



**MAC 608 Research and Program Evaluation  
Saint Martin's University - Master of Arts in Counseling  
Impacts Level**

***Amber Jaworski, MA, LMFT***

**SAINT MARTIN'S UNIVERSITY MISSION AND CORE THEMES**

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

<b>Faith</b>	<b>Reason</b>	<b>Service</b>	<b>Community</b>
Therapeutic interventions are effective when statistically supported. This course examines the use of research and statistics in regard to counseling.	Students develop the ability to think from a statistical and empirically based level. Through this lens, students will learn tools that encourage advocacy and action.	Through the study of research and statistics, students will determine the effectiveness of clinical practice and techniques while expanding their understanding of professional counseling.	This class will allow demonstration for processes, outcomes, research design, and methodology in individual and family counseling. Students will participate in discussions recognizing the importance for research as counselors.

**COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT**

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

**MASTER OF ARTS IN COUNSELING (MAC) PROGRAM MISSION STATEMENT**

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include: anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic framework, we

recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

**COURSE DESCRIPTION AND CLASS FORMAT**

This course will provide students with an overview of research and program evaluation. Content will include statistics and research (including qualitative inquiry) in counseling. It will combine reading of the required text, journal articles, and other selected publications, lectures, discussion, small group activities, a research proposal, and student poster presentations to help students learn and assimilate the key statistics and research principles necessary to successfully complete the Master’s in Counseling program and practice as professional counselors. Enhancing students’ understanding of basic statistical concepts as well as methods for integrating research in practice will be elements of this course.

This course will also explore issues of social, political, and economic justice. We will explore the question: "Can research and statistics potentially change the world, and make it a more fair and just place?" We will use the power of research and statistics as essential analytic tools in understanding justice issues in our community and in the world. Examples of topics to be covered include: social justice issues involving such areas as the environment, poverty and hunger, race and ethnicity, gender, sexuality, and disability. Social justice issues within the current literature will also be explored. MAC 608 will help students develop an appreciation for the fundamental role that research and statistics play in counseling and other disciplines, but especially for its application to and implications for social justice issues.

The course has been designed in order to challenge the student to actively engage the material. As such, the course will utilize lectures, small group work, and hands on activities (e.g. analyzing data with excel, data collection, etc.) both inside and outside the classroom.

**STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES**

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
1. Students will understand development, outcome measures, and evaluation for counseling interventions.	Student will be able to identify two methods of developing outcome measures and two methods of evaluating counseling interventions through critique of a research article.
2. Students will develop competency in qualitative, quantitative, and mixed research methods, using data to evaluate interventions and programs.	Student will critique the design of research and a program evaluation via a program evaluation case study assignment.
3. Students will demonstrate competency of needs assessments in designing research and counseling programs.	Student will be able to complete a needs assessment, demonstrated via a program evaluation case study.
4. Students will develop skills in identifying evidence - based counseling practices and understand the importance of research in advancing the counseling profession.	Student will be able to identify one evidence-based counseling practice and describe its importance in counseling via in-class and online discussions.

<p>5. Students will enhance their understanding of statistical methods used in conducting research and program evaluation.</p>	<p>Student will be able to identify one statistical method used in conducting research and one statistical method used in program evaluation.</p>
<p>6. Students will develop ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.</p>	<p>Student will be able to identify two ethical and culturally relevant strategies in conducting, interpreting, and/or reporting the results of research.</p>

**COURSE CONTENT AREAS**

These content areas will be emphasized in this course:

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| <p><b>RESEARCH &amp; PROGRAM EVALUATION</b></p> <ul style="list-style-type: none"> <li>a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</li> <li>b. identification of evidence - based counseling practices</li> <li>c. needs assessments</li> <li>d. development of outcome measures for counseling programs</li> <li>e. evaluation of counseling interventions and programs</li> <li>f. qualitative, quantitative , and mixed research methods</li> <li>g. designs used in research and program evaluation</li> <li>h. statistical methods used in conducting research and program evaluation</li> <li>i. analysis and use of data in counseling</li> <li>j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</li> </ul> |
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**LICENSURE REQUIREMENTS**

MAC 608 will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (h) Research and Evaluation, see WAC 246-809-221. MAC 608 will also meet WA licensure requirements for marriage and family therapy in area (f) Research, see WAC 246-809-121.

