



Clinical Mental Health Counseling Program
Psychology, Professional Counseling & Neuroscience Department
College of Natural Health & Sciences

CMHC 722: Research & Evaluation in Counseling (Asynchronous)

3 Credits

Semester/Year: Spring 2026

Class Location: Online

Course Meeting Time: 100% Asynchronous

Prerequisites: admission to MS in Clinical Mental Health Counseling

Instructor:

Office:

Office hours:

Email:

Course Catalog Description

This course presents the types of research designs, basic statistics, research implementation, research report development, and publication of research information relevant to clinical mental health counseling. Program evaluation and needs assessment used in counseling are covered. Ethical and legal considerations of research and evaluation in counseling are addressed.

Course Learning Objectives

<u>Program Objective(s)</u>	<u>Key Performance Assessment Method (KPAM)</u>	<u>CACREP 2024 Core Content Area</u>	<u>Key Performance Indicator (KPI)</u>
Graduates evaluate the importance of published research, outcome measures, and program evaluation for the purpose of	Analysis of Research Framework	Research and Program Evaluation	90% of students will receive a B or higher on the Analysis of Research Framework.

advancing the counseling profession in a diverse community.			
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CACREP 2024 Standards – Section 3: Foundational Counseling Curriculum

RESEARCH AND PROGRAM EVALUATION

<u>Course Objectives</u> <i>By the end of this course, students will be able to:</i>	<u>Course Topic</u>	<u>Assessment Method</u>
Understand the importance of research in advancing the counseling profession, including the use of research to inform counseling practice (3.H.1)	Philosophies of Science and Counseling: Why Science Matters to Counseling Program Evaluation: Applying Science and Practice to Real Life	Final Exam Analysis of Research Framework Quiz
Identify and evaluate the evidence base for counseling theories, interventions, and practices (3.H.2)	Counseling Outcome Research: Does Counseling Work? Process Research: The How's and Why's that Make Counseling Work Theoretical/Conceptual framework readings	Analysis of Research Framework Quiz
Identify qualitative, quantitative, and mixed research methods (3.H.3)	Choosing Research Designs: Balancing Ideals and Realities Qualitative Research: Complexities and Richness form Digging Deeper Quantitative Description Designs:	Final Exam Analysis of Research Framework Quiz

	<p>Describing, Explaining, and Predicting Phenomenon</p> <p>Mixed Methods Designs: When Qualitative and Quantitative Designs Meet</p> <p>Quasi-Experimental and Longitudinal Designs: Examining Relationships in Applied Setting</p>	
Understand practice-based and action research methods (3.H.4)	<p>Counseling Outcome Research: Does Counseling Work?</p> <p>Process Research: The How's and Why's that Make Counseling Work</p> <p>Quasi-Experimental and Longitudinal Designs: Examining Relationships in Applied Setting</p>	<p>Analysis of Research Framework</p> <p>Quiz</p>
Examine statistical tests used in conducting research and program evaluation (3.H.5)	<p>The Independent Variable: The Drivers of the Study</p> <p>The Dependent Variable: Skillfully Measuring Intended Outcomes</p>	<p>Analysis of Research Framework</p> <p>Quiz</p>
Analyze and use data in research (3.H.6)	<p>Population Issues: Who we Study Matters!</p> <p>Philosophies of Science and Counseling: Why Science Matters to Counseling</p>	<p>Analysis of Research Framework</p> <p>Quiz</p>

Understand the use of research methods and procedures to evaluate counseling interventions (3.H.7)	<p>Counseling Outcome Research: Does Counseling Work?</p> <p>Process Research: The How's and Why's that Make Counseling Work</p> <p>Qualitative Research: Complexities and Richness form Digging Deeper</p> <p>Quantitative Description Designs: Describing, Explaining, and Predicting Phenomenon</p> <p>Mixed Methods Designs: When Qualitative and Quantitative Designs Meet</p> <p>Quasi-Experimental and Longitudinal Designs: Examining Relationships in Applied Setting</p> <p>True Experimental Designs: The Power of Between-Groups and Within-Subjects Designs</p>	<p>Analysis of Research Framework</p> <p>Quiz</p> <p>Final Exam</p>
Examine program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy (3.H.8)	<p>Program Evaluation: Applying Science and Practice to Real Life</p> <p>Scale Construction: A Most Fundamental Tool</p>	<p>Analysis of Research Framework</p> <p>Final Exam</p> <p>Quiz</p>

