

Course Syllabus
Center for Counseling and Family Studies
COUC 515
Course Title: Research and Program Evaluation
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I. Course Description

Students learn the importance of scientific inquiry in the fields of clinical mental health counseling and marriage and family therapy. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice. Ethical and cultural relevance as well as ethically appropriate integration is also addressed. An additional focus will include program evaluation in “real world” community-based settings.

II. Rationale

Empirical methods are increasingly being used to justify or criticize the usage of particular counseling approaches in therapy. Government, private foundations, and corporations are asking for program evaluations to determine the merits of each program’s continued funding. Spiritual interventions are being explored for their utility in therapy. In short, the scientific method, counseling, and Christian intervention strategies are intersecting. Counselors with thorough knowledge of research strategies will shape both what psychotherapy looks like and how effective those interventions are in the counseling setting.

III. Prerequisites

MATH 201 or PSYC 355

IV. Resources

Required: Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2015). *Research design in counseling, (4th ed.)*. Boston, MA: Cengage ISBN ISBN-13: 978-1305087316

- A. Rationale: The above text describes how to differentiate various research methods (e.g., descriptive, predictive, and explanatory) and research designs (e.g., experimental, quasi-experimental, single-case designs, action research, and outcome-based research). In addition, the text

describes each of the research methods and designs and describes various models of program evaluation and action research.

Required: Sink CA, Lemich G. Program Evaluation in Doctoral-Level Counselor Education Preparation: Concerns and Recommendations. *American Journal of Evaluation*. 2018;39(4):496-510. doi:[10.1177/1098214018765693](https://doi.org/10.1177/1098214018765693)

- B. Rationale: The above article will assist with an examination of evidence-based practice and connect the role of scientific research in advancing the counseling profession. The article will also offer a matrix on how to assist counselors with program evaluation.

V. Measurable Learning Outcomes

Upon successful completion of this course, the student will be able to:

- C. Explain the role of scientific research in advancing the counseling profession.
- D. Differentiate various research methods (e.g., descriptive, predictive, and explanatory) and research designs (e.g., experimental, quasi-experimental, single-case designs, action research, and outcome-based research). In addition, he or she will describe each of the research methods and designs.
- E. Apply various statistical principles that are often used in counseling-related research and program evaluations.
- F. Describe various models of program evaluation and action research.
- G. Critique research articles and examine the evidence-based practice.
- H. Articulate ethical and legal principles of clinical research.
- I. Assess the utility and limitations of the scientific method in the study of the Christian integration in counseling.

Common Core Courses Matrix of Student Competencies

CAEP Standard	Performance Measure
F.7.e. use of assessments for diagnostic and intervention planning purposes	Research Article Review, Case Study Exam, Discussion Board.

F.7. f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

Research Article Review

F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

Research Article Review, Discussion Board

F.7.h. reliability and validity in the use of assessments

Research Article Review

F.7.i. use of assessments relevant to academic/educational, career, personal, and social development

Research Article Review, Case Study, Program Evaluation Project

F.8 Research and Program Evaluation

F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

Research Article Review, Case Study Exam, Discussion Board

F.8.b. identification of evidence-based counseling practices

Program Evaluation Report, Case Study Exam

F.8.c. needs assessment

Research Article Review, Program Evaluation Project, Case Study Exam

F.8.d. development of outcome measures for counseling programs	Program Evaluation Project, Case Study Exam
F.8.e. evaluation of counseling interventions and programs	Program Evaluation Project, Case Study Exam
F.8. f. qualitative, quantitative, and mixed research methods	Research Article Review, Case Study Exam
F. 8. g. designs used in research and program evaluation	Research Article Review, Program Evaluation Project
F. 8. h. statistical methods used in conducting research and program evaluation	Research Article Review; Program Evaluation Project
F. 8. i. analysis and use of data in counseling	Discussion Board; Program Evaluation Project; Research Article Review
F.8. j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Program Evaluation Project, Research Article Review

