

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- ◆ Leedy, P., & Ormrod, J. (2019). *Practical research: Planning and design* (12th ed.). Upper Saddle River, NJ: Pearson.
- ◆ Royse, D., Thyer, B. A., & Padgett, D. K. (2016). *Program evaluation: An introduction* (6th 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 3rd Edition (2000)*. Available at www.cap.ab.ca and 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/qrc/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 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 and discussions require that all students progress at a similar rate throughout this portion of the course.

Note that there is no one right traditional way to create, implement, and facilitate discussion forums (DFs). This is similar to the fact that there is no one best theoretical framework and counselling approach that work for all clients. Therefore, each instructor has the flexibility to develop DFs in a creative and innovative way with the underlying goal to benefit and advance students' learning. That said, the DFs for this course are designed in a way that allow students to provide rigorous scholarly literature to support their views and perspectives as well as engage in deep and rich critical thinking by interacting with their peers. More so, less focus is given to the quantity of students' posts and more emphasis is placed on the depth and breadth of students' reply to enhance the quality of the generated posts, comments, and reflective questions.

During each week, students will reply to thought-provoking questions and comments that are posted on the weekly DFs. Students are responsible to check the DFs on a regular basis to ensure that ALL questions and comments posed to them are answered in a timely manner to keep the discussion going. Failure to do so will impact your self-evaluation grades as I will be keeping track of these interactions. DFs participation is mandatory and must be completed as a precondition for the graded self-evaluation assignments. Participating on the DFs needs to be, at least, equivalent to spending **three (3) hours** in a classroom debating and discussing topics. In addition to the three hours students are encouraged to participate on the DFs, an additional **2-4 hours per week** is estimated as the average time to complete the weekly readings. Based on each student's learning style, this estimated timeframe may take longer. The DF will be opened by mid-night on Thursdays MST, unless otherwise noted. Students are expected to log in throughout the week to answer questions and/or comments initiated by instructor and peers. Additionally, students' responsibility will be to read and reply to original peers' posts to core questions and follow-up questions. As well, students will contribute to the discussion by addressing comments to help cultivate a cohesive online community.

Prior to completing the DFs, complete all textbook readings, review lesson plan materials and any additional course resources (e.g., recorded interviews) posted. Please respond to weekly core question(s) on Moodle in a timely manner to allow active engagement from your peers. Additionally, reply to colleague's follow-up questions must be done within a timely manner to keep the interaction going. Please ensure that you reply to different peers' posts to ensure that everyone's ideas are being validated and honoured.

The structure of the DFs will vary over the term to enhance students' learning in a creative and collaborative environment. A key aspect of students' learning might involve Virtual Discussion Sessions (VDSs) via Zoom within larger group contexts to allow for more intimate engagements with peers. During the VDSs, students are expected to equally contribute to the discussions. The expectations around number of posts, questions and comments might change per week depending on the topic and tasks being addressed.

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. More so, the primary objective of an engaging in a collaborative teaching approach is to help students understand the depth and breadth of research and program evaluation through their own critical learning as well as from the diverse perspectives of their peers. The secondary aim of this learning style is to develop your leadership, interpersonal and team-building skills.

Note: Prior to the DFs, please review the self-graded journal form on Moodle to understand what constitutes proficient performance on the DFs.

Email Communication Protocol

In email correspondence to the instructor, it is important to ensure that each student's correspondence express his/her needs and does not represent the voice of the collective cohort. All too often, a student's inquiry is phrased in language such as "we were wondering", the "class was thinking", "our cohort was wondering", etc. If you are writing on behalf of another it is imperative that you cc your email *separately to each individual* so s/he/they are informed of your communication. This way, there is no room for miscommunication and generalization.

Additionally, as there will be a lot of email correspondences in this course, responses from me will often be concise and to the point. I trust that you will be understanding and do not misinterpret this form of communication as being brusque and impersonal; this is not my intention. As emails can often be misinterpreted, should you have any concerns about any email correspondence from me, I would encourage you to follow up for any clarification, preferably via phone. This would be much appreciated.

Roles and Expectations:

Instructor:

- To facilitate the online DFs in a safe and respectful environment.
- To intentionally read students' questions, comments, offer insights, and provide feedback *when and where necessary*. This means that not all student's posts will be replied to.
- To objectively evaluate DFs based on self-graded journal rubric on Moodle. Any concerns will be addressed formatively with students via email correspondence.
- To provide weekly summaries.