Understand culturally sustaining and developmentally relevant outcome measures for counseling services (3.H.9)	Counseling Outcome Research: Does Counseling Work? Scale Construction: A Most Fundamental Tool	Analysis of Research Framework Quiz
Identify ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research program evaluation (3.H.10)	Ethics in Counseling Research: Being and Doing Right Identifying Interests and Operationalizing Topics: Forget that Perfect Study	Analysis of Research Framework IRB Certificate Quiz
Identify culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation (3.H.11)	Diverse Perspectives: Conceptual and Methodological Considerations Identifying Interests and Operationalizing Topics: Forget that Perfect Study	Final Exam Analysis of Research Framework

Methods of Instruction:

The primary method of instruction for this course will be fully asynchronous 100% online. Students will be exposed to learning through experiential practice situations in online groups, video recordings, and computer assisted technology including but not limited to: PowerPoint presentations, podcasts, and videos. Students will be expected to actively engage in all tests, quizzes, projects, and discussion posts.

Required Texts and/or Readings:

*American Psychological Association. (2019). *Publication Manual of the American*

Psychological Association (7th ed.). Washington, DC: Author.

Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2016). Research

design in counseling (4th ed.). Boston, MA: Cengage. ISBN: 978-1-305-08731-6



*the Publication Manual of the APA is in UW-Parkside's Library's Reference Collection

Purdue Owl Writing Lab -

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Additional Readings: Supplementary readings may be assigned throughout the semester to enhance or add to textbook content. Instructor will give at least a week notice before additional reading is assigned. Readings will be provided by instructor.

Course Expectations

Professionalism and Dispositions

The CMHC program maintains expectations for professional behavior and dispositions throughout all coursework and clinical practice. This policy includes the attendance and engagement in the classroom environment and the ability to uphold the American Counseling Association Code of Ethics (2014). Please see the CMHC Handbook for more detail.

Students will be evaluated throughout the CMHC program based upon these general dispositions through formal (e.g. dispositional evaluation) and informal methods (e.g. individual faculty meetings, private discussions after class). The dispositions assessed include:

- ***Professional behavior and ethics***

Expectation for students to demonstrate professional, ethical, and legal behavior. Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.

- ***Professional identity***

Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training. Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the classroom

- ***Self-Awareness and Growth***

Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates an ability to maintain emotional stability and self-control and personal wellness. Dispositional self-evaluations are completed at program orientation and prior to practicum enrollment. In addition, self-evaluation of dispositions is completed through the practicum and internship coursework.

Formal program evaluation of dispositions are completed by the faculty in student progress reviews. These reviews occur after completion of the first semester of coursework (e.g., 9 credits) and prior to the clinical orientation in preparation for practicum. Dispositional review can be utilized by the faculty at any point over the program should the student be demonstrating behavior that does not uphold professional dispositions outlined in this document. Program faculty will meet individually with each student to provide an overview of the student progress review including feedback from dispositions evaluation.

Statement on Academic Honesty

Student work is to be performed honestly and without unauthorized assistance. All assignments for this course are to be original works. **Academic dishonesty (cheating, plagiarism, fabrication, etc.) can result in a grade of F for the course; and be reported to the university for appropriate disciplinary action.** In addition, professional dispositions policy addresses academic honesty and professional behavior in the classroom. Students should consult with the instructor if they need clarification.

