

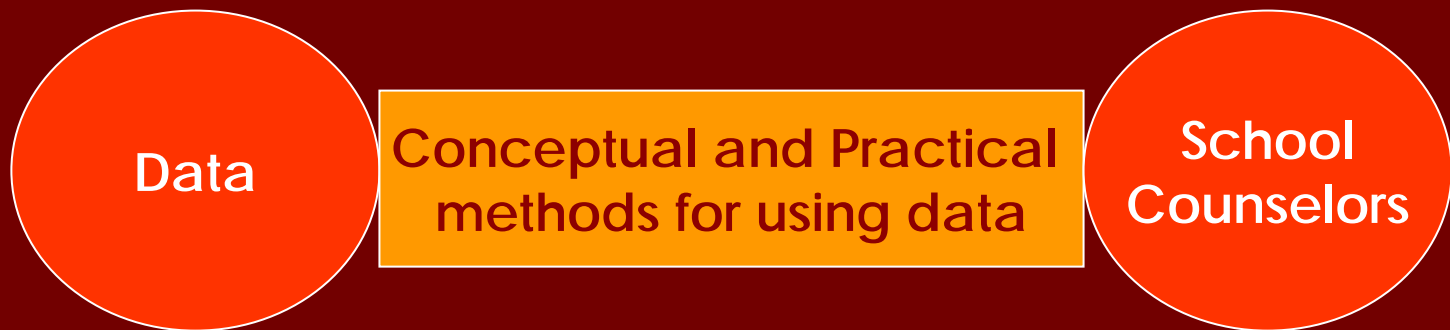
Changing Research and Evaluating Training in School Counselor Education

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Evaluation and Research Training for School Counselors

Knowledge of Evaluation and Research Methods are critical knowledge for school counselors to participate in school reform efforts, demonstrate accountability, and effectively define evidence-based practices for local use



Prior Research - Accountability

Early research from the 1970's focused on "time analysis" procedures

Answers the question

How does a counselor spend his or her time?

Still important today, but not in isolation

Prior Research - Accountability

Literature from the 1970's describes additional data sources for accountability, but relatively few school counselors actually engaged in "formal evaluation activities" that used quantitative data with relatively large numbers of students (Vacc, 1981).

WHY?

Relevance

Accountability Today

- The ASCA National Model is the “gold standard” for school counseling programs, and is driven by the NCLB act
- Asserts that counselors must demonstrate “how students are different as a result of the school counseling program in measurable terms” (ASCA, 2003)

