.F.5.j	5.C.2.d, 5.C.3.a	Lecture, Quiz

REQUIRED TEXT

Houser, R. A. (2019). *Counseling and educational research: Evaluation and application*. Sage Publications.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). ISBN: 9781433832161

* In addition to the required text, extra readings will be assigned throughout the semester. These readings will be available on CANVAS.

METHODS OF INSTRUCTION

This is an asynchronous online course. It is expected that you will spend an average of 6+ hours working on the modules for this course each week. The course materials will be housed on Canvas. This class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Lectures, videos, assigned readings, and online activities will provide a basis for discussion. Academic integrity is expected from each student and plagiarism from any source will not be tolerated and result with an F in this class regardless of any other grades student might hold up until that point.

Canvas (https://www.uttyler.edu/canvas/)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

COURSE POLICIES

There are 5 modules to be completed for this class. Each module contains class content videos, additional readings, and different activities (e.g., discussion posts, videos, reflections, ethical dilemmas, skills recordings) which should be completed that week.

Due to the online nature of this course, it is essential that you remain acutely aware of the due dates for assignments and modules. **All modules (which includes module activities, assignments, and quizzes) are due by 11:59 pm Friday Central Time** as outlined in the class schedule. **All assignments are submitted on CANVAS.** Please DO NOT email or turn in hard copies of your assignments to the instructor, as they will not be accepted as your official submission. You are responsible for uploading the correct version of your assignment to correct location on CANVAS. If you are having trouble logging onto CANVAS or uploading assignments, please contact the CANVAS helpdesk at (903)566-7439 or email them at itsupport@patriots.uttyler.edu. You can also receive help by using the Help tab located on the left side of your CANVAS screen, using the CANVAS guides, or contacting CANVAS help at (844)214-6949.

Late assignments: Assignments submitted after the due date (as indicated by the CANVAS submission time stamp) will receive a 10% grade deduction for each day up to 3 days. In other words, one day late submitted exemplary assignment (which would have been graded 100%) will be graded as 90% and so forth. The work can be submitted max three days late and an assignment might receive min of 70% of the grade. Thus, **work submitted later than the third day will not be accepted and will receive a zero even with an excuse.** I highly suggest students to be proactive and work on assignments a head of time.

Participation & Professionalism: Learning/teaching is a dynamic social process. In this class, your active engagement with the online material is essential. Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person and online interactions with their peers and the instructor.

You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor

- Actively engaging in learning opportunities
- Demonstrating critical thinking
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

COURSE ASSIGNMENTS

1. ___QUIZES:___ One in each module you will take five (5) quizzes in this course that will cover lecture material and reading assignments. The quizzes will review topics, vocabulary, and basic understanding and will be multiple choice, matching, and true/false in format. The quizzes will be available all week and you can choose anytime to take the quizzes until 11:59 pm of the week. Make sure to give yourself enough time to complete quizzes as all quizzes will stop at 11:59 pm regardless if you have completed it or not.

   Your lowest-scoring quiz will be eliminated to give all of you a chance to get adjusted to the quizzes. In other words, there are five quizzes but you will only be graded on four quizzes. If you complete all five quizzes with 100% of the possible points you will receive 1 point as extra credit.

2. ___ARTICLE SELECTION PAPER:___ This assignment is designed to assess your ability to locate articles related to your topic of interest using different research methodologies. **You are required to identify three peer-reviewed articles** on the topic you select. All three articles should be on the same topic. Each article must represent one of the following research designs: **one qualitative, one quantitative, and one mixed-methods design**. These articles should have been published within the last 10 years (the earliest acceptable publication year is 2015) in a counseling journal (e.g., Journal of Counselor Development, Counselor Education and Supervision). Please refer to the provided list of counseling journals if you need assistance identifying appropriate journals.

   The Article Selection paper should be 2–3 pages long (excluding the title page and references), follow APA 7 guidelines (including title page, running head, in-text citations, references, and overall formatting), and include the following information for each article:

   For each article, address the following:
   • What is the purpose of the study?
   • What research design was used?
   • Describe the components of the research design (research questions and hypothesis, procedures, data collection, and analysis steps).