VI. Course Assignments

Textbook Readings and Lecture presentations

Discussion Board Forums (1)

Discussion Boards are collaborative learning experiences. Therefore, the student will complete 1 Discussion Board Forum in this 4 week course. The forum will test the student's ability to synthesize information related to the proposal development process. Forums will be completed in 2 parts: a thread and replies. The Discussion Board Forum 1 thread must be 350-450 words. In addition, the student will reply to at least 2 classmates' threads with 150-200 words. There must be at least 3 citations in current APA format for the thread and at least 1 for each reply. The discussion board forum topic is to describe your proposed program evaluation, including the research question, target

population, methods of assessment, resources needed, and expected outcomes. If there is a budget needed for the evaluation, please identify.

Program Evaluation Project

The student will choose from the provided list of websites for treatment programs related to an evidence-based practice for mental health or substance use treatment. He or she will then produce a logic model, state evaluation questions, and develop a basic plan for program evaluation. A template will be provided to aid in the structuring of this assignment.

Research Methodology Article Review

In pairs of 3, you and two of your classmates will identify six research articles that are within the past ten years that demonstrate the following research designs: qualitative, quantitative, mixed-methods research.

Final Exam

The final exam will be a case study of action research project from a community-based setting.

There will be a description of a case study in Central Virginia where a problem was identified by cross-sector community members (i.e., community service board, department of social services, schools) and a plan was developed to design and implement a therapeutic intervention to address the stated problem. Students will develop a program evaluation to measure the effectiveness of the intervention for the identified group of people. Students will document how the 8 steps of program evaluation were applied in this case study. The exam will have a time limit of 3 hours.

VII. Course Grading and Policies

*All assignments are due Sundays by 11:59 pm.

A. All assignments must be completed to pass the course

Evaluation	Points
Discussion Board	200
Program Evaluation Project	300
Research Methodology Article Review	250
Final Exam/case study	250

B. Grading Criteria

A = 960–1000 A- = 920–959 B+ = 900–919 B = 860-899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 779 and below

C. Late Policy

Papers/projects

1. 10% point deduction per day.
2. No assignment will be accepted 7 days after the original due date without written approval from the professor. This approval must be requested prior to the assignment due date.

Course Calendar

Week	Topics	Assignments
1	Power point on the scientist-practitioner model; evidence-based practice; ethics in counseling research	Reading: Heppner chapters 1-4 Discussion board due 12/6/20. Respond to 2 peers' posting with positive and constructive feedback 150-200 words by 12/10/20.
2	Power point on research design and validity issues in research; guest speaker (local scientist-practitioner)	Reading: Heppner chapters 5-7 Research Methodology article review due 12/13/20.
3	Power point on major designs in counseling and examples of how designs are used in community-based settings	Reading: Heppner chapters 11-15 Draft Program Evaluation posted to blackboard by 12/20/20.
4	Power point on program evaluation; examples of "real world" evaluation in community-based settings; large group activity (identify "what is wrong with this evaluation strategy")	Reading: Heppner chapter 22; Sink & Lemich article. In groups of 2, use the 8 steps of program evaluation on of the following program evaluations: Family Treatment Drug Court, Illness Management and

		Recovery; young adult homeless outreach; thorough describe each step of program evaluation as it pertain to your selected program; after spending 45 minutes of class time; prepare to do a ten minute report out to the large group; Program Evaluation Project due 12/31/20. Final exam due 1/3/21.
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Attendance Policies

A. Participation Policy

Students must read and abide by the Honor Code statement and other appropriate guidelines regarding cheating and plagiarism found in the *Liberty Way*. Students are expected to attend all class sessions prepared to actively participate in class discussions and the various exercises and activities as they occur. An open, curious, and honest attitude toward learning from others will facilitate development for all participants.

A. Class Attendance Policy

You must attend the web ex lectures (2) either live or review the web ex recording and write up a one page double spaced summary of the lecture in order to pass this course.

