

School of Education and Behavioral Sciences

Master's in Counseling Psychology Program

PSY 616: Statistics, Research, & Program Evaluation

Credits: #3 Section: # 90-3 Term: Accelerated Summer 2025 (2025SUM)

Class Meetings: 3 days total, to catch up during the semester

Instructor Information

Dr. Heather Chapman, PsyD, LMHC, BCBA(LBA)

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Communication

I will primarily communicate through Canvas announcements and email. I will respond to emails within 24-48 hours. I am happy to meet during the semester, any time.

Course Description & Materials

Catalog Course Description This course provides counseling psychology candidates with a comprehensive understanding of program evaluation, data-driven decision-making, and research methods essential for developing, implementing, and assessing effective counseling programs and interventions. Emphasizing alignment with National Board for Certified Counselors (NBCC) ethical guidelines and competencies, as well as the accountability components of the American School Counselor Association (ASCA) National Model, students will learn to select, collect, administer, score, and interpret various data sources—including client outcome data, program satisfaction data, and needs assessment data—to advocate for clients and demonstrate program effectiveness. Through hands-on projects, students will engage in needs assessment, data collection, statistical analysis using SPSS, report writing, and intervention planning for comprehensive counseling services. Ethical, multicultural, and social justice considerations will be integrated throughout the course to ensure equitable and responsible practice.

This online course is delivered primarily through asynchronous weekly modules on Canvas, which include video lectures and tutorials, assigned readings from Pagano, Pallant, and professor-provided articles, and interactive activities. Active participation through weekly discussion forums and assignments is an essential component of the course.

Time Allocation Students should expect to spend approximately 9 hours per week on this course. This time will be distributed across:

- Reading assigned materials
- Participating in online discussions
- Completing statistics and program evaluation modules and assignments

- Working on the main assignments: Weekly Discussions/Activities, CITI Human Subject Research Training, Mid-Term Program Analysis Brief, and the Comprehensive Counseling Program Evaluation Project.

Required Materials

- Pagano, R. R. (Latest edition). *Understanding Statistics in the Behavioral Sciences*.
- Pallant, J. (Latest edition). *SPSS Survival Manual*. (Optional)
- Professor given articles (supplemented by other modules/internet sources as appropriate).
- American School Counselor Association (ASCA). (Latest Edition). *The ASCA National Model: A Framework for School Counseling Programs*.
[<https://schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs>]
- National Board for Certified Counselors (NBCC). (Latest edition). *NBCC Code of Ethics*. Retrieved from [<https://nbcc.org/ethics>]

Recommended Items

- Access to a computer with reliable internet access
- SPSS software (latest version)
- Canvas (<https://chaminade.instructure.com>)
 - Canvas will be used for course announcements, readings, assignments, discussions, and grade posting. Students are expected to check Canvas regularly.

Learning Outcomes

Master's in Counseling Psychology Program Learning Outcomes (PLOs)

- Exhibit competency in data-driven decision-making and program evaluation to identify client and program needs, monitor progress, and demonstrate the effectiveness of comprehensive counseling programs and interventions. (Aligned with NBCC Content Area: Research and Program Evaluation; ASCA National Model: Manage, Assess components; Themes of Leadership, Systemic Change)
- Employ knowledge and skills to design, implement, and assess evidence-based interventions and counseling services at the individual, group, and systemic levels to promote client well-being and growth. (Aligned with NBCC Content Area: Helping Relationships; Research and Program Evaluation; ASCA National Model: Deliver, Assess components; Theme of Leadership)

- Apply knowledge of diversity, equity, and inclusion factors in development, culture, and individual differences to provide effective, culturally responsive services, advocate for social justice, and enhance client and community partnerships. (Aligned with NBCC Content Area: Social and Cultural Diversity; NBCC Code of Ethics principles of justice and non-maleficence; ASCA National Model: Themes of Advocacy, Collaboration, Systemic Change)
- Exhibit legal, ethical, and professional standards in the application of communication, collaboration, and consultation skills to improve client outcomes and service delivery. (Aligned with NBCC Content Area: Professional Orientation and Ethical Practice; NBCC Code of Ethics; ASCA National Model: Define component, Professional Foundations; Themes of Collaboration, Advocacy)
- Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied counseling service delivery models within a comprehensive practice. (Aligned with NBCC Content Area: Research and Program Evaluation; NBCC Code of Ethics principle of beneficence; ASCA National Model: Assess component; Theme of Leadership)

Course Learning Outcomes (CLOs) Upon successful completion of this course, students will be able to:

1. Apply principles of reliability and validity to evaluate the quality of data sources and program evaluations in counseling. (Aligned with NBCC Content Area: Assessment and Testing; Research and Program Evaluation; ASCA National Model: Assess component)
2. Utilize SPSS and Excel for data analysis techniques to evaluate counseling program outcomes and inform decision-making. (Aligned with NBCC Content Area: Research and Program Evaluation; ASCA National Model: Manage, Assess components)
3. Demonstrate ethical and culturally competent practices in the collection, analysis, and interpretation of data for counseling programs, including adherence to human subjects research guidelines. (Aligned with NBCC Content Area: Professional Orientation and Ethical Practice; Social and Cultural Diversity; NBCC Code of Ethics; ASCA National Model: Define, Manage components; Themes of Advocacy, Collaboration)
4. Conduct needs assessments, program evaluations, and outcome research using various data collection methods (e.g., surveys, focus groups, existing program data). (Aligned with NBCC Content Area: Research and Program Evaluation; ASCA National Model: Manage, Assess components)
5. Develop and implement progress monitoring plans to evaluate the effectiveness of counseling interventions and programs. (Aligned with NBCC Content Area: Research

and Program Evaluation; Helping Relationships; ASCA National Model: Manage, Assess components)