Students:

- To actively, purposefully, and intentionally participate on the DFs, when required.
- **STEPS:** DF Tasks to be completed:
 - **CORE POSTS:** Reply to CORE posts in a timely manner. Look at thread to ensure that you present new ideas and do not repeat the same content that someone else posted.
 - **Between 150-200 words**
 - **CONTRIBUTION POSTS:** Contribute to the overall discussion by doing the following:
 - Post at least ONE comment **OR** ONE relevant question to a peer.
Between 50-100 words.
 - **REPLY POSTS:** Answer at least ONE question **OR** react to at least ONE comment. **Between 100-150 words.**
 -
 - **TOTAL POSTS: THREE (3) (minimum).**
 - **Note:** This number **DO NOT** include responses to follow up questions by peers and/or instructor that should all be answered in a timely manner. **These responses have no word limit.**
 - Mandatory APA references aside from textbooks.
- **NOTE:** Ensure that you diversify your reply questions and comments to different peers each time so that one peer does not dominate all the discussions and is given all the attention. All of your peers' insights should be validated.
- Reply posts officially starts **Monday 6am to Thursday 11:55pm MST. (Note: Students can post on weekends if they feel the need to do so).**

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

Writing Expectations

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th Edition. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, and poor organization are unacceptable.
- Use **Canadian spelling** consistently.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: **FirstName_LastNameInitial_course_assign name_date.doc (or .docx)**.
- Number all pages. Insert your last name in the header with the page number on all pages.
- All major papers should be double-spaced, unless otherwise indicated in assignment's criteria.
 - Include a reference page with proper APA formatting.
 - Page requirements do not include title page, references, and appendices (if appropriate).
- Smaller assignments may have different writing criteria. Please see assignment documents.
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- **Late assignments will be penalized 5% per day (incl. weekends).**
 - Note: For equity reasons, assignments submitted after the deadline on same day is considered late and will still be penalized 5 % per day.
- Papers over page limit will be deducted 1 mark per page from overall assignment grade.
- All assignments **MUST** be handed in for you to get a final grade for the course.

Sample Assignments: In order to help augment your learning and to help you generate some useful ideas, I will provide samples for some of the assignments with students' permission, if and when necessary. To protect student's anonymity, I have removed their names from the assignments. These assignments should merely be used as a guide to help you generate your own ideas instead of starting from a blank slate. **See Sample Assignment Folder.**

Evaluation

All assignments MUST be handed in for you to receive a passing grade in the course. 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
Assignment #1: Individual Work DF & SELF-GRADED JOURNAL <ul style="list-style-type: none"> • Active participation in the online discussion forums, as measured by depth and breadth of reply & TWO self-evaluations. • Max. 1 pg single-spaced, exclu. appendices • Refer to DF & self-evaluation assessment in assignment folder. 	30%	Part 1: DUE Feb 28 @ 6pm MST Part 2: DUE Apr 3th @ 6pm MST
Assignment #2: Individual Work QUANTITATIVE RESEARCH FOCUS <ul style="list-style-type: none"> • Critical review of a quantitative research article from an academic journal; • Max. 1 pg single-spaced & inclu. APA style references. • Refer to research article assessment in assignment folder. 	15%	Quantitative Research Critical Analysis DUE Feb 7 @ 6pm MST
Assignment #3: Individual Work QUALITATIVE RESEARCH FOCUS <ul style="list-style-type: none"> • Critique and synthesize a qualitative research article from an academic journal; • Max. 1 pg single-spaced & incl. APA style references. • Refer to research article assessment in assignment folder. 	15%	Qualitative Research Critical Analysis DUE Feb 21 @ 6pm MST
Assignment #4: Individual OR Pair Option PROGRAM EVALUATION FOCUS: SCHOLARLY PAPER <ul style="list-style-type: none"> • Find and critically review a completed program evaluation paper / report • Solo: Max. 6-8 pp excluding APA style references. • Pair: Max. 8-10 pp excluding APA style references. • Refer to paper/report assessment in assignment folder. 	40%	Scholarly Paper DUE Mar 20th @ 6pm MST

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 a Faculty of Education master's level 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

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs).

