



Counsellor Education Program: Master of Counselling

CAAP 6617 (OL)

Research and Program Evaluation Skills

COURSE OUTLINE

Spring Semester: Jan-Apr 2018

Instructor: Dr. Sandra Dixon
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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or web conference.

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.

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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:** Admission to the cohort for which the course is being offered

**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.
- 5) Students will advance their interpersonal skills through facilitating peer leadership discussions and completing assigned tasks.

## **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., & Padget, 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 **39 hour 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 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 all 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 in the weekly discussion forums [DFs]. Students are responsible to check the DFs on a regular basis to ensure that ALL questions and comments posed to them are answered by no later than within 24 hrs to keep the discussion going. Failure to do so will impact your self-evaluation grades as I will be keeping track of these interactions. Discussion forums participation is mandatory and must be completed as a precondition for the graded self-evaluation assignments. Participating in 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 in 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 Fridays**, 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) in Moodle within 24 hours to allow active engagement from your peers. Additionally, reply to colleague's follow-up questions must be done within 24 hours or less to keep the interaction going. Please ensure that you reply to different peer's post 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 will involve sub-peer group work within the larger group context to allow for more intimate engagements with peers. This sub-peer group format will start in Week 3 with a randomly pre-assigned peer group leader. For week 3 the instructor (Sandra) will be the peer groups'

leader to demonstrate what is expected of peer group leaders in the following weeks. Throughout the term each student will have the opportunity to lead a peer group once to enhance leadership, interpersonal and critical thinking skills in line with course objectives.

During the weeks when no peer group leaders are assigned, students will equally contribute to the sub-peer group discussions by replying to the core questions, asking follow-up questions and posting comments to ensure that the discussions that emerge have depth, breadth, and run smoothly.

**NOTE:** During the weeks that no sub-peer group leaders are assigned (i.e., starting in **WEEK 9, with an exception**), students are expected to visit at least one other sub-peer group discussion forum and integrate an idea, a thought, question, or comment, etc., that resonates with you into your sub-peer group discussion that has not already being initiated by a colleague in your peer group. However, be clear to indicate which peer group and peer you are referring to for clarity and to avoid repetition by other peers. Students can choose to incorporate the other sub-peer group's ideas the way they see fit. The expectations around number of posts, questions and comments will not change. This means that the task would not be additional but would still count towards students' roles and expectations (see below).

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 peer-group 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 discussion forums, please review the self-evaluation form in Moodle to understand what constitutes proficient performance in the discussion forums.

**Note: Sub-peer groups lists (\*with leaders) will be posted in Moodle, and will start effective week 3.**

## **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 work alongside peer group leaders to ensure that the discussion forums are being monitored and facilitated effectively.
- To briefly check-in (~5-10minutes) with each peer group leader on a weekly basis via phone about their learning around course contents and interpersonal development.
  - Check-in meetings to be set at a suitable time that works for both parties.
  - Prepared Questions to be addressed during check-in meeting:
    - *What went well?*
    - *What are the challenges?*
    - *What could you do differently?*
    - *Other relevant concerns, that pertained to the peer-leader role, if any*

✚ **Note:** The check-in meetings will not be the place to voice concerns about the course in general but will solely focus on the peer-leader's role and duty. Any general concerns about the course can be expressed to the instructor in a requested phone meeting.

- To objectively evaluate peer group discussions based on self-evaluation rubric in Moodle. Any concerns will be addressed formatively with students via email correspondence.
- To provide weekly summaries.

**Note:** When peer group leaders are in charge of the DFs, I will be on as an interested person – so I will ask questions, share thoughts, and engage in the conversation.

#### **Peer Group Leader:**

- To initiate the discussion in the forum by being the first to reply to the core question(s).
- Indicate what other peers should focus on by asking follow-up question(s) to stimulate peer discussion.
- To ensure that students reply to posts within the TWO deadlines (**by Tuesday 12 noon & by Friday 9am**).
- To go in daily and monitor who is not actively participating and to gently encourage those students by contacting them directly and cc me (i.e., instructor) on the email.
- To use the self-evaluation rubric (in Moodle) as a guide to evaluate peer group discussion for your own learning. To discuss this further with instructor during check-in meetings.
  - *Note here that physical self-evaluations will not be assigned. Rather, the self-evaluation rubric is to be used as a guided template for peer group leaders to refer to as they objectively review peers' posts as well as their own.*
- To provide instructor with brief point-form summary of learning following briefly check-in meetings as evidence of your written communication, synthesizing and summarizing skills.
- Wrap up peers' conversations with final message **by Friday noon (MST)**.
- Reply posts officially starts **Monday 6am to Friday noon MST**.