B. Professionalism Policy

Agreement or respectful disagreement with others in the class is expected. Learning to accurately communicate beliefs, attitudes, and emotions about important issues is a crucial part of both personal and professional development as a counselor. Engaging in this process in an appropriate manner is expected.

Students may not “multi-task” during class time. Usage of technological resources is restricted to activities specifically related to class assignments.

Submit work that is appropriate for the master’s level. These expectations include excellent grammar and spelling, coherent paragraphs, precise APA style, and sufficient levels of written organizational structure.

C. English as a Second Language

If English is your second language, please make use of editing help prior to submitting your work. Grading is required to be consistent for all students.

- D. Academic Misconduct (See Honor Code for procedures that follow academic misconduct)
(Taken directly from the LU Honor Code which can be found in its entirety at: <https://www.liberty.edu/studentaffairs/index.cfm?PID=196>)

Students are expected to maintain academic integrity in all assignments.

Therefore, academic fraud such as plagiarism is not acceptable. If it is found that plagiarism has occurred, the student will receive a zero for the assignment and may receive an F for the course.

Academic misconduct includes, but is not limited to, plagiarism, cheating and falsification.

Plagiarism is the intentional failure to give sufficient attribution to the words, ideas, or data of others that the student has incorporated into his/her work for the purpose of misleading the reader. In some cases, a student may be careless and fail to give credit to the words, ideas or data of others. In such situations, plagiarism has still occurred, but the professor may choose from an array of sanctions he/she deems appropriate. In order to avoid plagiarism, students must conscientiously provide sufficient attribution. Attribution is sufficient if it adequately informs and, therefore, does not materially mislead a reasonable reader as to the true source of the words, ideas, or data. Students who have any doubt as to whether they have provided sufficient attribution have the responsibility to obtain guidance from their professor or other person to whom they are submitting their work.

Plagiarism in papers, projects or any assignment prepared for a class shall include the following:

Cheating is a form of dishonesty in which a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained, gives unauthorized aid, or wrongly takes advantage of another's work. Examples include, but are not limited to:

Falsification is a form of dishonesty in which a student misrepresents the truth, invents facts, or distorts the origin or content of information used as authority. Examples include, but are not limited to:

1. Plagiarism

- Omitting quotation marks or other conventional markings around material quoted from any printed source (including digital material)
- Directly quoting or paraphrasing a specific passage from a specific source without properly referencing the source
- Replicating another person's work or parts thereof and then submitting it as an original

- Purchasing a paper (or parts of a paper) and representing it as one's own work
- Multiple submissions: Multiple submission is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. For example, using a paper from a prior class for a current course assignment is academic fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission, some professors may allow students to complete one assignment for two classes. In this case prior permission from both instructors is absolutely necessary.

2. Cheating

- Copying from another person's work on an examination or an assignment
- Allowing another student to copy any portion of one's work on an examination or an assignment
- Using unauthorized materials or giving or receiving any other unauthorized assistance on an examination or an assignment
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for the student.
- Reusing a paper from a previous course
- Paying another student to complete a course, an individual assignment or an examination

3. Falsification

- Dishonestly answering or providing information in the application process
- Citing a source that is known not to exist
- Attributing to a source ideas and information that are not included in the source
- Falsely citing a source in support of a thought or idea when it is known not to support the thought or idea
- Citing a source in a bibliography when the source was neither cited in the body of the paper nor consulted
- Intentionally distorting the meaning or applicability of data
- Inventing data or statistical results to support conclusions.

E. Disability Statement

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.

F. Drop/Add Policy

Consult the Graduate Catalog for drop/add policies.

- G. Dress Code (applies to classes meeting on campus)
Students are expected to maintain a neat, professional appearance while in class.
- H. Email Correspondence
It is important for students to check their Liberty e-mail account daily and to respond to e-mails from faculty and staff within 24-48 hours.
Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.
- I. Dual Relationship
The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students with professional principles, guidance, and recommendations. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.
- J. Limits of Confidentiality
Students are encouraged to share prayer requests and life concerns with the professor in this class. Not only will the professor pray for and care for students, but can guide students to appropriate University resources if desired.

