

Rubric

DIVISION OF ARTS AND SCIENCES
COUN 514: Research Methods and Statistics

5 Credits
Effective: Winter 2013/2014

Grading for rubrics is dimensional, based on a 4-point scale from 1-4. Dimensional markers are provided for below standard (1), approaching standard (2), at standard (3), and exceeds standard (4). Each standard/component receives a score between 1-4, at 1 decimal place (e.g., 1.9, 2.7, 3.5, 4.0).

CACREP Standards (2009) addressed:

Common Core:

II. G. 8. RESEARCH AND PROGRAM EVALUATION – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. The importance of research in advancing the counseling profession
- b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research
- c. Statistical methods used in conducting research and program evaluation
- d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
- e. The use of research to inform evidence- based practices
- f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

Clinical Mental Health Counseling:

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

Marriage, Couple, and Family Counseling

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.
2. Knows models of program evaluation for marriage, couple, and family counseling.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

CACREP 2009 Standards Alignment Matrix

Assignment	II.G.8.a	II.G.8.b	II.G.8.c	II.G.8.d	II.G.8.e	II.G.8.f	CMHC & MCFC I.1	CMHC & MCFC I.2	CMHC & MCFC I.3
1		✓	✓		✓		✓		
2		✓		✓		✓		✓	
3			✓	✓					
4	✓								✓

Overview of Required Assignments

% of Final Grade

1. Research Article Analysis	20%
2. Research Study/Project Design	20%
3. Sample Program Evaluation	20%
4. Course Assignments	40%
TOTAL	100%

Assignment 1: Research Article Analysis (20% of grade)

Students submit a written critique of a research article, assigned by the instructor, from a mental health journal. The analysis should be five to seven pages (excluding title and references), following APA format.

The article analysis is expected to address the following: 1) A brief introduction of the article and its general purpose; 2) Description of the research methodology; 3) The student's analysis of whether the design is appropriate for the research question/hypothesis; 4) Description and analysis of the statistical methods used in the study; 5) Analysis of the Results and Discussions sections; 6) Example(s) of how the study's findings could inform evidenced-based practice.

This assignment is graded on style and mechanics. The assignment is expected to adhere to APA Style (6th ed.). In addition, the assignment is graded on student mastery of the aligned 2009 CACREP Standards:

- II. G. 8. b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research
- II. G. 8. c. Statistical methods used in conducting research and program evaluation
- II. G. 8. e. The use of research to inform evidence- based practices
- CMHC I.1 or MCFC I.1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)

<i>Components</i>	<i>% of Grade</i>
II.G.8.b	20%
II.G.8.c	20%
II.G.8.e	20%
CMHC I.1 or MCFC I.1	20%
Style and Mechanics	20%
TOTAL	100%

Components/Standard	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)	Score
II. G. 8. b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research	Student provides an inadequate description of research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research	Student provides an adequate description of research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research	Student provides an adequate description and analysis of research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research	Student provides an advanced description and analysis of research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research	
II. G. 8. c. Statistical methods used in conducting research and program evaluation.	Student provides an inadequate description of statistics for a sample, including central tendency	Student provides an adequate description of statistics for a sample, including central tendency	Student provides an adequate description and analysis of statistics for a sample, including central	Student provides an advanced description and analysis of statistics for a sample, including central	

	and standard deviation	and standard deviation	tendency and standard deviation	tendency and standard deviation	
II. G. 8. e. The use of research to inform evidence- based practices	Student provides an inadequate description of the use of research to inform evidence- based practices	Student provides an adequate description of the use of research to inform evidence- based practices	Student provides an adequate description and analysis of the use of research to inform evidence- based practices	Student provides an advanced description and analysis of the use of research to inform evidence- based practices	
II. G. 8. f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Student provides an inadequate description of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Student provides an adequate description of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Student provides an adequate description and analysis of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Student provides an advanced description and analysis of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	
CMHC I.1 or MCFC I.1. Understands how to critically evaluate research relevant to the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an inadequate description of research relevant to the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an adequate description of research relevant to the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an adequate description and analysis of research relevant to the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an advanced description and analysis of research relevant to the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	
Style and Mechanics	Paper has both (a) stylistic errors in APA style or formal writing style that detract from paper, and (b) mechanical errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy	Paper has either (a) several errors in APA style that detract from paper, or (b) mechanical errors such as errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy	Paper has (a) rare errors in APA style that do not detract from paper, and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from paper. Writing is formal and flows from one section to another	Paper has (a) no errors in APA style, and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from paper. Writing is formal and flows from one section to another	
TOTAL SCORE: (___/20) = % of total grade					