#### **Students:**

- To actively, purposefully, and intentionally participate in DFs as required on a weekly basis.
- To 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.
  - Address CORE question(s) and build on what the peer leader has initially presented in his/her first reply to the core question. **Deadline by Tuesday noon. Between 150-200 words**
  - Contribute to the overall discussion by doing the following:
    - Post at least ONE comment and ONE relevant question to at least TWO different peers. **Between 100-150 words. Within 24 hours.**
  - Answer at least ONE question peers post and react to at least ONE comment. **Deadline by Friday 9am (MST). Between 100-150 words.**
  - Mandatory APA references aside from textbooks.
- To evaluate your participation in weekly discussion forums based on the self-evaluation rubric in Moodle.
- **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 Friday 9am MST**.

**Guest Lecturer:** *A special thanks to Dr. Dawn McBride who will be facilitating and monitoring week one and two discussion forums using her own style as a guest during the forums.*

**\*\*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 6<sup>th</sup> 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. These assignments should be used as a guide to help you generate your own ideas instead of starting from a blank slate. **See Sample Assignment Folder.**

## Evaluation

To receive credit for this course 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.

### 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(s) it is imperative that you cc your email separately to each individual so she/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.

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                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------|
| <p><b>Assignment #1: Individual Work</b><br/> <b>DISCUSSION FORUM &amp; SELF EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Active participation in the online discussion forums, as measured by depth and breadth of reply &amp; TWO self-evaluations.</li> <li>• <b>Max. 1 pg single-spaced, exclu. appendices</b></li> <li>• Refer to DF &amp; self-evaluation assessment in assignment folder.</li> </ul>                        | 30% | <p><b>Part 1:</b><br/> <b>DUE Mar 2 @ 6pm MST</b></p> <p><b>Part 2:</b><br/> <b>DUE Apr 6<sup>th</sup> @ 6pm MST</b></p> |
| <p><b>Assignment #2: Individual Work</b><br/> <b>QUANTITATIVE RESEARCH FOCUS</b></p> <ul style="list-style-type: none"> <li>• Critical review of a quantitative research article from an academic journal;</li> <li>• <b>Max. 1 pg single-spaced &amp; inclu. APA style references.</b></li> <li>• Refer to research article assessment in assignment folder.</li> </ul>                                                                          | 15% | <p><b>Quantitative Research Critical Analysis</b><br/> <b>DUE Feb 2<sup>nd</sup> @ 6pm MST</b></p>                       |
| <p><b>Assignment #3: Individual Work</b><br/> <b>QUALITATIVE RESEARCH FOCUS</b></p> <ul style="list-style-type: none"> <li>• Critique and synthesize a qualitative research article from an academic journal;</li> <li>• <b>Max. 1 pg single-spaced &amp; incl. APA style references.</b></li> <li>• Refer to research article assessment in assignment folder.</li> </ul>                                                                        | 15% | <p><b>Qualitative Research Critical Analysis</b><br/> <b>DUE Feb 23rd @ 6pm MST</b></p>                                  |
| <p><b>Assignment #4: Individual OR Pair Option</b><br/> <b>PROGRAM EVALUATION FOCUS: FINAL PAPER</b></p> <ul style="list-style-type: none"> <li>• Find and critically review a completed program evaluation paper / report.</li> <li>• <b>Solo: Max. 6-8 pp excluding APA style references.</b></li> <li>• <b>Pair: Max. 8-10 pp excluding APA style references.</b></li> <li>• Refer to paper/report assessment in assignment folder.</li> </ul> | 40% | <p><b>Part 3: Final Paper</b><br/> <b>DUE Mar 30th @ 6pm MST</b></p>                                                     |

## **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 |

## **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](http://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:

[http://www.teachers.ab.ca/About the ATA/ UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/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>

College of Alberta Psychologists Standards of Practice:

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

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

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](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.