However, in the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, victim or witness of a crime or sexual misconduct, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, notification of the appropriate program chair or online dean, or notification to other

appropriate University officials. All reported information is treated with discretion and respect, and kept as private as possible.

- K. Sexual Violence Consultation & Counseling Policy
Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex -based discrimination, which can include: acts of sexual violence, sexual misconduct and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university's Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence and/or sexual violence. Thus, **if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the faculty member will make a referral to the Title IX office.** This process is in place so that the university can help ensure that students are offered both the support and resources needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though the faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources or information.
- L. FN policy

Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student's last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event).

APPENDIX 1-4: ASSIGNMENT INSTRUCTIONS AND GRADING RUBRICS

APPENDIX 1

Discussion Board Assignment Instructions and Grading Rubric

Discussion Board Assignment

A. To be an effective counselor, you need to be familiar with the role of scientific research in advancing the counseling profession. One of the ways in which a counselor serves to bridge the areas between research and clinical practice is through program evaluation. This course will focus heavily on program evaluation as it applies in “real world” settings, such as community-based mental health and substance use treatment settings.

For this assignment, read Heppner chapters 1-4 carefully and in their entirety. While reading, gather data from the texts that specifically:

- Describes the roles and responsibilities related to scientific research in counseling and the role of the scientist-practitioner.
- Discusses ethics in counseling research
- Describes the component of writing a research paper

The Discussion Board Forum 1 thread must be 350–450 words. In addition, the student will reply to at least 2 classmates’ threads with 150–200 words. There must be at least 3 citations in current APA format for the thread and at least 1 for each reply. The discussion board forum topic is to describe your proposed program evaluation, including the research question, target population, methods of assessment, resources needed, and expected outcomes. If there is a budget needed for the evaluation, please identify.

Carefully follow format, structure, and content directions found on the Grading Rubric for this assignment.

Meets program learning outcome C. H. and CACREP standards F.8.a., F.7.g., F.8.i.

Discussion Board Assignment Grading Rubric

Criteria	Unsatisfactory	Fair	Good	Excellent
Quality: Reflects thoughtful, important points that demonstrate comprehension of content and applicability to practice as a counselor and scientist-	Shows little evidence of comprehension of course content and applicability to practice as a counselor educator. Did not respond to peers’	Shows some evidence of comprehension of course content and applicability to practice as a counselor educator. Response to peers’ threads	Shows satisfactory evidence of comprehension of course content and applicability to practice as a counselor educator. Includes at least	Shows high levels of evidence of comprehending course content and applicability to practice as a counselor educator. Includes at

practitioner through a proposed program evaluation. Is creative and engaging. 150 points	threads. 0-25 points	was vague or not well-articulated. 25 -50 points	two replies to peers threads in less than 150 words. 50 -75 points	least two thoughtful replies to peers threads in 150-200 words. 75-150 points
Comments:				
Quantity and Timeliness 25 points The assignment must be completed by 12/6/20.	Submitted after deadline, two or more sections have less than 250 words, or was not submitted at all 0 points	Submitted on time but one or more sections have more than 250 words. 10 points	Submitted on time and all sections have only 250-349 words. 15-20 points	Submitted on time, all sections have only 350-450 words, and points are cited in APA format provided. 25 points
Comments:				
Grammar, word choice, spelling and organization of paper reflects master’s level scholarship (critical analysis and synthesis) 25 points	A lot of errors 0-10 points	Fewer errors but still quite a bit 10-15 points	Even fewer errors 15 -20 points	No errors 20 -25 points
Comments:				

APPENDIX 2

Program Evaluation Project Assignment Instructions and Grading Rubric

Program Evaluation Project Assignment

To design an effective program evaluation, you need to understand courseing outcome research and how to apply science to practice and real life. The program evaluation project is designed to guide you through the phases and steps of program evaluation.