Standards of Professional Conduct

Within the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

ATA Code of Professional Conduct:

<https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

Standards of Professional Conduct for Master of Education Students:

http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct#MEd_Counselling

College of Alberta Psychologists Standards of Practice:

<http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Canadian Counselling and Psychotherapy Association Code of Ethics:

<http://www.ccpa-accp.ca>

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.

Academic Honesty

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

Confidentiality

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 MEd 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

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.

Withdrawal from an Online Course

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

Tentative WEEKLY COURSE SCHEDULE

The essential elements described in this **course outline** will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, for which students will be notified and provided that no student is disadvantaged by the change.

LESSON/WK	TOPIC	READING & TASKS
Lesson 1 Jan 6-10	<ul style="list-style-type: none"> Welcome & Introductions The Nature and Tools of Research Introduction to Program Evaluation 	<ul style="list-style-type: none"> Leedy & Ormrod, Ch. 1 Royse et al., Ch. 1 Supplementary Reading (on Moodle) DF
Lesson 2 Jan 13-17	<ul style="list-style-type: none"> The Problem: The Heart of the Research Process Ethics 	<ul style="list-style-type: none"> Leedy & Ormrod, Ch. 2 Royse et al., Ch. 2 DF
Lesson 3 Jan 20-24	<ul style="list-style-type: none"> Review of the Related Literature 	<ul style="list-style-type: none"> Leedy & Ormrod, Ch. 3 Royse et al., Ch.14, pp. 383-385 DF
Lesson 4 Jan 27-31	<ul style="list-style-type: none"> Descriptive Research; Analyzing Quantitative Data Single System Designs *Guest Lecture: Dr. Richelle Marynowski (tentative) 	<ul style="list-style-type: none"> Leedy & Ormrod, Ch. 8, Ch. 11 Royse et al., Ch. 6 VDS via Zoom (Dates TBD) Zoom Assignment Corner!!! (TBD)
Lesson 5 Feb 3-7	<ul style="list-style-type: none"> Qualitative Research; Analyzing Qualitative Research *Audio interview Dr. Chao-Mei Chiang 	<ul style="list-style-type: none"> Leedy & Ormrod, Ch. 8 & Ch. 12 DF
Lesson 6 Feb 10-14	<ul style="list-style-type: none"> Mixed Method Designs Qualitative and Mixed Methods *Guest Lecture: Dr. Mitchell Colp (tentative) 	<ul style="list-style-type: none"> Leedy & Ormrod, Ch. 9 Royse et al., Ch. 4 VDS via Zoom (Dates TBD)
Feb 17-21	Reading Days p	<ul style="list-style-type: none"> No readings self-care Preliminary Feedback
Lesson 7 Feb 24- Feb 28	<ul style="list-style-type: none"> Needs Assessment Formative & Process Evaluations *Guest Lecture: Dr. Bukola Salami (tentative) 	<ul style="list-style-type: none"> Royse et al., Ch. 3 & Royse et al., Ch. 5 VDS via Zoom (Feb 24: 6-7:15pm & 7:30-8:45pm MST)
Lesson 8 Mar 2-6	<ul style="list-style-type: none"> Client Satisfaction Cost-Benefit Analysis 	<ul style="list-style-type: none"> Royse et al., Ch. 7 & Royse et al., Ch. 10 DF Zoom Assignment Corner!!! (TBD)
Lesson 9 Mar 9-13	<ul style="list-style-type: none"> Planning Research Project 	<ul style="list-style-type: none"> Leedy & Ormrod, Ch. 4 DF
Lesson 10 Mar 16-20	<ul style="list-style-type: none"> Measurement Tools; Best Evaluation Measure 	<ul style="list-style-type: none"> Royse et al., Ch. 11, 12 DF
Lesson 11 Mar 23-27	<ul style="list-style-type: none"> Planning & Preparing Research Report 	<ul style="list-style-type: none"> Leedy & Ormrod, Ch.13 DF
Lesson 12 Mar 30- Apr 3	<ul style="list-style-type: none"> Report Writing and Communication Review & Integration Week 	<ul style="list-style-type: none"> Royse et al., Ch.14, excluding pp. 383-385 DF