**FACULTY/CONTACT:** Amber Jaworski, MA, LMFT    amber.jaworski@gmail.com

**OFFICE INFO:** Old Main  
Office Hours: by appointment only

**CLASS DATE/TIME:** Session B: Tuesdays 6:00pm-8:30pm

**BUILDING AND ROOM:** OM415

**REQUIRED TEXTS:**

- *Qualitative Inquiry and Research Design: Choosing Among Five Approaches 3rd Edition* by John W. Creswell (Author)  
Publisher: SAGE Publications, Inc; 3 edition (March 14, 2012)
- *Success at Statistics: A Worktext with Humor 6th Edition* by Fred Pyczak (Author)  
Publisher: Routledge; 6 edition (March 3, 2016)

**SUGGESTED TEXTS:**

7. *Statistics for People Who (Think They) Hate Statistics: Using Microsoft Excel 2016, 4th Ed.* by Neil J. Salkind  
Publisher: SAGE Publications (February 16, 2016)
8. Publication Manual of the American Psychological Association, 6th Ed. by APA

**METHODS OF INSTRUCTION**

MAC classes have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations, skills practice in small groups and dyads, observations (outside of class), guest speakers, use of media (films, music, etc.). The MAC program places significant emphasis on role playing to insure skills mastery and self-confidence.

**STUDENT EVALUATION AND GRADING POLICY**

Grading in the MAC Program does not use a deficiency model where a student begins with an "A" and loses from there. Instead, we will follow the SMU guidelines of a reward model. The baseline (average) grade for undergraduates is a "C" and for graduate students is a "B." Therefore, students start out assumed to be average (with a "B"). Those performing above the average for MAC graduate students will earn a "B+" and those showing second-mile excellence earn an "A-" (an excellent grade). A grade of "A" indicates unusual distinction.

Not all classes are taught the same way. Some use a point system where a student receives "full points" (100% or A+) on a project if that student has satisfactorily completed all parts of a project. Other classes (like this one) assess the quality of each project and a grade of 100% is unusual and reserved for truly exemplary quality. This class specifically uses the following grading scale:

A+ = 97-100 Astounding

- The work displays meritorious distinction, has sparkle & snap, is a result of significant sacrifice of some kind, and/or contains profound analysis. This grade is rare.

A = 93-96 Outstanding

- The work shows second-mile effort, goes well beyond the requirements for this project, and far exceeds MAC expectations for graduate work. It shows creativity and originality of thought, mastery of material, and deep analysis.

A- = 90-92 Excellent

- The work shows excellent effort, goes beyond the requirements for this project, and exceeds MAC expectations for graduate work. It shows good understanding of material, and excellent analysis.

B+ = 87-89 Above Average

- The work shows good effort, meets or exceeds the requirements for this project, and meets or exceeds MAC expectations for graduate work. It shows understanding of material, and good analysis. The work is above the average for MAC students (who are very good!).

B = 84-86 MAC Graduate Average

- The work meets the average for MAC students (i.e., it is very good!). The student has worked well with the abstract concepts and meets the MAC behavioral expectations. This level represents the standard expected of most MAC students.

B- = 80-83 Slightly Below Average

- While the student has met the formal requirements, the work fails to incorporate all aspects of the assignment or is superficial in parts. The student has not demonstrated a full comprehension of the material and the ability to work with abstract concepts in all areas.

C+ = 77-79 Unsatisfactory for Graduate Level

- The student has not met some of the formal requirements of the project. The work fails to incorporate most of the aspects of the assignment or is superficial overall. The student has not demonstrated adequate comprehension of the material and the little ability to work with abstract concepts.