For this assignment, read Heppner ch. 22 and the Sink and Lemich article. While reading, gather data from the texts that specifically:

- Describes the component of program evaluation
- Discusses phase and steps of program evaluation

The student will choose from the provided list of websites for treatment programs related to an evidence-based practice for mental health or substance use treatment. He or she will then produce a logic model, state evaluation questions, and develop a basic plan for program evaluation. A template will be provided to aid in the structuring of this assignment.

Carefully follow format, structure, and content directions found on the Grading Rubric for this assignment.

Meets program learning outcome E, F and CACREP standards F.7.i, F.8.b., F.8.c., F.8.d., F.8.g., F.8.h., F.8.j.

Program Evaluation Project Assignment Grading Rubric

Criteria	Unsatisfactory	Fair	Good	Excellent
<p>Quality: Reflects thoughtful, important demonstration of all 8 steps of program evaluation in a real world setting. Is creative and engaging. 200 points</p>	<p>Shows little evidence of comprehension, understanding and applicability of program evaluation in a real world setting. Steps of program evaluation are not addressed. 0-49 points</p>	<p>Shows some evidence of comprehension and understanding of program evaluation in a real world setting. 5 or fewer steps of program evaluation are addressed. 50 -99 points</p>	<p>Shows satisfactory evidence of comprehension and understanding of how to apply program evaluation in a real world setting. At least 6 steps of program evaluation are addressed.</p>	<p>Shows high levels of evidence of comprehending and understanding how to apply program evaluation in a real world setting. All 8 steps of program evaluation are addressed.</p>

			100 -149 points	150-200 points
Comments:				
Quantity and Timeliness 50 points This assignment must be completed on or before 12/31/20.	Submitted after deadline or was not submitted at all 0 points	Submitted on time but less than 3 pages. 10 points	Submitted on time and between 3-4 pages. 30 points	Submitted on time in AP A format and between 5-8 pages. 50 points
Comments:				
Grammar, word choice, spelling and organization of paper reflects master's level scholarship (critical analysis and synthesis) 50 points	A lot of errors 0-9 points	Fewer errors but still quite a bit 10-14 points	Even fewer errors 15 -29 points	No errors 30 -50 points
Comments:				

APPENDIX 3

Research Methodology Article Review Assignment Instructions and Grading Rubric

Research Methodology Article Review Assignment

To be an effective counselor, you need to be familiar with research based information related to delivery of empirically supported treatments. Furthermore, an understanding of evidence-based treatment models will assist you in working in a variety of settings.

For this assignment, in pairs of 3, you and two of your classmates will identify six research articles that are within the past ten years that demonstrate the following research designs: qualitative, quantitative, mixed-methods research.

While reading, gather data from the article that specifically:

- Describes the purpose and methods for a qualitative research design
- Discusses advantages and disadvantages of a qualitative research design
- Describes the purpose and methods for a quantitative research design
- Discusses advantages and disadvantages of a quantitative research design
- Describes the mixed-methods research purpose and design
- Discusses the advantages and challenges of a mixed-methods research design

Then, on a MS power point document, entitled Research Methodology Article Review, using these three items as headings, provide a synthesized, succinct, reflective summary of the data you found for each research method. Citing and APA format is required. Paste a copy of the Grading Rubric for this assignment at the end of your document and assess yourself by filling it out before you submit it on the blackboard.

Carefully follow format, structure, and content directions found on the Grading Rubric for this assignment.

Meets program learning outcome D and CACREP standards F.7.e , F.7.f. ,F.7.g., F.7.h., F.7.i, F.7.j.