Comments:

Assignment 2: Research Study/Project Design (20% of grade)

Students design a hypothetical needs assessment in a series of progressive steps. The proposal should be 8-10 pages, using APA format for citations and references.

The proposal is expected to include, at a minimum, the following elements: 1) A description of the problem occurring in a practice setting and rationale for the needs assessment; 2) A preliminary literature review (6-8 articles), analyzing existing information that will help the researcher to understand the problem occurring in the practice setting; 3) A description of the purpose of the needs assessment, the research question(s), and the hypotheses (if any); 4) A description of the research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research; 5) A description of how findings will inform program modifications; 6) A description and analysis of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

This assignment is graded on style and mechanics. The assignment is expected to adhere to APA Style (6th ed.). In addition, the assignment is graded on student mastery of the aligned 2009 CACREP Standards:

- II. G. 8.b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research
- II. G. 8.d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
- II. G. 8.f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies
- CMHC I.2 or MCFC I.2. Knows models of program evaluation relevant for the practice of clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)

<i>Components</i>	<i>% of Grade</i>
II.G.8.b	20%
II.G.8.d	20%
II.G.8.f	20%
CMHC I.2 or MCFC I.2	20%
Style and Mechanics	20%
TOTAL	100%

Components/Standard	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)	Score
II. G. 8. b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research	Student provides an inadequate description of research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research	Student provides an adequate description of research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research	Student provides an adequate description and analysis of research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research	Student provides an advanced description and analysis of research methods, such as qualitative, quantitative, single-case designs, action research and outcome-based research	
II. G. 8. d. Principles, models, and	Student provides an inadequate description of	Student provides an adequate description of	Student provides an adequate description and	Student provides an advanced description and	

applications of needs assessment, program evaluation, and the use of findings to effect program modifications	principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	analysis of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	analysis of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	
II. G. 8. f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Student provides an inadequate description of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Student provides an adequate description of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Student provides an adequate description and analysis of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Student provides an advanced description and analysis of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	
CMHC I.2 or MCFC I.2. Knows models of program evaluation relevant for the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an inadequate description of models of program evaluation relevant for the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an adequate description of models of program evaluation relevant for the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an adequate description and analysis of models of program evaluation relevant for the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an advanced description and analysis of models of program evaluation relevant for the practice of either clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	
Style and Mechanics	Paper has both (a) stylistic errors in APA style or formal writing style that detract from paper, and (b) mechanical errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy.	Paper has either (a) several errors in APA style that detract from paper, or (b) mechanical errors such as errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy.	Paper has (a) rare errors in APA style that do not detract from paper, and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from paper. Writing is formal and flows from one section to another.	Paper has (a) no errors in APA style, and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from paper. Writing is formal and flows from one section to another.	
TOTAL SCORE: (___/20) = % of total grade					
Comments:					

Assignment 3: Sample Program Evaluation (20% of grade)

In this assignment, students complete a sample program evaluation. Students perform descriptive and inferential statistics, and analyze how findings can be used to effect program modifications.

This assignment provides students with guided practice in applying basic understanding of statistical computations, such as measures of central tendency, standard deviation, and simple inferential statistics to their understanding of current research in counseling. Students are expected to write 1-2 double-spaced pages summarizing findings, and articulating how findings can effect program modifications.