C = 74-76 Work that Puts a Student on Academic Probation

- The student has failed to meet most of the formal requirements of the project. The student has not demonstrated adequate comprehension of the material and little ability to work with abstract concepts.

C- = 70-73 Not a Passing Grade for a Graduate Student

- The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The main point of the assignment has been lost. This performance does not meet MAC academic expectations.

D+ = 67-69

D = 64-66

D- = 60-63

F = Below 60

It is my hope and expectation that we will move beyond grades as the driving emphasis of the class. If we focus on enthusiasm, professionalism, and effort, the grades should take care of themselves.

## COURSE SCHEDULE

DATE	TOPICS	READINGS
Week 1	Review Syllabus  Overview of Research: 9. Why research for counselors? 10. Ethics in research 11. The Institutional Review Board (IRB) 12. Modern Research and Post-Modern Research Perspectives 13. Quantitative and Qualitative Research  Descriptive Statistics Statistical Symbols	Pyrczak - Part A Sections: All  Creswell sections 1-3  Moodle
Week 2	Descriptive Statistics 14. Mean, Median, Mode, SD, etc.  Inferential Statistics: 15. Populations vs. samples	Pyrczak - Part B sections 23-24; 31-32 & Part C section 60

DATE	TOPICS	READINGS
	16. Sampling 17. Sample size 18. Independent and Dependent variables 19. Measurement of variables  Hypothesis: 20. Null hypothesis 21. Research hypothesis+ 22. Hypothesis testing (p value)  Excel tutorial	Moodle
Week 3	Over-View of Inferential Statistics, Cont. 23. Distributions (Shapes, Frequency, proportion, skewness) 24. Validity and Reliability 25. Threats to validity  <b>Homework Due: Descriptive Statistics</b>	Pyrczak - Part B sections 25-27 & Part C sections 61-63  Moodle
Week 4	Correlation Analysis <ul style="list-style-type: none"> <li>• Pearson's <math>r</math></li> <li>• Coefficient of determination</li> </ul> Linear regression Writing up Results  <b>Homework Due: Inferential Statistics</b>	Pyrczak - Part B sections 33-39  Moodle
Week 5	Experimental Design: 26. Independent Samples T-Test 27. Paired/Dependent Samples T-Test  Effect size Rejecting the null hypothesis Writing up Results  <b>Homework Due: Correlation</b>	Pyrczak - Part B: Sections 41-46 & Part C section 64 & Part D  Moodle
Week 6	Experimental Design: 28. Power Analysis 29. Single Subject Multiple Baseline (ABA; ABAB)  Writing up Results  <b>Homework Due: Independent Samples t-test</b>	Moodle
Week 7	Analysis of Variance: 30. One-way ANOVA 31. Two-Way ANOVA  <b>Homework Due: One- Way ANOVA</b>	Pyrczak - Part B sections 47-48; 51-52  Moodle

DATE	TOPICS	READINGS
Week 8	Quantitative Research Designs: 32. Quasi-Experimental 33. Mann-Witney <i>U</i> Test 34. Wilcoxon's Matched Pairs Test 35. Chi-Square  <b>Homework Due: Two-Way ANOVA</b>	Pyrczak Part B sections 53-55; 58-59  Moodle
Week 9	<b>Spring Break – No Class</b>	<b>No Class</b>
Week 10	Qualitative Design & Research Methods: 36. Grounded Theory 37. History/Philosophy 38. Sources of data  <b>Homework Due: Paired Samples t-test</b>	Creswell section 3; p. 83-89  Moodle
Week 11	Qualitative Design, cont.  Grounded Theory 39. The Interview  <b>Homework Due: Bring audio or video recorder - You will need this to record your interviewee</b>	Creswell - 116-117 and 273; sections 6-7; Appendix D  Moodle
Week 12	Qualitative Design, cont. 40. Phenomenology 41. History/Philosophy 42. Sources of data  Analyzing Qualitative Data  <b>Homework Due: Interview Reflection</b>	Creswell p. 76-72; 114-115  Moodle
Week 13	Qualitative Design, cont. 43. Phenomenology 44. Analyzing the Data  <b>Homework Due: Transcript of Interview</b>	Creswell p. 102-107; sections 8-10; p. 273; Appendix C  Moodle
Week 14	Intro to Program Evaluation Action Research <b>Homework Due: Coding</b>	Moodle
Week 15	Deconstructing research articles. Constructing questionnaires and structured interviews.  <b>Program Eval. Case Study Due Research Proposal Paper Due</b>	Moodle
Week 16	<b>Research Poster Presentations Article Critique Due Course Evaluation</b>	Moodle