School Counselors as Researchers

Literature Review

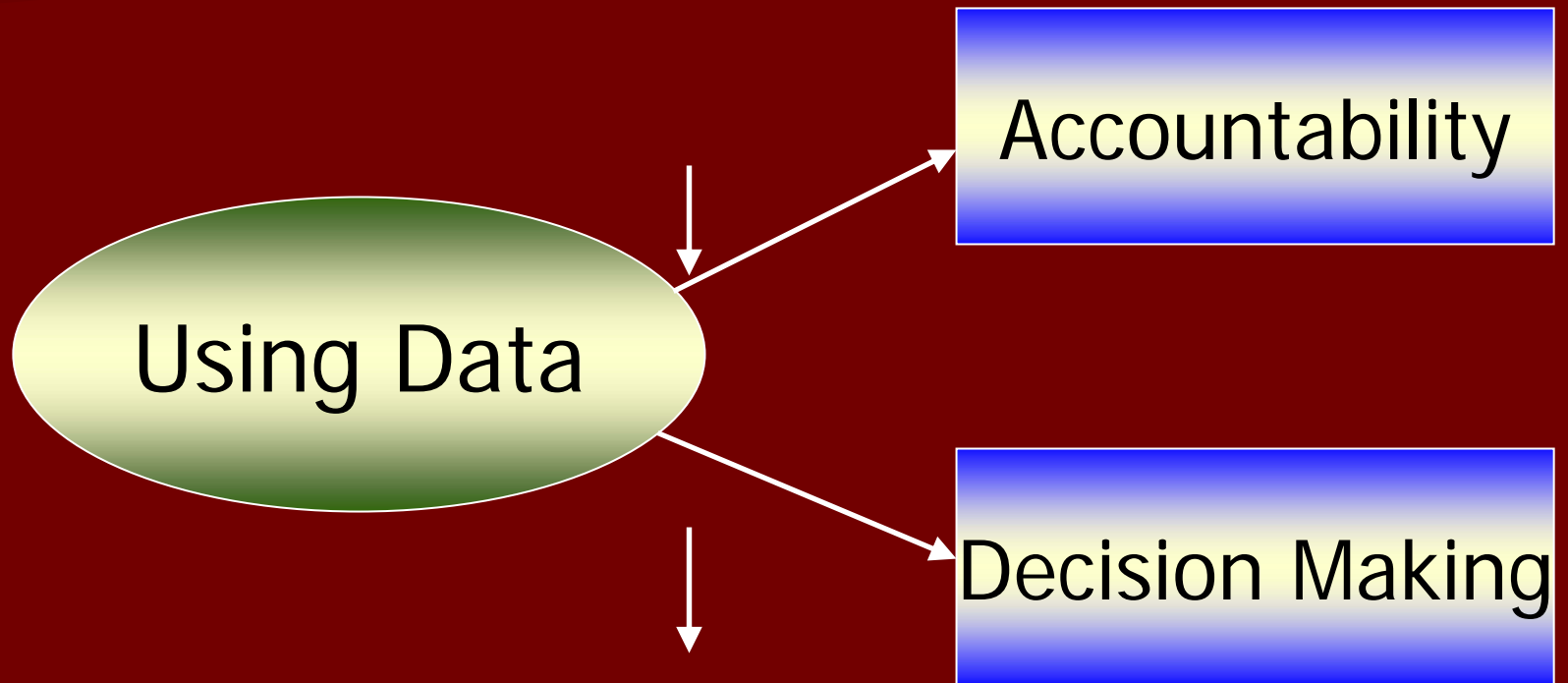
- Early research arguing that school counselors “tend to confuse accountability with research” (Atkinson, Furlong, and Janoff, 1979) is no longer true
- Several authors assert that lack of training in graduate school (Wilson, 1985; Fairchild, 1993; Vacc, 1981; Myrick, 1984, 1997) and little knowledge of assessment and evaluation procedures (Myrick, 1984, 2003) significantly hinder counselors’ accountability efforts

School Counselors as Researchers

Literature Review

- Articles are appearing that describe various research methods to engage in accountability efforts, such as single-subject designs (Foster et al, 2002) and using school-wide data (Dimmitt, 2003; Hayes et al, 2002)

The Uses of Data



Evidence-Based Practice

- All of the prior research on accountability and research methods to support accountability efforts for school counselors has missed its mark
- Accountability has historically been viewed as the reason school counselors should engage in data collection activities
- In EBP, accountability is the end product of a process counselors can engage to identify areas in need of services, select appropriate interventions to address those needs, and evaluate the program's effectiveness at meeting those needs