This assignment is graded on analysis and use of course concepts, evidence and support, and style and mechanics. The assignment is expected to adhere to APA Style (6th ed.). In addition, the assignment is graded on student mastery of the aligned 2009 CACREP Standards:

- II. G. 8. c. Statistical methods used in conducting research and program evaluation.
- II. G. 8. d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications.

<i>Components</i>	<i>% of Grade</i>
II.G.8.c	20%
II.G.8.d	20%
Analysis and Use of Course Concepts	20%
Evidence and Support	20%
Style and Mechanics	20%
TOTAL	100%

Components/Standard	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)	Score
II. G. 8. c. Statistical methods used in conducting research and program evaluation.	Student provides an inadequate description of statistics for a sample, including central tendency and standard deviation	Student provides an adequate description of statistics for a sample, including central tendency and standard deviation	Student provides an adequate description and analysis of statistics for a sample, including central tendency and standard deviation	Student provides an advanced description and analysis of statistics for a sample, including central tendency and standard deviation	
II. G. 8. d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	Student provides an inadequate description of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	Student demonstrates an adequate description of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	Student provides an adequate description and analysis of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	Student demonstrates an advanced description and analysis of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	

Analysis and use of Course Concepts	Student provided inadequate analysis of course concepts and did not attempt to show a relationship between the evidence and the topic	Student provided adequate analysis of course concepts and attempted to show a relationship between the evidence and the topic	Student provided adequate analysis that shows a relationship between the evidence and the topic	Student provided an advanced analysis that shows a strong relationship between the evidence and the topic	
Evidence and Support	The evidence provided does not support the topic	The evidence provided supports the topic, though irrelevant details were also present	The evidence provided supports the topic, and all details were relevant to the topic	Strong evidence was provided to support the topic, and all details were relevant to the topic	
Style and Mechanics	Paper has both (a) stylistic errors in APA style or formal writing style that detract from paper, and (b) mechanical errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy.	Paper has either (a) several errors in APA style that detract from paper, or (b) mechanical errors such as errors in spelling, grammar, and punctuation that detract from paper. Writing is informal at times and sections can be choppy.	Paper has (a) rare errors in APA style that do not detract from paper, and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from paper. Writing is formal and flows from one section to another.	Paper has (a) no errors in APA style, and is (b) almost free of errors in spelling, grammar, and punctuation. These errors do not detract from paper. Writing is formal and flows from one section to another.	
TOTAL SCORE: (___/20) = % of total grade					
Comments:					

4. Course Assignments (40% of grade)

Class participation through discussion activities is an integral part of this course. Five modules of articles related to evidence-based practices in counseling will be made available for students to read and post responses.

Students are expected to: 1) post responses to discussion questions in the first five days of the school week (the instructor will clarify when your initial response should be posted); 2) Post two or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, and 3) Respond to any questions that the instructor has regarding the student's original post by the end of the week. The discussion questions will explore the importance of research in advancing the counseling profession, and introduce evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling.

This assignment will be graded on student mastery of the aligned 2009 CACREP Standards:

II. G. 8. a. The importance of research in advancing the counseling profession
 CMHC I.3 or MCFC I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)

Components	% of Grade
II.G.8.a	50%
CMHC I.3 or MCFC I.3	50%
TOTAL	100%

Components/Standard	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)	Score
II. G. 8. a. The importance of research in advancing the counseling profession	Student provides inadequate descriptions for the importance of research in advancing the counseling profession	Student provides adequate descriptions for the importance of research in advancing the counseling profession	Student provides adequate descriptions and analyses for the importance of research in advancing the counseling profession	Student provides advanced descriptions and analyses for the importance of research in advancing the counseling profession	4.1: 4.2: 4.3: 4.4: 4.5:
CMHC I.3 or MCFC I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in either clinical mental health counseling or marriage, couple, and family counseling (depending on program)	Student provides an inadequate description of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an adequate description of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an adequate description and analysis of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	Student provides an advanced description and analysis of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling or marriage, couple, and family counseling (depending on program specialization)	4.1: 4.2: 4.3: 4.4: 4.5:

specialization)					
TOTAL SCORE: (___/40) = % of total grade					
Comments:					