**SMU ACADEMIC CALENDAR**

Classes Begin	January 14, Monday
Martin Luther King Day (University Closed)	January 21, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	January 25, Friday
Presidents Day (University Closed)	February 18, Monday
Spring Break: No Classes, University Offices Open	March 11-15, Monday-Friday
<i>Mid-Term Grades Due to Registrar</i>	March 11, Monday
Saint Benedict's Day: University Closed	March 21, Thursday
Advising Week: Classes Meet Students Encouraged to Schedule Meeting with Advisors	March 25-29, Monday-Friday
Priority Registration Begins for Summer/Fall 2019	April 08, Monday
Last Day for Withdrawal (W grade)	April 12, Friday
Good Friday (University Closed)	April 19, Friday
Easter Monday (University Closed)	April 22, Monday
Honors Convocation and Scholars Day	April 30, Tuesday
STUDY WEEK – No University-Sponsored Social or Club Activities	April 29 – May 03, Monday-Friday
Senior Commencement Fair	May 02, Thursday
Saint Thomas Aquinas Study Day – No Lacey Campus Classes	May 03, Friday
Final Examinations	May 06-09, Monday – Thursday
Chancellor's Baccalaureate Mass & Hooding Ceremony	May 10, Friday
Commencement	May 11, Saturday
<i>Grades Due to Registrar</i>	May 13, Monday



**COURSE AGREEMENT**

*Please fill this out completely before our first class.*

Name \_\_\_\_\_ Course Name, Semester, Year \_\_\_\_\_

Preferred Pronoun (optional) \_\_\_\_\_ Age (optional) \_\_\_\_\_ Ethnicity (optional) \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_ Email \_\_\_\_\_

Phone Numbers: work \_\_\_\_\_ home \_\_\_\_\_  
 (Please indicate which numbers can be placed on a class list for students in this class.)

Relational Status (optional) \_\_\_\_\_ Children \_\_\_\_\_ Ages \_\_\_\_\_

Presently employed? \_\_\_\_\_ Place of Employment \_\_\_\_\_

B.A. Degree from \_\_\_\_\_ Major \_\_\_\_\_

1. What do you hope this course will help you accomplish? What is your curricular /learning agenda? What are your learning goals? Please be specific.
2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)
3. Please describe your previous exposure, training or education in issues of social membership, power and oppression.
4. How will you know, at the end of this semester, if you have reached your goals for this course? (Please be as specific as you can.)
5. What do you bring to this course? What will you contribute?
6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? How? (Please be as specific as you can.)
7. Are you willing to commit to being a supportive learning partner with all of us in this class? How will you do that?
8. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?
9. I have read the syllabus and schedule. I understand it to be a contractual agreement.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please review and return week two

### **Ground Rules and Class Agreement**

1. We want to create an atmosphere that lends itself to open discussion. Respect and confidentiality support the creation of a space where open discussion can happen.
2. Acknowledge that racism and sexism, as well as other forms of oppression, exist.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can.
5. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way "put down" people for their experiences.
6. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

(Note: These guidelines are adapted from guidelines initially developed by Lynn Weber Cannon, Professor of Sociology, Memphis State University)

### **Please answer and discuss the following:**

1. What three values do you think it is most important for us to uphold as a group?
2. What behaviors will support these values?
3. What behaviors will detract from these values? What behaviors would you see as unacceptable in the context of this class?
4. How do you think conflict should be handled in this class?
5. What does respect mean to you? What has characterized your best classroom experience?

