



**Counsellor Education Program: Master of Counselling**

**CAAP 6617: Online  
Research and Program Evaluation Skills**

**COURSE OUTLINE  
Spring Semester: Jan-Apr 2017**

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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or webconference.

I am best contacted by email. I will respond to emails within the regular work week (9-5, M-F). If the issue is urgent, please write **URGENT** in the subject line. **\*Email response time:** Please expect up to 48 hours turnaround time for email responses. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

*(Many thanks to Dr. Noëlla Piquette for sharing her course outline and her input.)*

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**Calendar Description**

Qualitative and quantitative research methods are examined, ranging from single subject designs to program evaluation strategies, applicable to counselling settings.

**Credit Hours:** 3.0 – Graduate Studies  
**Contact hours/week:** Online facilitated instruction  
**Prerequisite:** None

**Course Overview**

CAAP 6617: *Research and Program Evaluation Skills* is designed to provide students with a brief overview on research and is intended to cover basic concepts of qualitative and quantitative research designs as they relate to counselling contexts and program development. This course will also introduce basic key concepts relevant to program evaluation that are essential to program planning, design, and development. This course is by no means exhaustive and is not a substitute for an in-depth course in research methodology, nor is it a substitute for an extensive course in program evaluation.

**Please note:** This course is guided by the College of Alberta Psychologists' Research Design and Methodology section 3.1.2 and Assessment and Evaluation section 3.1.3; thus, it will focus on the following substantive areas: i) "research methods (e.g., sampling, instrumentation, data collection procedures), appropriateness of instrument selection, issues of research design; and ii) program planning and evaluation strategies and techniques (e.g., needs assessment, process and implementation evaluation, cost-benefit analysis)."

College of Alberta Psychologists. (2013). *Criteria for evaluating academic credentials for registration as a psychologist in Alberta*. Retrieved from <http://www.cap.ab.ca/>

## **Course Objectives**

By the end of this course:

- 1) Students will gain an understanding of the difference between quantitative / experimental and qualitative paradigms.
- 2) Students will develop the research knowledge and skills necessary to critically analyze relevant scholarly articles related to counselling contexts and program evaluation.
- 3) Students will demonstrate critical thinking through reflective writing in the areas of research and program evaluation.
- 4) Students will develop investigative skills to select, review, and write a brief preliminary paper on key areas of program evaluation.

## **Required Course Resources**

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- ◆ Leedy, P., & Ormrod, J. (2016). *Practical research. Planning and design* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- ◆ Royse, D., Thyer, B. A., & Padgett, D. K. (2016). *Program evaluation: An introduction* (6<sup>th</sup> ed.). Toronto, ON: Nelson Education.

**Please note:** E-version/digital versions of books maybe available through the U of L book store or publisher. See link for bookstore: <http://www.uleth.ca/bookstore/>

## **Supplementary Resources**

- *Canadian Code of Ethics for Psychologists 3<sup>rd</sup> Edition (2000)*. Available at [www.cap.ab.ca](http://www.cap.ab.ca) and [www.cpa.ca](http://www.cpa.ca)
- **Program Evaluation:** Of particular importance to this course are the following journals: *Evaluation and Program Planning, Evaluation Review, Educational Evaluation and Policy Analysis, Studies in Educational Evaluation, Educational Research and Evaluation, Canadian Journal of Program Evaluation, New Directions for Evaluation, Journal of Evaluation in Clinical Practice, and Evaluation and the Health Professions*.
- **Quantitative Research:** Some incredibly useful websites on quantitative research methods:  
Hyperstat Online Statistics Textbook:
  - <http://www.davidmlane.com/hyperstat/>
  - <http://www.statsoft.com/textbook/stathome.html>
- **Qualitative Research:** Some incredibly useful websites on qualitative research methods:
  - <http://www.nova.edu/ssss/QR/web.html>
  - <http://onlineqda.hud.ac.uk/resources.php>
  - <http://www.uofaweb.ualberta.ca/iiqm/Links.cfm>
- Sample qualitative journals worth consulting: *The Qualitative Report, Forum: Qualitative Social Research, Qualitative Inquiry, International Journal of Qualitative Methods, Qualitative Health Research, Qualitative Research in Psychology*, or check out this list: <http://www.slu.edu/organizations/grc/QRjournals.html>

**Additional Course Resources:** Resources by the instructor, when required, will be posted in Moodle to augment the weekly readings, discussion forums, and assignments (e.g., journal articles, videos, audio recordings, etc.)

## Recommended/Useful Resources:

- ☞ **For Moodle:** <http://moodleanswers.com/> & <http://www.moodleanswers.com/index.php/information>
- ☞ **For general IT assistance:** <http://www.uleth.ca/information-technology/desktop/help>;  
<http://www.uleth.ca/information-technology/resources/tips-tricks>; <http://www.uleth.ca/information-technology/services>
- ☞ **For Library:** <http://libguides.uleth.ca/c.php?g=520227>; For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>
- ☞ **For APA:** <https://owl.english.purdue.edu/owl/resource/560/10/>

## **Course Structure**

This course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of the course.