   Be sure to select articles that interest you, as you will later complete your Article Review Paper based on one of these articles. As part of this assignment, you will be submitting five documents: a PDF version of your paper, a Word document version of your paper, and a PDF version of each article you have selected.
   Addresses CACREP Standards: 2.F.8.b, 2.F.8.f, 2.F.8.g, 2.F.8.j.

3. ___ARTICLE REVIEW PAPER:___ This assignment is designed to assess your skills in reading, understanding, and critiquing scholarly articles. You will evaluate one scholarly research article in a 5-10-page critique (not including the title page and references). The article you choose may utilize any research methodology (i.e., quantitative, qualitative, or mixed-methods design). You are expected to evaluate all sections of the article: introduction/literature review, method, results, and

discussion/conclusion.

Your paper should follow the APA 7 professional paper format (except the abstract section). **As part of this assignment, you will be submitting three documents: a PDF version of your final paper, a Word document version of your final paper, and a PDF of the article you reviewed.**

Addresses CACREP Standards: 2.F.8.b, 2.F.8.f, 2.F.8.g, 2.F.8.j.

EXTRA CREDIT OPPORTUNITY

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation. The final class evaluation is an extra credit opportunity for this class. When student submits the completion page into CANVAS by 8/8 11:59 pm, they will receive 1 point. Additionally, as mentioned under the quizzes section, if you complete all five quizzes with 100% of the possible points, you will receive 1 point as extra credit. I do not round up grades, so to ensure you are receiving the grade you are hoping for please make sure to utilize the opportunities for extra credit.

GRADING

During the semester, you will have opportunities to earn up to 100 points. Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F.

The following number of points can be earned throughout this course:

Quizzes (10 pts*4) …………………………………………………40 points
Article Selection Paper ……………………………………………20 points
Article Review Paper…………………………………………………40 points

Total: 100 points

TENTATIVE COURSE SCHEDULE ♠

♠ This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

Module Due Date ♣	Topic	Read Ahead	Assignments and Quizzes
Module 1 7/11	Science and Research Process Research in Practice Navigating Electronic Resources Ethics and Research APA Review	Houser Ch. 1 & 2	**Quiz 1**
Module 2 7/18	Research Designs: Qualitative, Quantitative, & Mixed-Methods	Houser Ch. 3,4,5,7,& 8	**Quiz 2 Article Selection Paper**

Module 3 **7/25**	Evaluating the Introduction	Houser Ch. 9, &10	**Quiz 3**
Module 4 **8/1**	Evaluating the Method (Procedures, Sampling, Instruments)	Houser Ch. 11, 12, & 13	**Quiz 4**
Module 5 **8/8**	Evaluating the Results and Discussion Program Evaluation Conducting Research: Cultural Issues	Houser Ch. 14, 15, & 19 Awad et al., 2016	**Quiz 5** **Article Review** **Paper**

PROGRAM AND DEPARTMENTAL POLICIES

Clinical Mental Health Counseling Program Mission Statement:
The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity, integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able to pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:
https://www.uttyler.edu/psychology/policies.php
UT Tyler Clinical Mental Health Counseling Student Handbook:
https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at
http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
   i.   "Cheating" includes, but is not limited to:
        o   copying from another student's test paper;
        o   using, during a test, materials not authorized by the person giving the test;
        o   failure to comply with instructions given by the person administering the test;

- o possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- o using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- o collaborating with or seeking aid from another student during a test or other assignment without authority;
- o discussing the contents of an examination with another student who will take the examination;
- o divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- o substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- o paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- o falsifying research data, laboratory reports, and/or other academic work offered for credit;
- o taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- o misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate

content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course, I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. **Any deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic integrity policy, and will result in an automatic failure of the course, regardless of your performance on other assignments or exams.**

UT Tyler Resources for Students
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)