**POINT VALUES FOR GRADED ASSIGNMENTS**

"Ah-hah" Posting	4 Posts	50 points
Research Homework	10 Moodle posts – In-class presentations	100 points
Research Article Critique	1 Project	100 points
Research Proposal	1 Project	200 points
Program Evaluation Case Study	1 Project	100 points
Research Poster Presentation	1 Project	100 points
Class + Moodle Participation	In-class + Moodle	100 points
Attendance	In-class	50 points
Professionalism	In-class/Moodle/Homework/Etc.	50 points
Textbook Homework	Turned in class	50 points
Study Group Presentations	In-class	100 points
<b>Total Points</b>		<b>1,000 points</b>

\*\*Please note that you are expected to complete/view **all** readings, PPTs, and videos posted on the Moodle weekly assignments. This will be graded under participation and professionalism. You are also expected to view the "Research Corner" **at least** once a week.

**\*\*All Moodle forum postings are due the relevant Wednesday at 9 PM.\*\***

**ASSIGNMENTS****"Ah-hah!" or, Your Latest and Greatest Academic Jolt**

Four times this semester, you will be asked to post the most significant information you learned from any of the main learning tools in this class. Share your latest "academic jolt" from any of these sources. The emphasis should be on what you learned about the relevant section of this class. Philosophizing, musings, reminders that are triggered from previous learning and discussion gained from life experiences are all welcome as a part of what you post. But concentrate on this semester in this class. In other words, share a significant "ah-hah!" experience you had that week with the most topics in MAC 610.

In addition, I am most impressed by your growth -- I want to know:

- How did you grow - this week and on this topic?
- What did you specifically learn?
- What excited you?
- What rocked your world?
- Comment on what shocked you, surprised you, enlightened you, and moved you.

As a by-product to your posting, you will almost definitely teach, but the emphasis is on sharing. Trust me, this will be one of the most valuable parts of this class.

No matter when you decide to post, be sure to post no later than the relevant Monday evening by 9:00 pm. That is the "drop-dead" deadline and no points will be awarded for any learning posts after that time. Posts should be between 250 and 750 words. Presentation errors (spelling, grammar, and punctuation errors) definitely count, but the major emphasis will be on the depth and significance of what you learned and what you, therefore, have to teach others via your post.

So, you have posted your "Ah-hah!" sometime between Tuesday night after class and Monday evening (by 9:00 pm). The other students will usually start to reply to the "Ah-hah!" posts as soon as the first posts go up. So discussion often begins right away - as soon as the first "Ah-hah!"s appear. Obviously, until the "Ah-hah!"s are posted, the rest of us have nothing to discuss. Everyone is responsible to respond to at least three "Ah-hah!" posts (more if possible). You can respond as your schedule permits. From experience, I can tell you that: a) later posts will receive fewer comments and b) the discussion will fade out by Friday evening. Any replies you post after that will likely not be read by others. I will not be reading posts or replies past Monday evenings (9 pm), so will not be awarding any credit for replies after that time. The four postings (and your replies to others) are required and will be a total of 10 points of your grade.

**Please note:** Skipping either the posts or your replies to others' posts (either because of forgetting, being out of town, or illness, etc.) will **also** be reflected in the participation and professionalism grades at 1 point (participation) and 2 points (professionalism) per skipped post.

### **Textbook Homework**

These are indicated on Moodle page as "Pyrzczak exercises."