During each week, you will be expected to respond to thought-provoking questions that are posted in the weekly discussion forums [DFs]. Discussion forums participation is mandatory and must be completed as a precondition for the self-evaluation assignments. Participating in the DFs needs to be, at least, equivalent to spending three hours in a classroom debating and discussing topics. In addition to the three hours you are expected to participate in the DFs, an additional 2-4 hours per week is required to complete the weekly readings.

Students will be expected to log in throughout the week to answer the posted questions, read students' statements, and contribute to the discussion. Prior to completing the DFs, complete all readings and the lesson plan posted.

Please respond to weekly question (s) in Moodle with ONE (1) original post by noon Wednesday (MST) to allow others time to reflect before responding. Then, by noon Friday (MST), please respond to at least ONE (1) of your colleagues' posts. Please ensure that you respond to different colleague's post to ensure that everyone's ideas are being validated and honoured.

**You will notice that there is not an active DF in every week of this course (See Schedule). The Course Schedule will guide you as to which units involve active course DFs.**

**Note:** I will be keeping track of posts during active DFs.

**As an instructor, my role will be to facilitate the online DFs in a safe and respectful environment. I will be intentional in reading your comments, offering insights, and providing feedback when and where necessary. Essentially, the DFs are intended as a space for students to engage with each other, share ideas, and enhance their learning as emerging researchers and counselling professionals in training.**

**\*\*I will NOT be checking posts on Sunday. Consider this your day for self-care and rest (if you so choose).**

Due to the rigour of this course there will be **no extension for assignments. Assignments submitted after the deadline will be penalized 3% per day.**

## Evaluation

To receive credit for CAAP 6617, students must submit ALL of the course assignments. The student's final grade for the course will be based on the student's performance in the following outlined course activities.

Course Activity	Wt	Tentative Deadline 2017
<b>Assignment #1: Individual Work</b> <b>DISCUSSION FORUM &amp; SELF EVALUATION</b> <ul style="list-style-type: none"> <li>• Active participation in the online discussion forums, as measured by quality &amp; TWO self-evaluations.</li> <li>• Refer to DF and self-evaluation assessment in assignment folder.</li> </ul>	20%	<b>Part 1 (6 weeks)</b> <b>DUE Feb 17</b>  <b>Part 2 (6 weeks )</b> <b>DUE Apr 14</b>
<b>Assignment #2: Individual Work</b> <b>QUANTITATIVE RESEARCH FOCUS</b> <ul style="list-style-type: none"> <li>• Critical review of a quantitative research article from an academic journal;</li> <li>• <b>Max. 1-2 pp single-spaced &amp; incl. APA style references.</b></li> <li>• Refer to research article assessment in assignment folder.</li> </ul>	20%	<b>Quantitative Research Critical Analysis</b> <b>DUE Feb 10</b>
<b>Assignment #3: Individual Work</b> <b>QUALITATIVE RESEARCH FOCUS</b> <ul style="list-style-type: none"> <li>• Critique and synthesize a qualitative research article from an academic journal;</li> <li>• <b>Max. 1-2 pp single-spaced &amp; incl. APA style references.</b></li> <li>• Refer to research article assessment in assignment folder.</li> </ul>	20%	<b>Qualitative Research Critical Analysis</b> <b>DUE Feb 25</b>
<b>Assignment #4: Individual OR Pair Option</b> <b>PROGRAM EVALUATION FOCUS</b> <ul style="list-style-type: none"> <li>• Find and critically review a completed program evaluation paper / report.</li> <li>• <b>Max. 8-10 pp &amp; incl. APA style references.</b></li> <li>• Refer to paper/report assessment in assignment folder.</li> </ul>	10%   10%   20%	<b>Part 1: Article Title &amp; Rationale</b> DUE Jan 27  <b>Part 2: Brief Outline</b> <b>DUE Mar 10</b>  <b>Part 3: Final Paper</b> <b>DUE Apr 8</b>

## Final Letter Grade

The Faculty of Education at U of L has a standardized grading system for its graduate program.

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70

**NOTE: Any course with a grade of less than B- cannot be considered for credit in Med program.**

77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

## **Academic Accommodations**

Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins [<http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations>].

Documentation of the accommodation/ability/disability and recommendations from a professional can be faxed to their office at (403) 329-2281. The student will then be contacted to discuss accommodations and notification of their instructors and/or professors. It is the student's responsibility to inform the instructor of necessary accommodations. Should the need arise the instructor can refer the student to the Accommodated Learning Centre for consultation and information.

## **Confidentiality**

In order to create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge M.Ed Counselling CAAP courses, you are required to adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

*What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge CAAP courses?* Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so. The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course. There are no limitations on the length of time you are expected to continue protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with. There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details she may tell the class to feel free to share her story if it can be of benefit to others.

*Golden Rule:* If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't! *Caution:* While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion forums, web conferencing, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely. *Exceptions to confidentiality:* According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances: a child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others. Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: [www.cap.ab.ca](http://www.cap.ab.ca)

*What if I want to talk to someone outside the course about a personal comment a student/instructor made?* If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing. This means, at no times, are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. You are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible. If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to post your ideas in your course forum.