6. Create comprehensive program evaluation reports that integrate data analysis, findings, recommendations, and implications for counseling practice. (Aligned with NBCC Content Area: Research and Program Evaluation; Professional Orientation and Ethical Practice; ASCA National Model: Assess component)
7. Demonstrate the ability to use data to advocate for equitable access and improved client outcomes within various counseling settings. (Aligned with NBCC Content Area: Professional Orientation and Ethical Practice; NBCC Code of Ethics principles of justice and beneficence; ASCA National Model: Themes of Advocacy, Leadership, Systemic Change)

Marianist Values

This course emphasizes the Marianist value of Educate for Adaptation and Change. Counseling psychology, by its very nature, requires professionals to adapt to diverse client needs, changing societal contexts, and evolving best practices. This course will equip students with the skills to:

- Critically evaluate new data sources and program evaluation methodologies.
- Adapt counseling and advocacy strategies to meet the unique needs of individual clients and client populations.
- Advocate for systemic changes in service delivery to promote more equitable and effective services.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

- Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No‘eau 364) May I live by God.
- Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Olelo No‘eau 1957) Acquire skill and make it deep.
- Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohona ‘ohana (‘Olelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.

- Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom.
- Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

Course Activities

Assignments & Grading All assignments contribute to your final grade. The distribution is as follows:

- Weekly Engagement (Discussions & Activities): 20%
- CITI Human Subject Research Training: 10%
- Mid-Term Program Analysis Brief: 25%
- Comprehensive Counseling Program Evaluation Project: 45%
- Total: 100%

Final grades are submitted to Self-Service:

- A = 90-100%
- B = 75-89%
- C and below = 75% and below

Assignments

CITI Human Subject Research Training Students will complete the CITI Social and Behavioral Responsible Conduct of Research course, an essential certification for ethical research practices involving human subjects. This online training covers crucial topics such as research misconduct, data management, responsible authorship, and ethical considerations specific to human subjects research. Modules will be assigned weekly over the first few weeks, with the full completion certificate due by Week 7. Upon successful completion of all required modules with a minimum 80% passing score, students will submit their CITI completion certificate on Canvas. This assignment directly supports CLO 3.

Mid-Term Program Analysis Brief Students will analyze a provided dataset (or mock dataset) related to a counseling-based issue relevant to counseling practice (e.g., client satisfaction survey data, outcome data for a specific intervention, or needs assessment data on a specific topic like client retention). This brief will demonstrate foundational skills in data literacy and descriptive analysis using SPSS and Excel. The brief will include:

- Data Description & Context: A brief overview of the dataset, its source, and its relevance to counseling psychology.

- Descriptive Data Analysis using SPSS/Excel: Performance of appropriate descriptive statistics (e.g., frequencies, means, standard deviations) and creation of relevant graphs (e.g., bar charts, histograms) to summarize key patterns within the data.
- Initial Interpretation & Implications: Discussion of what the descriptive data suggest about client needs or program trends from a counseling psychology perspective. Identification of initial questions for further investigation or potential areas for counseling intervention.
- Ethical & Cultural Considerations: A brief discussion of any ethical or cultural considerations relevant to the data source or its interpretation for counseling. This assignment directly supports CLOs 1, 2, 3, and 7.
- Submission (Week 5): Submission of the complete Mid-Term Program Analysis Brief.

Comprehensive Counseling Program Evaluation Project Students will select a hypothetical (or real, with instructor approval and ethical considerations) counseling program or intervention to evaluate. This comprehensive project will integrate all concepts learned in the course, from research design and data collection to statistical analysis and reporting for advocacy. The project report will include:

- Needs Assessment & Data Collection Plan: A detailed plan identifying relevant client and program data (e.g., pre/post outcome measures, client demographic data, service utilization rates) and potential needs for a counseling intervention or program. This will include considerations for data sources, collection methods (e.g., surveys, focus groups, existing program records), and ethical considerations for human subjects research.
- Data Analysis: Analysis of provided or conceptualized data (e.g., pre/post survey results, behavioral data, outcome metrics) using descriptive and inferential statistics (where applicable, using SPSS). Identification of program strengths, areas for improvement, and impact on client outcomes based on the data.
- Program Recommendations & Advocacy Plan: Development of evidence-based recommendations for program enhancement or future interventions, clearly linked to the data analysis. This will also include an advocacy plan detailing how the findings will be communicated to stakeholders (e.g., supervisors, agency directors, funding bodies) to advocate for the counseling program or client needs.
- Program Evaluation Report: A professional-style report summarizing the needs assessment, data analysis, program impact, recommendations, and advocacy plan. The report should align with professional counseling accountability components. This assignment directly supports CLOs 1, 2, 3, 4, 5, 6, and 7.
- Submission (Week 10): Submission of the complete Comprehensive Counseling Program Evaluation Project report.

Weekly Engagement (Discussions & Activities) Active and thoughtful participation in weekly discussions and completion of assigned activities related to program evaluation, data literacy, and course content. These activities will often involve applying concepts to counseling scenarios, engaging with SPSS or Excel data, and providing peer feedback, directly reinforcing learning that contributes to the Mid-Term and Final Project.

Course Schedule will be updated soon (some topics and readings are subject to change)