### **Study Group Presentations (Pyrzczak Sections)**

There will be study groups. In your groups, you are required to meet weekly to discuss/grapple with, go over, and complete your stats homework. Each group will be responsible for (1) creating a short summary/highlight of the sections they are assigned and (2) go over the homework on the board with the class. **You will have 20 minutes.**

#### **Specifics:**

A. The summary of the sections should be:

1. Accurate
2. Informative/Interactive (Can include images, graphs, web/youtube links etc.)
3. Helpful to your classmates
4. Post summary on the Research Corner by Monday 9 PM.
5. All student must come to class with a printed copy of the summary.

B. Going over the homework:

1. Go over the exercises on the board.
2. If students struggled with specific exercises spend a bit more time explaining those.
3. Share any tips on how you overcame a difficult exercise.
4. Share any tricks/helpful tools you used to help you do the exercises.
5. Creativity and humor are welcomed!!

### **Research Homework**

Each study group will be required to complete 10 homework assignments that involve data analysis or data collection. You will be required to complete: an interview/transcription\*, coding, and do several statistical analyses (descriptive statistics, independent samples t-test, paired samples t-test, Pearson's correlation, one-way ANOVA, and two-way ANOVA). A more detailed explanation of the homework will be provided when assigned. Each homework assignment is worth 10 points.

\*You are not required to provide any personal information in the questionnaires or interviews. If you prefer you can make up a generic counseling student and answer from their point of view.

### **Research Article Analysis/Critique**

As a group, you will submit a written critique of a research article, assigned by the instructor, from a mental health journal. The analysis should be 3-5 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. The assignment is expected to adhere to APA Style (6th ed.).

### **Program Evaluation Case Study**

As a group, respond to the questions below related to the following scenario (Paper should be 3-5 pages in length. The assignment is expected to adhere to APA Style (6th ed.):

Steve is in his first year as the school counselor at a local elementary school. After conducting a needs assessment and receiving feedback from teachers and administrators, he learns that there are a high number of discipline referrals resulting from off-task classroom behaviors among first grade boys. Steve has decided to implement a peer mentoring/reading program to connect the targeted first-graders with male role models in the fourth and fifth grades. The program will be implemented over the course of 8 weeks with 10 first grade boys being paired with 10 fourth and fifth grade boys. The pairs will meet weekly for 20 minutes of reading time and positive social interaction. Steve expects that discipline referrals will decrease and on-task behaviors will increase as a result of the intervention.

1. How specifically might Steve evaluate the peer mentoring/reading program?
2. Is there a particular research method (e.g., experimental, survey) you might use to analyze the effectiveness of this program? If so, why?
3. Briefly describe how you might conduct a needs assessment in a school setting. For example, how might you collect the data (e.g., surveys, checklist, interviews).
4. What questions might you ask to gather data (list at least four questions) and from whom would you gather data?

### **Research Proposal Paper**

You will design a hypothetical research study proposal. The proposal should be 8 pages maximum (not including cover page, abstract, and references), using APA format for citations and references. The proposal is expected to include, at a minimum, the following elements: (1) An **abstract**; (2) A **description of the problem** occurring in a practice setting and rationale for the research study; (3) A **literature review** (6-8 articles), analyzing existing information that will help the researcher and reader to understand the problem occurring in the practice setting; (4) A description of the **purpose** of the research, the **research question**, and the **hypotheses** (if any); (5) A description of the **research methods**, such as qualitative, quantitative, single-case designs, action research and outcome-based research; (6) A description of how **findings will inform** practice and advance the field; (7) A description and analysis of **ethical and culturally relevant strategies** for interpreting and reporting the results of research. The assignment is expected to adhere to APA Style (6th ed.).

### **Research Poster Presentation Conference**

Using the content of your research proposal's literature review and illustrated with graphics of your choice, you will make a poster representing your research study. Each poster will be displayed at the annual MAC640 Research Poster Conference to be shared with your peers, professors and the SMU community. Be prepared to provide a brief presentation of your poster and answer questions that your attendants will have. Professional dress/demeanor and posters is expected!!!

