

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
Counsellor Education Program: Master of Counselling
CAAP 6617: Research and Program Evaluation
Fall Semester: September - December 2014

Section: OL
Dr. Noëlla Piquette

Contact Information

Instructor: Dr. Noëlla Piquette

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Best Times To Contact The Instructor: Tuesday 1 – 4; Thursday 1-4; please email to set up an appt

Research is formalized curiosity. It is poking and prying with a purpose.

Zora Neale Hurston

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 per week: Online (directed paced study with weekly online interaction)
Prerequisite: None

Course Introduction

This course encourages, supports, and requires students to become well-informed practitioners and consumers of research, with a particular focus on program evaluation. Students will discover the process involved in identifying research goals, selecting methods drawing from qualitative and quantitative methodologies, gathering data, interpreting and analyzing the results, and producing a practical user-friendly report. Students will be provided with extensive practical guidelines to carryout evaluation studies successfully. Current trends and controversial issues in evaluational research will also be addressed. For example, students will debate the methodological paradigms and the use of mixed and emergent research methods. In addition, students will be exposed to select qualitative approaches typically used in the counselling literature. Integrated throughout the course will be active discussions on how to conduct evaluations in an ethical and culturally sensitive manner.

Objectives for the Research and Program Evaluation Course

Overarching Objectives

1. Describe the nature and purpose of research with a particular emphasis on how it relates to counselling practice.
2. Outline how to conduct research, particularly program evaluations, in an ethical and culturally sensitive manner

3. Outline the debate between quantitative / experimental and qualitative paradigms for research in counselling
4. Develop a comprehensive proposal to evaluate a selected counselling related outcome (e.g., evaluate a program on grief and loss, conduct a survey on professional development needs of counsellors at x agency). Competencies include rationale, lit review, research questions/focus, methodology, analysis and dissemination of findings.
5. Become proficient in meeting APA editorial and referencing standards for written work.

Qualitative Research Objective

6. Outline the philosophy, methods and issues in qualitative research that will be useful in a counselling context: (a) Grounded Theory, (b) Phenomenology, & (c) Content Analysis

Program Evaluation Objectives

7. Discuss the purposes of various types of program evaluation.
8. Review and select the most appropriate process and outcome evaluation designs within the scope of the purpose/goals, cost, and resources available
9. Select, modify, or develop the most appropriate instruments and data collection strategies for program change
10. Interpret data and effectively write evaluation reports that translate results into action items for a wide range of stakeholders

Required Course Resources

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Leedy, Paul & Ormrod, Jeanne (2010). *Practical research. Planning and design* (8th edition). Upper Saddle River, NJ: Pearson.

Patton, Michael (2012). *Essentials of utilization-focused evaluation*. Thousand Oaks, CA: Sage.

Additional: Identified resources required by the instructor for weekly readings (e.g., journal articles, podcasts, etc.)

Course Structure

This course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The course is divided into 13 lessons. 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 the thought-provoking questions that are posted in the weekly discussion forum [DF]. Discussion forum participation is graded for quality and quantity. Once the questions have been posted, you may contribute your ideas at any time. **Participating in the forums 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 study tasks. You will need extra time completing the various course assignments.

Regarding the DFs, it is advised that students prepare for the upcoming course week by completing the instructor posted study tasks and required readings on a Monday and Tuesday. Then, on Wednesday or Thursday students make a significant post in one or more forums. Please try to post your first comment on Wednesday/Thursday to allow others to reflect upon them. Then, on Friday or Saturday, students spend a significant amount of time making original posts and replying to posts. Sunday morning should be reserved for students' last minute postings and responses from your peers and professor should not be expected. **Discussion Forum posts will be accepted from 8 am Wednesday to midnight Saturday; Sunday mornings are for "emergencies" only.**

There are 2 weeks of no discussion forum posting and a reading week built into this course hence **no "skip week"** allowances for students in this course. Please review the discussion forum guidelines in the assignments document for detailed information.

Beyond the DFs there are also 3 assignments to be completed. Extensive rubrics for each assignment are included in the **assignments document** along with examples of these assignments are posted in our Moodle space. Due to the rigor of this course there will be **no extension for assignments**. Please plan your time accordingly as the due dates have a habit of sneaking up.

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. Please note there is a strict late policy. This policy is posted on our Faculty website.

Course Activity	Wt	Deadline 2014
#1 Assignment: DISCUSSION FORUM and SELF EVALUATION Active participation in the online discussion forums, as measured by quantity and quality. Please refer to DF expectations in assignment folder.	30%	Part 1 [5 weeks] October 8 Part II [6 weeks] December 8
#2 Assignment: QUALITATIVE RESEARCH FOCUS This involves a series of interviews, generation of transcripts, and analysis of data based on one qualitative methodology. Please refer to expectations and rubric in assignment folder.	30%	October 25
#3 Assignment: QUANTITATIVE RESEARCH FOCUS This involves the critique and synthesis of research articles as the initial foundation for your applied focus paper. Please refer to expectations and rubric in assignment folder.	20%	November 22
#4 Assignment: APPLICATION FOCUS – GENERATING A PROPOSAL This final assignment involves the initial creation of a final project proposal or program evaluation. Please refer to expectations and rubric in assignment folder.	20%	December 13

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: A course with a grade of less than B- cannot be considered for credit in the M.Ed/M.C. 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 is a F		

ACADEMIC ACCOMODATIONS

Students with disabilities who require academic accommodations are invited to contact the [Disabilities Resource Office](#) at the University of Lethbridge before their program begins. Documentation of the disability or disabilities and recommendations from a professional can be faxed to the Disabilities Resource Office at (403) 329-2281. The student will then be contacted to discuss accommodations and notification of their instructors and/or professors.

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 CAAP courses, it is assumed that you will 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 can not 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.

COURSE SCHEDULE CAAP 6617 PIQUETTE 2014

LESSON WEEK	TOPIC	General Information
Lesson 1 Sept 3	Thinking About Research	Welcome to the course! Please acquaint yourself to the syllabus, assignments and the 1 st week of readings/DF questions.
Lesson 2 Sept 10	Building Blocks to Research	
Lesson 3 Sept 17	Research Using Qualitative Methodology	
Lesson 4 Sept 24	Interviews and Qualitative Methodology	
Lesson 5 Oct 1	Evaluation: Purpose, Barriers and Strategies	DF Overview [5 weeks]. Due Oct 8.
Oct 8 -15	Reading Week	No readings & no posts; self care
Lesson 6 Oct 15	Research Using Qualitative Methodology	No DF posts in lieu of interview and transcript analysis
Lesson 7 Oct 22	Program Evaluation Using Qualitative Methodology	Assignment 2 Qualitative Research due Oct 25
Lesson 8 Oct 29	Research Using Quantitative Methodology	

Lesson 9 Nov 5	Research Using Quantitative Methodology	No DF posts in lieu of knowledge vee analysis
Lesson 10 Nov 12	Evaluating Quantitative Methodology	
Lesson 11 Nov 19	Program Evaluation	Assignment 3 Quantitative Research Due Nov 22
Lesson 12 Nov 26	The Power of Mixed Methodology in Program Evaluation	
Lesson 13 Dec 3	Reporting of Program Evaluation and Research	DF Overview [6 weeks] Due Dec 8
Post Course	Assignment 4 Applied Focus Project due Dec 13 th .	