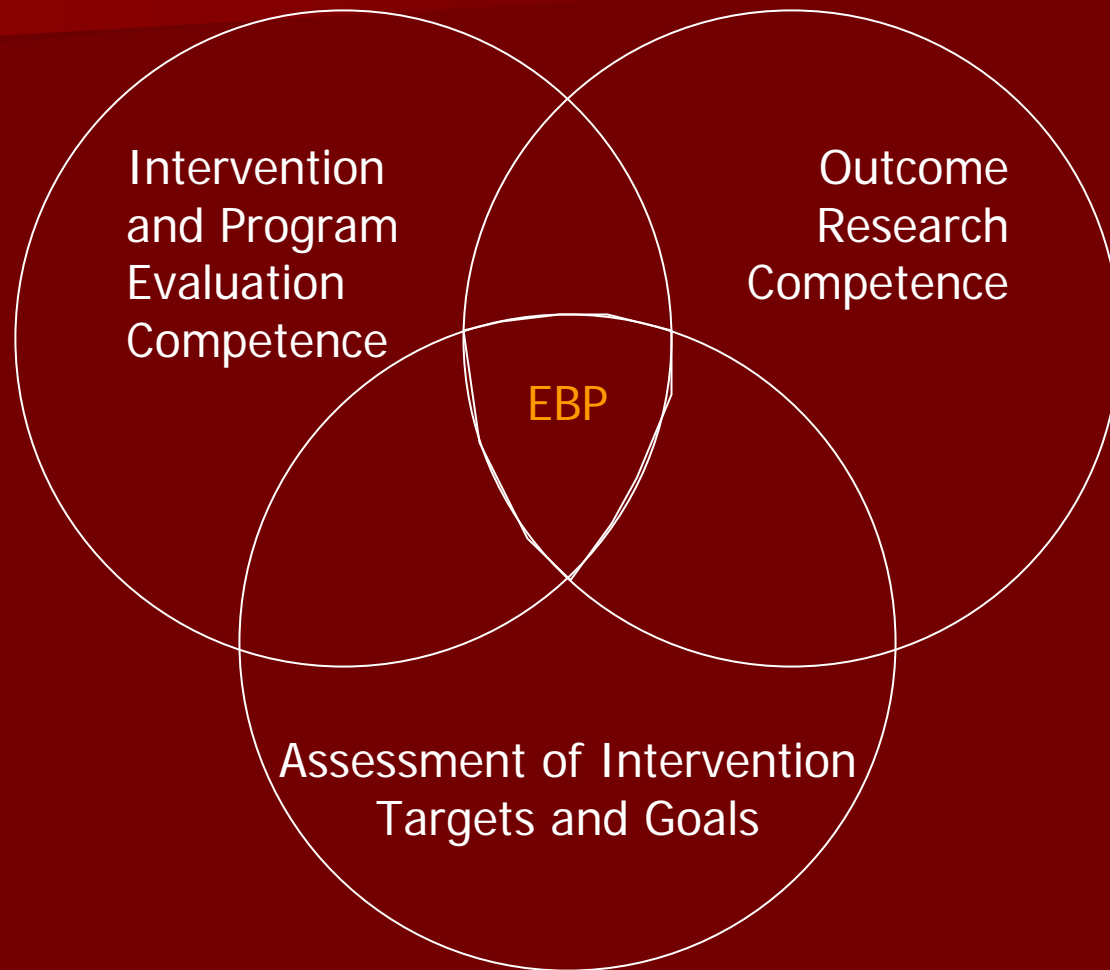
A Model of Evidence-Based Practice



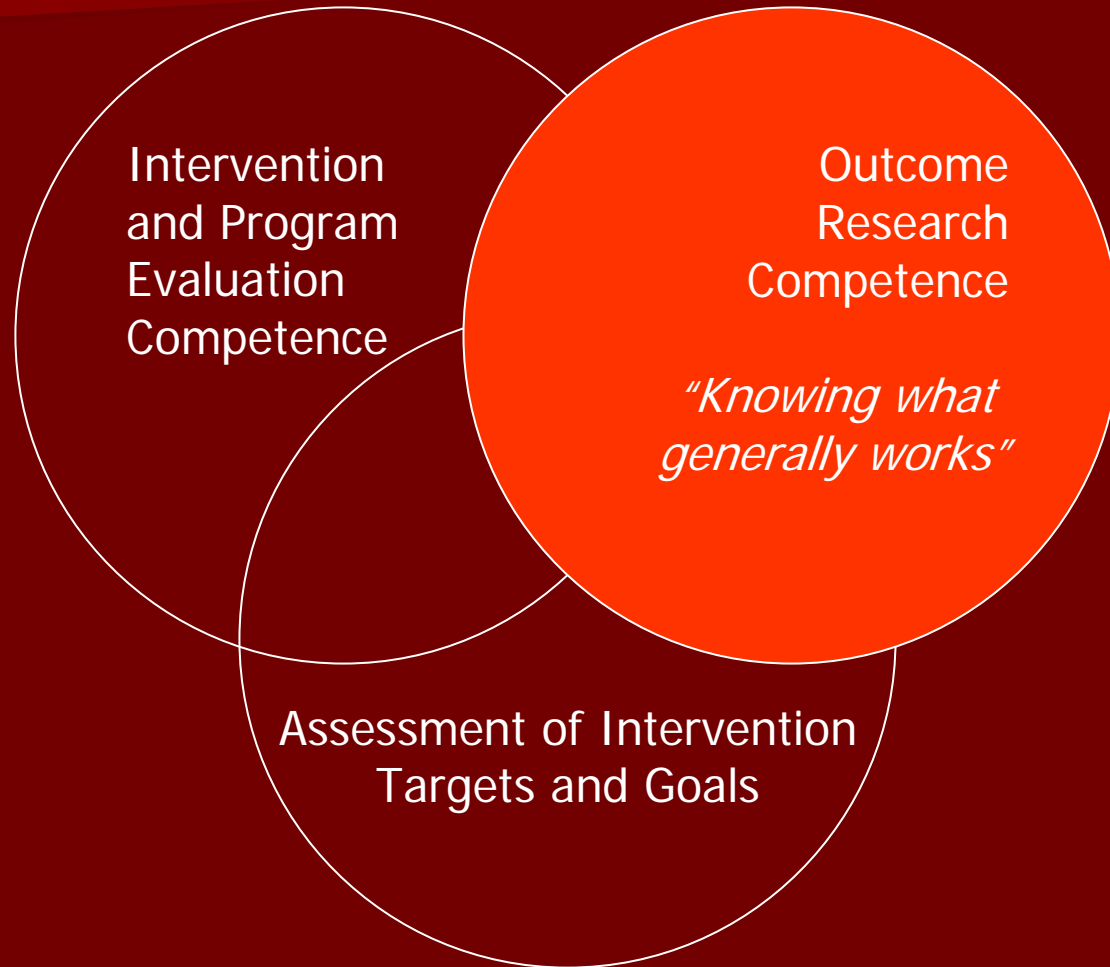
Adapted from:

Shlonsky and Gibbs (2004), "Will the Real Evidence-Based Practice Please Stand Up? Teaching the Process of Evidence-Based Practice to the Helping Professions. In *Brief Treatment and Crisis Intervention*, 4(2), 137-153.