## **COURSE SCHEDULE: CAAP 6617 (Tentative)**

A detailed, suggested weekly schedule of Course Topics. This schedule may change to meet the emerging needs and dynamics of the students in the course as well as in response to students' questions and conversations.

LESSON/WK	TOPIC	READING & TASKS
<b>Lesson 1</b> Jan 9-13	<ul style="list-style-type: none"> <li>Welcome &amp; Introductions</li> <li>The Nature and Tools of Research</li> <li>Introduction to Program Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Leedy &amp; Ormrod, Ch. 1 and Royse et al., Ch. 1</li> <li><b>No DF post</b></li> </ul>
<b>Lesson 2</b> Jan 16-20	<ul style="list-style-type: none"> <li>The Problem: The Heart of the Research Process</li> <li>Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Leedy &amp; Ormrod, Ch. 2 and Royse et al., Ch. 2</li> <li><b>DF post</b></li> </ul>
<b>Lesson 3</b> Jan 23-27	<ul style="list-style-type: none"> <li>Review of the Related Literature</li> </ul>	<ul style="list-style-type: none"> <li>Leedy &amp; Ormrod, Ch. 3</li> <li><b>Assignment #4 - Part 1: DUE Jan 27</b></li> <li><b>DF post</b></li> </ul>
<b>Lesson 4</b> Jan 30-Feb 3	<ul style="list-style-type: none"> <li>Descriptive Research; Analyzing Quantitative Data</li> <li>Single System Designs</li> <li><b>*Interview Dr. Mitchell Colp</b></li> </ul>	<ul style="list-style-type: none"> <li>Leedy &amp; Ormrod, Ch. 6, Ch. 8 and Royse et al., Ch. 6, pp. 155-158; 163-173; 185-188</li> <li><b>DF post</b></li> </ul>
<b>Lesson 5</b> Feb 6-10	<ul style="list-style-type: none"> <li>Qualitative Research; Analyzing Qualitative Research</li> <li><b>*Interview Dr. Chao-Mei Chiang</b></li> </ul>	<ul style="list-style-type: none"> <li>Leedy &amp; Ormrod, Ch. 9, Ch. 11,</li> <li><b>Assignment #2 - Quantitative Research Critical Analysis: DUE Feb 10</b></li> <li><b>DF post</b></li> </ul>
<b>Lesson 6</b> Feb 13-17	<ul style="list-style-type: none"> <li>Mixed Methods</li> <li>Qualitative and Mixed Methods</li> <li><b>*Interview Dr. Duff Clarence</b></li> </ul>	<ul style="list-style-type: none"> <li>Leedy &amp; Ormrod, Ch. 12 and Royse et al., Ch. 4</li> <li><b>Assignment #1 - Part 1: Self-Eval: DUE Feb. 17</b></li> <li><b>DF post</b></li> </ul>
<b>Feb 20-25</b>	<b>Family Day (Feb. 20) Reading Days (Feb. 21-25)</b>	<ul style="list-style-type: none"> <li><b>No readings self-care</b></li> <li><b>Assignment #3 – Qualitative Research Critical Analysis: DUE Feb. 25</b></li> <li><b>No DF post</b></li> </ul>
<b>Lesson 7</b> Feb 27- Mar 3	<ul style="list-style-type: none"> <li>Planning Research Project</li> <li>Measurement Tools; Best Evaluation Measure</li> </ul>	<ul style="list-style-type: none"> <li>Leedy &amp; Ormrod, Ch. 4 and Royse et al., Ch. 11, 12</li> <li><b>DF post</b></li> </ul>
<b>Lesson 8</b> Mar 6-10	<ul style="list-style-type: none"> <li>Needs Assessment</li> <li><b>*Interview Dr. Bukola Salami</b></li> </ul>	<ul style="list-style-type: none"> <li>Royse et al., Ch. 3</li> <li><b>Assignment #4 - Part 2: DUE Mar 10</b></li> <li><b>DF post</b></li> </ul>
<b>Lesson 9</b> Mar 13-17	<ul style="list-style-type: none"> <li>Process Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Royse et al., Ch. 5</li> <li><b>DF post</b></li> </ul>
<b>Lesson 10</b> Mar 20-24	<ul style="list-style-type: none"> <li>Client Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Royse et al., Ch. 7</li> <li><b>DF post</b></li> </ul>
<b>Lesson 11</b> Mar 27-31	<ul style="list-style-type: none"> <li>Cost-Benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Royse et al., Ch. 10</li> <li><b>DF post</b></li> </ul>
<b>Lesson 12</b> Apr 3-7	<ul style="list-style-type: none"> <li>Planning/Preparing Research Report</li> <li>Report Writing and Communication</li> <li><b>Review &amp; Integration Week</b></li> </ul>	<ul style="list-style-type: none"> <li>Leedy &amp; Ormrod, Ch.13 and Royse et al., Ch.14</li> <li><b>Assignment #4 - Part 3 Final papers: DUE Apr 7</b></li> <li><b>No DF post</b></li> </ul>
Apr 14		<ul style="list-style-type: none"> <li><b>Assignment #1 - Part 2: Paper: Due Apr 14</b></li> </ul>