## **ATTENDANCE, PARTICIPATION, & PROFESSIONALISM**

### **First day of class:**

Missing the first day of class or being 30 minutes or later to the first day of class will result in you being dropped from the class. This is non-negotiable.

### **Moodle Participation**

You are expected to complete/view **all** postings, readings, PPTs, movies, and videos posted on the Moodle weekly assignments. This will be graded under participation and professionalism. You are also expected to view the "Counseling Couch" **at least** once a week.

**Attendance** is an essential aspect of any graduate-level class. MAC faculty members do not merely teach out of the textbooks, but have additional material that is vital to hear. You cannot "make up" an

absence by getting notes from another class member. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class; in the summer, it is equal to two weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems and/or opportunities always involve costs. Academic grades are just another, normal, obvious part of those costs. It is unrealistic to hope that absences, even "legitimate" ones, will have no consequence since they represent lost classroom work, missed lectures/materials, and group process foregone. Nor can absences be made up by extra papers or assignments, which would not be fair to other students. Simply put, the higher the number of absences, the greater the costs. However, students are expected to monitor their own attendance, just as they would out in the working-world. Please do not shift the burden to faculty, putting them in the position of policemen or school teachers being given doctor's notes. Attendance will be reflected in the attendance grade - normally at an automatic minimum of 5 points loss per absence, an additional 2 points loss for professionalism, and 3 points loss for participation, for a total of 10 points lost per absence. In other words, attendance will figure significantly in your total semester grade. Please understand what this means. Two or more tardies will result in a loss of 1 professionalism and 2 participation points automatically for a total of 3 points lost. At the end of each semester, at least one student is horrified that we really meant what is presented here; **we do mean it.**

You will have the opportunity to earn up to 20 "**participation and professionalism**" points by the way you approach the material, your fellow students, and the instructor. The MAC faculty members are not just teaching course content, but are also training mental health professionals. For that reason, a significant portion of the grade is based on student participation and professionalism. Along with demonstrated skill and mastery in areas of academic content, a portion of your participation/professionalism grade will be based on an evaluation of certain **behavioral and attitudinal expectations**. The most loss of points will be for skipping of readings or activities -- especially PowerPoints and YouTube videos created by the instructor. That is like missing classroom lectures and being absent. Points will also be lost for failure to post, "flaming" posts, lateness, failure to consider other ideas, disruptive behaviors, undermining the learning environment, showing lack of respect to peers or instructor, chewing gum, clicking pens, and the like.

The following will have a definite and significant impact on the attendance, participation, and professionalism part of your final grade:

1. Degree to which work is edited, proofread, free of style errors, and meets the standards of a graduate program
2. Whether work is submitted in a timely manner
3. Degree of professionalism in demeanor and self-presentation
4. Attendance at all class sessions - especially extent of "non-excused" absences
5. Involvement in out-of-class events (such as dyad meetings and group participation)
6. Degree of promptness to class either at the beginning of class or in coming back from breaks, etc.
7. Strict avoidance of any kind of ethical or legal violations
8. Extent of enthusiastic and positive exchange with fellow students and the teacher
9. Ability to ask questions and offer comments that further class discussions and Moodle Forum discussions.

**For more details on grading policies and professionalism expectations of the MAC program, please visit the MAC website and utilize your Student Handbook.**

**SMU AND MAC POLICIES****GRADE REQUIREMENT**

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a "C+" in any MAC course. Students whose cumulative grade point average falls below 3.0, or who receive a grade of "C" in any single class, will be placed on immediate academic probation and their candidacy reviewed by the core MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of "C," or 3) receives any grade lower than a "C" in any class may be withdrawn from the MAC Program and from Saint Martin's University.

**CONFIDENTIALITY POLICY**

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. This means that what is said in class must stay in class.

**IN CASE OF EMERGENCY OR SCHOOL CLOSURE**

In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check my website/moodle. In case of inclement weather or school closure emergency – please review status on the university website.