Inclusivity, Respect and Ability/Disability Expectations

UW-Parkside is committed to fostering and maintaining a safe, inclusive learning and working environment for all students, faculty, and staff. Because we value our diverse campus community, all forms of discrimination and harassment are prohibited at our institution. If you have experienced or witnessed such behavior, you may contact your instructor, the [Dean of Students](#) at 262-595-2598, or the [Office of Equity, Diversity, and Inclusion](#) at 262-595-2090 to file a complaint.

UW-Parkside seeks to uphold standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Gender-based discrimination, pregnancy discrimination, relationship violence, and sexual misconduct, which includes harassment, assault, exploitation, and stalking, violate the university's core values and policies and may also violate state and federal law. University faculty and staff are considered "Mandatory Reporters" and must report incidents of sexual misconduct and relationship violence for the safety of the individuals involved and the wider community. If you or someone

you know has been impacted by sexual misconduct, relationship violence, gender-based discrimination, or needs support as a pregnant student, please visit the [Title IX Office](#) for a variety of [resources](#), support, and reporting options, which includes options for confidentiality and anonymity.

UW-Parkside recognizes that all persons, regardless of ability, are an integral part of our community and is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you are also welcome to meet with the [Student Accessibility Services](#) office. The SAS office works with students with disabilities and instructors to identify reasonable accommodations and remove barriers. You can find the SAS office [online](#), visit them in Wyllie D1, or contact them at sas@uwp.edu or 262-595-2372.

Reflective practice

As a counselor-in-training, it is expected that you actively engage in critical self-reflection as a means to understand your own values, assumptions, and bias. Reflection is vital for your development as a professional counselor. Please see student handbook for more information on expectations for reflective practice.

Discussions are a large component of many of the courses. Students are not expected to self-disclose beyond their comfort and are encouraged to reflect on the relevance and purpose of the self-disclosure. As students and instructor may share personal information, confidentiality is highly valued, though cannot be guaranteed among students. Please be respectful of each other's choice to discuss personal information as it relates to course content.

Appropriate use of electronic devices

Please note that at the instructor's discretion, lectures and class sessions may be live streamed and/or recorded and made available to students registered for the class. The use of live streaming and lecture capture is intended to supplement the online course experience solely for the benefit of students registered in the class. UW-Parkside prohibits faculty, staff and students from copying, distributing, or using lecture capture recordings for any other purpose; violation of this prohibition may be grounds for UW-Parkside to initiate disciplinary proceedings.

Technology Competence and Communication

Students are expected to develop and enhance their technological competence throughout the semester. Contact with instructor via email (only through UW-P address) and proficiency with CANVAS is a MUST. CANVAS is used to upload required assignments, receive attachments and course materials, communicate with peers on group assignments, and to be updated on course details. Recordings of sessions in any format must be done in a way that captures sound and quality images (in order for instructor and peers to review).

Course Requirements

Online Participation

This class promotes open discussion on counseling and the therapeutic relationship with regard to personal and interpersonal skills, preferences, strengths, and values.

- As this class is designed to be fully asynchronous, students are expected to read and review all class materials posted online.
- To ensure completion and understanding of posted online materials, participation is measured through comprehension quizzes at the end of some posted PowerPoints, reflection papers, individual discussion posts, etc.
- Students are expected to participate in all discussion posts and synchronous practice activities.
- On occasion, there may be discussions relating to sensitive matters. Students are expected to respect colleagues by keeping confidential, personal information that may be revealed online, during synchronous practice, and peer counseling sessions.
- Many may have predefined opinions and values. Although it is not expected to agree with your cohort or peers, participation in this course indicates your willingness to remain respectful and open to all students. Values of this course include willingness and ability to adhere to the American Counseling Associations code of ethics and actively promoting respect for human dignity and diversity.

Individual Discussion Boards –35pts

Students are expected to upload and participate in individual discussion boards. Participation in the discussion boards aid in student engagement with your classmates and should represent substantive responses to prompts. Individual discussion posts should be submitted by **Sunday**.