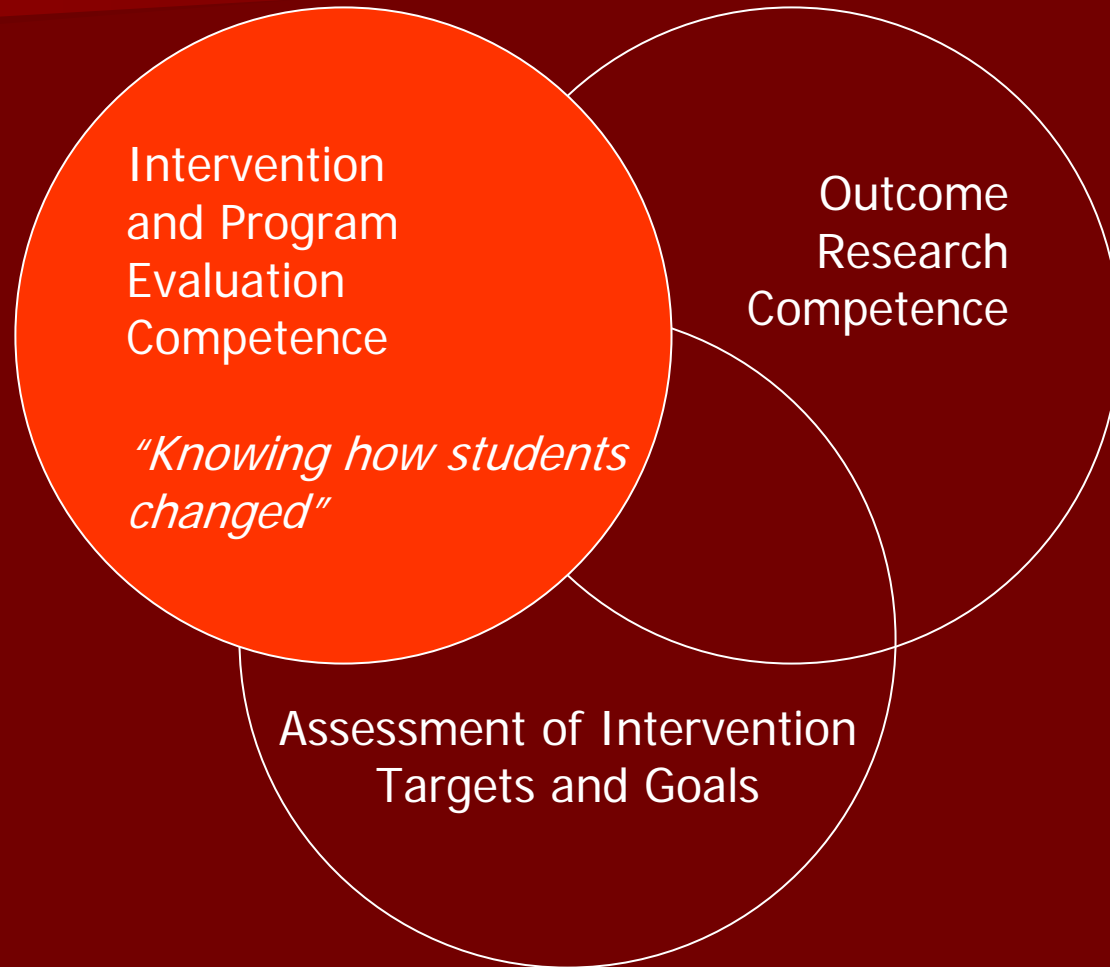
A Model of Evidence-Based Practice in School Counselor Education