**ACCESS AND ACCOMMODATIONS**

Your experience in this class is important to me. If you have already established accommodations with Disability Support Services for Students (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 360-438-4580, [dss.testing@stmartin.edu](mailto:dss.testing@stmartin.edu), or [smu.dss@stmartin.edu](mailto:smu.dss@stmartin.edu). DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Saint Martin's University to create inclusive and accessible learning environments consistent with federal and state law.

**ACADEMIC INTEGRITY POLICY**

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

Acts of academic dishonesty, plagiarism and cheating are considered unethical actions and a violation of university's academic policy. Please make sure you are citing all sources and doing your work individually unless otherwise instructed. Students in the MAC Program are expected to hold the highest ethics which includes ethics in writing. Plagiarism, intentional or unintentional, will result in consequences. Copying another student's paper or helping another student write a paper are examples of academic dishonesty. Consequences will range from a 0 on the assignment to dismissal from the MAC Program.

**ATTENDANCE POLICY**

Attendance is an important aspect of overall professionalism. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class. In the summer it is equal to 2 weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems/opportunities always involve costs and academic grades may be part of that cost. It is unrealistic to hope that absences, even "legitimate" ones will have no consequences since they represent lost classroom work, missed lectures and group/class process. Nor can absences be made up by extra papers or assignments which would not be fair to other students. We expect students to monitor their own attendance as part of

overall professionalism. Please do not shift the burden to the faculty, putting them into the position of police or judges.

Please do not come to class ill, especially if you are contagious. You can arrange with a classmate to skype or facetime in. There may be times that format will have to be turned off.

### **POLICY ON BABIES IN CLASS**

It is the policy of the MAC Program to not have babies or children in classes. We do, however, want to support parents of infants. If you have someone to be on campus with your baby you can leave class to tend to the baby when needed.

### **SEXUAL MISCONDUCT/SEXUAL HARASSMENT REPORTING**

Saint Martin's University is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. There are Title IX/sexual harassment posters around campus that include the contact information for confidential reporting and formal reporting. Confidential reporting is where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Confidential Reporters at Saint Martin's include – Dr. Emily Coyle, Assistant Professor of Psychology, Angela Carlin, Director of Campus Ministry, and Kelly Simmons, Director of the Counseling Center. This confidential resource can help you without having to report your situation formally unless you request that they make a report. The formal reporting process is through the following individuals: Dean of Students – Ms. Melanie Richardson, Associate VP of Human Resources – Ms. Cynthia Johnson, Director of Public Safety – Mr. Will Stakelin, or the Interim Provost |Vice President of Academic Affairs – Dr. Kate Boyle. Please be aware that in compliance with Title IX and under the Saint Martin's University policies, all educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, on papers, or to me personally, I am required to report it.

### **CENTER FOR LEARNING, WRITING, & ADVISING**

The Center for Student Learning, Writing and Advising offers free academic services for all Saint Martin's students at all levels of achievement in pursuit of intellectual growth and academic excellence. The Learning Center is home to the STEM Study Center which provides subject area peer tutoring (science, technology, engineering, and math as well as business/ accounting/economics, and world languages). At the Writing Center, students meet with trained peer readers to discuss their academic, personal and professional writing. The Advising Center works with students with academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University's Early Alert Program — a referral system that supports student success. Saint Martin's Disability Support Services is located in the Center for any student with a disability who is interested in using their accommodations. These students can connect with the Disability Support Services Coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

<https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising>

### **COUNSELING AND WELLNESS CENTER**

The Counseling and Wellness Center (CWC) is committed to helping you meet the challenges of life you may experience during college. The CWC promotes and enhances the health and development of students through professional mental health services, education and training. Integrating faith, reason and service, we empower you to develop self-awareness, knowledge and skills, necessary to make healthy choices and build relationships in a multicultural world. Integrating faith, reason and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. <https://www.stmartin.edu/directory/counseling-and-wellness-center>.