Group Discussion w/Report Out - 50pts

Throughout the semester students will be required to engage in virtual group discussions with predetermined groups of students. Each student must submit an individual response to the lesson prompt by **Thursday** and provide substantive responses to group members by **Saturday**. Each group will then select one group member to upload the consensus response to the prompt by **Sunday** in the **Report Out** discussion board for that lesson. Please be sure to adhere to deadlines for submitting initial posts to ensure group members have ample time for response and discussion.

IRB Certificate – 100pts

Students are required to complete the online training for Human Subjects Research. The link is provided here (<https://www.uwp.edu/explore/offices/researchadmin/irb.cfm>) and the title of training is CITI Human Subjects Training. A copy of the instructions for completing the training

are posted under course materials in Canvas and are also available on the linked web address. The training takes approximately 3-4 hours to complete so please plan accordingly. Proof of successful completion of the training should be uploaded to Canvas under the designated assignment location. If you have already completed this assignment as part of another class, it is okay to submit the **unexpired** certificate here as well. Keep in mind, any certificates older than 3 years will not be accepted. Grades for this assignment will be commensurate with the actual score you receive on the training.

Analysis of Research Framework – 125pts

This is the major assignment for the research and evaluation in counseling course and the directions are organized in the order that the assignments are due. This assignment has many parts that are due throughout the course of the semester for a total of 125 points. All journal review and summary components will require a group discussion following the format listed above. All of your individual summaries should include an APA style reference and not exceed more than 1 page each.

Requirements

Quantitative (30 pts) – In your groups, each student must find and summarize 2 quantitative articles pertaining to your topic area in counseling or mental health related peer reviewed journals. Highlight the type of quantitative design and statistical analysis being used. What were the findings and what ideas for future research are listed in the article? Based on the summaries of everyone in the group identify one of the suggestions for future research you would like to study further. Post your idea to the quantitative report out discussion section and explain the rationale behind your decision.

Qualitative and Mixed Methods (30 pts) - In your groups, each student must find and summarize 2 qualitative or mixed methods articles pertaining to the specific research area your group has chosen for focus. Utilizing counseling or mental health related peer reviewed journals thoroughly review the introduction sections and identify the stated problem and gap in the literature being addressed for your area of interest. Highlight the type of qualitative or mixed method design being used. What were the findings, how does this change or solidify your previously selected area of future research? Based on the summaries of everyone in the group identify the specific problem and gap in the literature you want to address in your future research. Post your idea to the qualitative and mixed methods report out discussion section and explain the rationale behind your decision.

Analysis of Research Framework Part I Outline (15 pts) – This outline serves as a summary of your previous decisions surrounding your research focus and should be written in outline form. The outline should be uploaded to your group assignment box in Canvas and include the following based on your previously completed sections:

- Title of the study

- Statement of the problem (what is the problem that you are trying to address based on your research?)
- Gap in the literature (based on your groups research, what hasn't been studied?)
- Research question(s) (create from your submitted idea for future research)

Theoretical/Conceptual Framework (30 pts) - In your groups, each student must find and summarize 2 empirically based articles describing a theoretical or conceptual framework pertaining to the specific research area your group has chosen for focus. Utilizing counseling or mental health related peer reviewed journals thoroughly review the theoretical/conceptual framework sections and identify the specific framework being discussed for your area of interest. Summarize the framework and describe how it's being used in this study. Based on the summaries of everyone in the group identify the specific framework you would like to use for your future research. Post your decision to the theoretical/conceptual framework report out discussion section and explain the rationale for your decision.

Analysis of Research Framework Part II Outline (20 pts) – This final outline serves as a framework for a potential research study based on your review of the literature. The outline should be uploaded to your group assignment box in Canvas and include the following based on your previously completed sections:

- Title of the study
- Statement of the problem (what is the problem that you are trying to address?)
- Gap in the literature (review all of your studies, what hasn't been addressed in the literature?)
- Research question(s) (create from your idea for future research and the gap in the literature)
- Research design (based on your research question, what would be your proposed research design?)
- Theoretical/Conceptual Framework (based on previous decision)
- References (only list articles used to inform the outline)

Quizzes – 60pts

Students will complete quizzes related to the readings. Quizzes can be discussed as a group and completed individually using your notes, text, or PowerPoints. You have a week to complete quizzes as they are due on Sundays.