Research Methodology Article Review Assignment Grading Rubric

Criteria	Unsatisfactory	Fair	Good	Excellent
Quality: Reflects thoughtful, important points that demonstrate comprehension of content for qualitative research design, quantitative research design, and mixed-methods research design. Is creative and engaging. 200 points	Shows little evidence of comprehension of qualitative research design, quantitative research design, and mixed-methods research design 0-24 points	Shows some evidence of comprehension of qualitative research design, quantitative research design, and mixed-methods research design. 25 -74 points	Shows satisfactory evidence of comprehension of qualitative research design, quantitative research design, and mixed-methods research design 75 -124 points	Shows high levels of evidence of comprehending qualitative research design, quantitative research design, and mixed-methods research design. 125-200 points

Comments:				
Quantity and Timeliness 25 points This assignment must be completed on or before 12/13/20.	Submitted after deadline or was not submitted at all.	Submitted on time but paper is less than 2 pages. Grading Rubric-Self-Evaluation missing. 10 points	Submitted on time and paper is between 2-3 pages. Grading Rubric-Self-Evaluation included. 15-20 points	Submitted on time, all sections are addressed and paper is between 4-6 pages. Grading Rubric-Self-Evaluation included. 25 points
Comments:				
Grammar, word choice, spelling and organization of paper reflects master's level scholarship (critical analysis and synthesis) 25 points	A lot of errors 0-10 points	Fewer errors but still quite a bit 10-15 points	Even fewer errors 15 -20 points	No errors 20 -25 points
Comments:				

APPENDIX 4

Case Study Final Exam Instructions and Grading Rubric

Case Study Final Exam

To be an effective counselor, you need to be familiar with how program evaluation is used in “real world” settings such as community behavioral health. The research article and Heppner chapter on program evaluation will assist you in understanding the steps and phases of program evaluation and how to apply these steps in relevant counseling settings.

For this assignment, read both Heppner chapter 22 and the Sink & Lemich article **carefully and in their entirety**. While reading, gather data from the readings that specifically:

- Describes the 4 phases and 8 steps of program evaluation.
- Discusses practical strategies toward conducting a program evaluation.
- Discusses the logic model and how this model is used to guide development of a program evaluation.

For your final exam, there will be a description of a case study in Central Virginia where a problem was identified by cross-sector community members (i.e., community service board, department of social services, schools) and a plan was developed to design and implement a therapeutic intervention to address the stated problem. Students will develop a program evaluation to measure the effectiveness of the intervention for the identified group of people. Students will document how the 8 steps of program evaluation were applied in this case study. The exam will have a time limit of 3 hours.

Carefully follow format, structure, and content directions found on the Grading Rubric for this assignment.

Meets program learning outcome F and CACREP standards F.7.e, F.7.i, F.8.a, F.8.b., F.8.c., F.8.d., F.8.e

Case Study Final Exam Grading Rubric

Criteria	Unsatisfactory	Fair	Good	Excellent
Quality: Reflects thoughtful, important points that demonstrate comprehension of content and applicability to practice as a counselor in how to develop a program	Shows little evidence of comprehension of course content as evidenced by incorporation of 0 steps of program evaluation in a logical and succinct manner.	Shows some evidence of comprehension of course content as evidenced by incorporation of 3 or fewer steps of program evaluation in a logical and succinct manner	Shows satisfactory evidence of comprehension of course content as evidenced by incorporation of 4-7 steps of program evaluation in a logical and succinct manner.	Shows high levels of evidence of comprehending course content as evidenced by incorporation of 8 steps of program evaluation in a logical and succinct manner.

evaluation. Is creative and engaging. 200 points	0-25 points	25 -74 points	75 -124 points	125-200 points
Comments:				
Quantity and Timeliness 25 points This assignment must be completed on or before 1/3/21.	Submitted after deadline, two or more sections have less than 150 words, or was not submitted at all	Submitted on time but one or more sections only 150-299 words. 10 points	Submitted on time and all sections have only 300-499 words. 15-20 points	Submitted on time, all sections have at least 500-750 words 25 points
Comments:				
Grammar, word choice, spelling and organization of paper reflects master's level scholarship (critical analysis and synthesis) 25 points	A lot of errors 0-10 points	Fewer errors but still quite a bit 10-15 points	Even fewer errors 15 -20 points	No errors 20 -25 points
Comments:				