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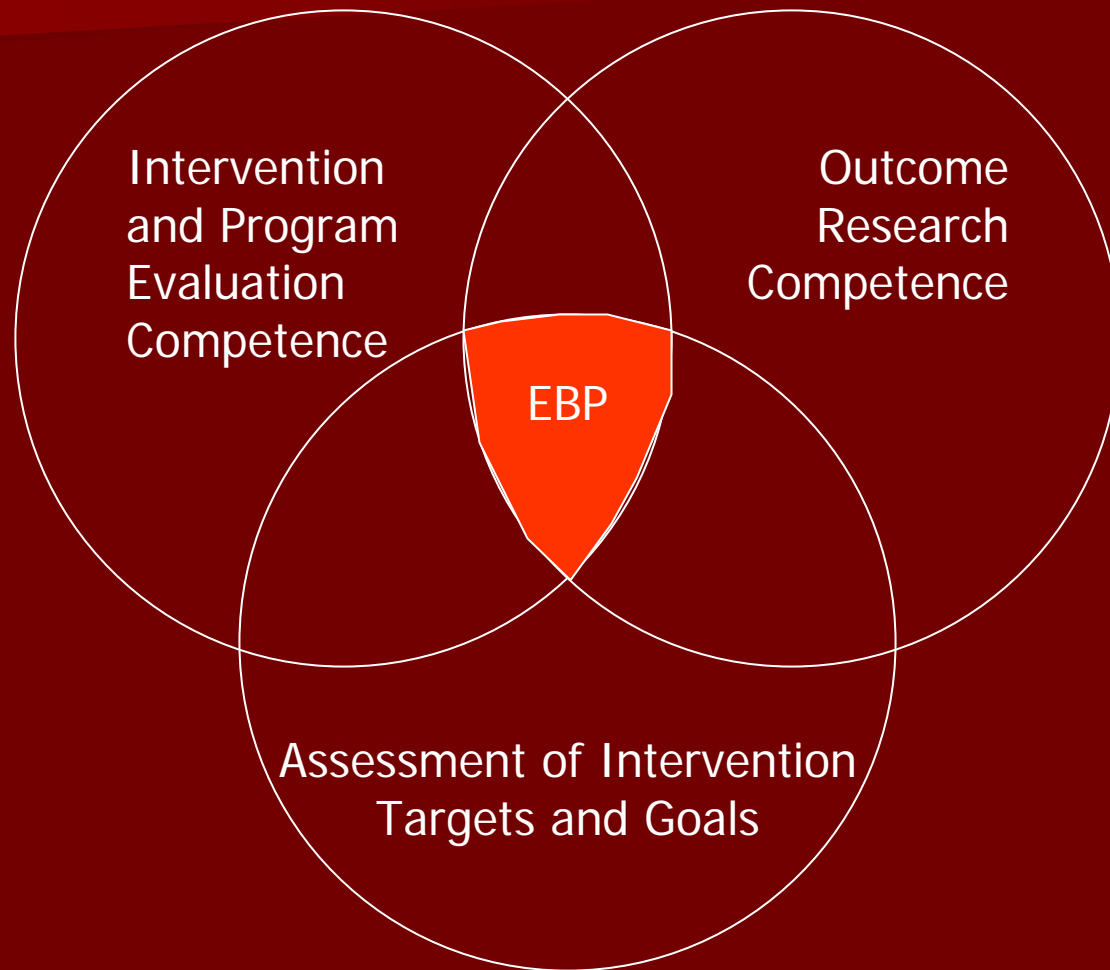
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An Evidence-Based Practice Methods Course

Topical Areas

- Outcome Research Competence
- Assessment of Intervention Target and Goals Competence
- Intervention and Program Evaluation Competence

- Our recommendations will be framed across topical areas which are domains of knowledge school counselors need to be effective practitioners in the 21st century

An Evidence-Based Practice Methods Course

Topical Areas

- o Outcome Research Competence
- o Assessment of Intervention Target and Goals Competence
- o Intervention and Program Evaluation Competence

Developing the knowledge and skills to identify and evaluate published research literature

Requires developing competencies in:

1. Documentation and replicability of interventions
2. Strength of the research design
3. Psychometric properties of instruments and measures

An Evidence-Based Practice Methods Course

Topical Areas

- o Outcome Research Competence
- o Assessment of Intervention Target and Goals Competence
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Competencies (continued)

4. Evaluate analytic and meta-analytic reviews of outcome studies
5. Summarize the results of major school-counseling related outcome studies
6. Conceptual knowledge of statistical significance and effect size
7. Conduct literature searches and consult panels and other information sources for evidence-based practices

An Evidence-Based Practice Methods Course

Topical Areas

- o Outcome Research Competence
- o Assessment of Intervention Target and Goals Competence
- o Intervention and Program Evaluation Competence

Developing the knowledge and skills to identify areas for program improvement

Requires developing competencies in:

1. Data-driven decision making
2. Processes for obtaining feedback from stakeholders
3. Quantitative needs assessment techniques

An Evidence-Based Practice Methods Course

Topical Areas

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Requires developing the knowledge and skills to generate local knowledge of school counseling intervention and program effectiveness

Requires developing competencies in:

1. Strong evaluation designs appropriate for educational settings
2. Selection and use of sound instruments and measures

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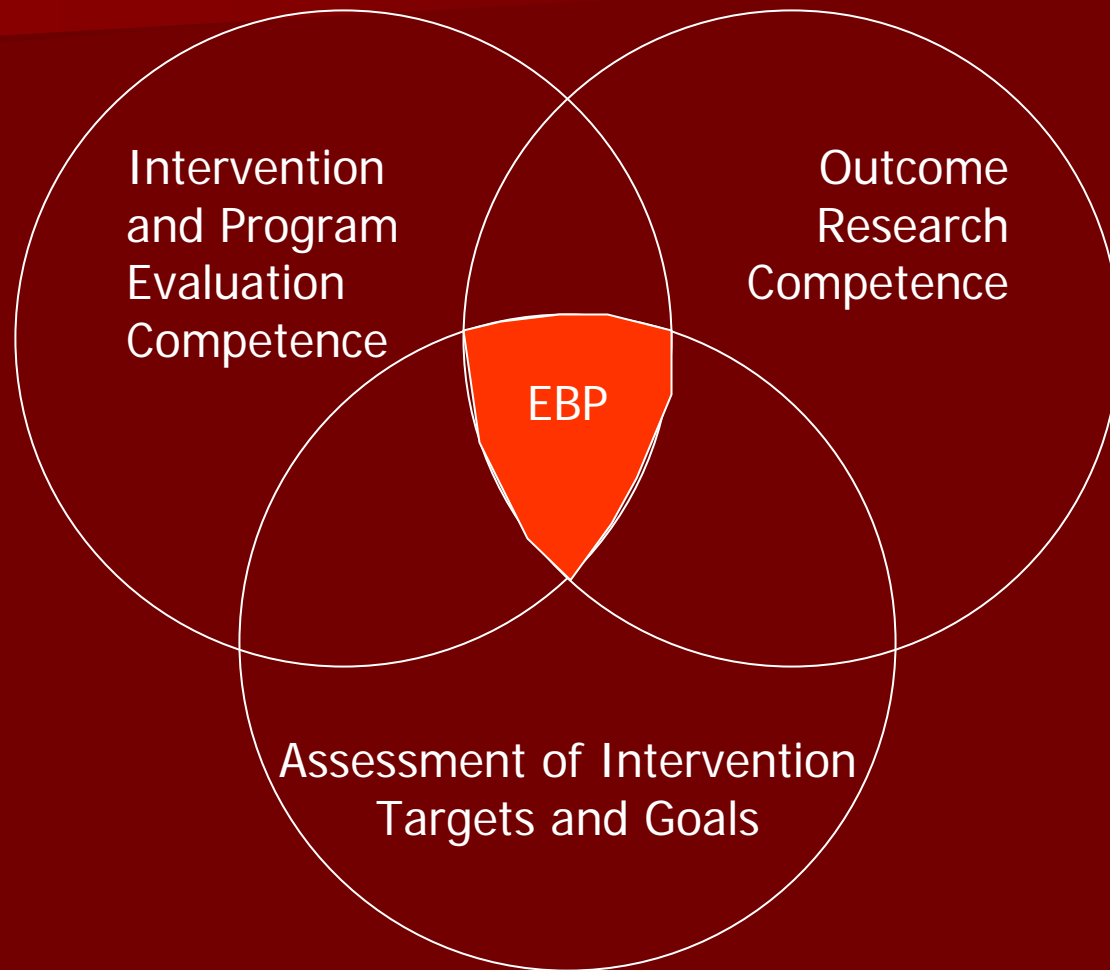
Topical Areas

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Competencies (continued)

3. Data analysis techniques, including the use of technology tools to assist in data analysis
4. Interpretation of the results of data analysis
5. Accurate dissemination and reporting of results

A Model of Evidence-Based Practice in School Counselor Education



Thank You!



For additional information,
please visit the Center for School Counseling
Outcome Research website:

<http://www.cscor.org>