Final Exam – 100pts

The final exam will be a comprehensive multiple-choice exam covering all readings from the text, selected articles, and PowerPoint presentations. This will be an open book/open notes exam that can be discussed as a group and uploaded individually.

GRADING CRITERIA:

All written assignments are to be uploaded to Canvas by 11:59pm on the day that it is due. The instructor reserves the right to penalize any submissions beyond that time as late and resulting in a 5 point deduction for each day it is late.

All written assignments will be given a letter grade based on the following rubric:

Grading Rubric
(Written Assignments, Presentations, etc.)

Grades	Guidelines	Content	Grammar & Mechanics	Visual Presentation
A 95	Followed all guidelines (formatting directions, due dates, etc.) Answered all the questions that were asked.	Demonstrating mastery of the content (using appropriate jargon, key concepts, key terms, etc.) Demonstrating insight and depth of thought. Ideas, thoughts, and opinions are supported with evidence (i.e. providing examples, using outside resources, etc.) While also being succinct and to the point.	No grammatical, technical, or mechanical errors (i.e., no typos, run-on sentences, colloquial language, etc.) Document appears to be proofread.	Well organized, clearly displays responses (i.e. appropriate section breaks and headings, typewritten, double spaced, consistent font and size, alignment, etc.)
A- 90	Followed all guidelines (formatting directions, due dates, etc.) Answered all the questions that were asked	Most responses demonstrate mastery of the content (using appropriate jargon, key concepts, key terms, etc.)	0 to Minimal grammatical, technical, or mechanical errors (i.e., no typos, run-on sentences,	Well organized, clearly displays responses (i.e. appropriate section breaks and headings, typewritten, double spaced,

		<p>Most responses demonstrated insight and depth of thought.</p> <p>Most ideas, thoughts, and opinions are supported with evidence (i.e. providing examples, using outside resources, etc.)</p> <p>While also being succinct and to the point.</p>	colloquial language, etc.)	consistent font and size, alignment, etc.)
B 85	<p>Followed all or most of the guidelines (formatting directions, due dates, etc.)</p> <p>Answered all or most of the questions that were asked.</p>	<p>Some responses demonstrated mastery of the content (using appropriate jargon, key concepts, key terms, etc.)</p> <p>Some responses demonstrated insight and depth of thought.</p> <p>Some ideas, thoughts, and opinions are supported with evidence (i.e. providing examples, using outside resources, etc.)</p> <p>Responses are mostly succinct and to the point.</p>	<p>Some grammatical, technical, or mechanical errors (i.e., no typos, run-on sentences, colloquial language, etc.)</p> <p>Document appears to have not been proofread.</p>	<p>Mostly or well organized, mostly displays responses clearly (i.e. appropriate section breaks and headings, typewritten, double spaced, consistent font and size, alignment, etc.)</p>

Final grades for the course will be determined as follows:

Assignment	Points
Individual Discussion posts (7)	35pts
Group Discussion posts (5)	50pts
IRB Certificate	100pts
Analysis of Research Framework	125pts
Quizzes (10pts each)	60pts
Final Exam	100pts
Total	

Re-doing Assignments: No assignment may be redone for credit.

It is expected that all final assignments will be done by students to the best of their ability and will be considered their best effort. Allowing assignments to be redone for credit is contrary to the demands of the counseling profession and undermines students' motivation to turn in their best work when an assignment is due.

Grading Scale

The CMHC program utilizes the following percentile grading scale. Students must obtain a minimum final course grade of B (84%) or higher in coursework.

Letter Grade	Percent
A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D	64 - 69
F	< 64