### **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**

#### **for 39 Hours: CAAP 6617**

The essential elements described in this **39 hours 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                                                                                                                                                                                                                                              |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1</b><br>Jan 8-12     | <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</li> <li>• Royse et al., Ch. 1</li> <li>• <b>Ice Breaking Activity - Discussion Forum</b></li> <li>• <b>Guest Lecturer to facilitate: Dr. Dawn McBride</b></li> </ul>                     |
| <b>Lesson 2</b><br>Jan 15-19    | <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</li> <li>• Royse et al., Ch. 2</li> <li>• <b>Discussion Forum</b></li> <li>• <b>Guest Lecturer to facilitate: Dr. Dawn McBride</b></li> </ul>                                             |
| <b>Lesson 3</b><br>Jan 22-26    | <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>• Royse et al., Ch.14, pp. 383-385</li> <li>• <b>Peer Group Discussions</b></li> </ul>                                                                                           |
| <b>Lesson 4</b><br>Jan 29-Feb 2 | <ul style="list-style-type: none"> <li>• Descriptive Research; Analyzing Quantitative Data</li> <li>• Single System Designs</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Leedy &amp; Ormrod, Ch. 6, Ch. 8</li> <li>• Royse et al., Ch. 6</li> <li>• <b>Assignment # 2 - Quantitative Research Critical Analysis: DUE Feb 2 @ 6pm MST</b></li> <li>• <b>Peer Group Discussions</b></li> </ul> |
| <b>Lesson 5</b><br>Feb 5-9      | <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 &amp; Ch. 11,</li> <li>• <b>Peer Group Discussions</b></li> </ul>                                                                                                                         |
| <b>Lesson 6</b><br>Feb 12-16    | <ul style="list-style-type: none"> <li>• Mixed Method Designs</li> <li>• Qualitative and Mixed Methods</li> <li>• <b>*Interview Dr. Mitchell Colp</b></li> </ul>          | <ul style="list-style-type: none"> <li>• Leedy &amp; Ormrod, Ch. 12</li> <li>• Royse et al., Ch. 4</li> <li>• <b>Peer Group Discussions</b></li> </ul>                                                                                                       |

| LESSON/WK                           | TOPIC                                                                                                                                                       | READING & TASKS                                                                                                                                                                                                                |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Feb<br/>19-23</b>                | <b>Family Day (Feb. 19)<br/>Reading Days (Feb. 20-23)</b>                                                                                                   | <ul style="list-style-type: none"> <li>• No readings self-care</li> <li>• <b>Assignment #3 – Qualitative Research Critical Analysis: DUE Feb 23 @ 6pm MST</b></li> <li>• <b>Preliminary Feedback</b></li> </ul>                |
| <b>Lesson 7</b><br>Feb 26-<br>Mar 2 | <ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Formative &amp; Process Evaluations</li> <li>• *Interview Dr. Bukola Salami</li> </ul> | <ul style="list-style-type: none"> <li>• Royse et al., Ch. 3</li> <li>• Royse et al., Ch. 5</li> <li>• <b>Group Discussions</b></li> <li>• <b>Assignment # 1 - Part 1: Self-Eval: DUE Mar 2 @ 6pm MST</b></li> </ul>           |
| <b>Lesson 8</b><br>Mar 5-9          | <ul style="list-style-type: none"> <li>• Client Satisfaction</li> <li>• Cost-Benefit Analysis</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Royse et al., Ch. 7</li> <li>• Royse et al., Ch. 10</li> <li>• <b>Peer Group Discussions</b></li> </ul>                                                                               |
| <b>Lesson 9</b><br>Mar 12-16        | <ul style="list-style-type: none"> <li>• Planning Research Project</li> <li>•</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• Leedy &amp; Ormrod, Ch. 4</li> <li>• <b>Peer Group Discussions</b></li> </ul>                                                                                                         |
| <b>Lesson 10</b><br>Mar 19-23       | <ul style="list-style-type: none"> <li>• Measurement Tools; Best Evaluation Measure</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Royse et al., Ch. 11, 12</li> <li>• <b>Peer Group Discussions</b></li> </ul>                                                                                                          |
| <b>Lesson 11</b><br>Mar 26-30       | <ul style="list-style-type: none"> <li>• Planning &amp; Preparing Research Report</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• Leedy &amp; Ormrod, Ch.13</li> <li>• <b>Peer Group Discussions</b></li> <li>• <b>Assignment # 4 – Program Evaluation Paper: DUE Mar. 30 @ 6pm</b></li> </ul>                          |
| <b>Lesson 12</b><br>Apr 2-6         | <ul style="list-style-type: none"> <li>• Report Writing and Communication</li> </ul> <p><b>Review &amp; Integration Week</b></p>                            | <ul style="list-style-type: none"> <li>• Royse et al., Ch.14, excluding pp. 383-385</li> <li>• <b>Peer Group Discussions</b></li> <li>• <b>Assignment # 1 - Part 2 - Final Self-Evaluation: DUE Apr 6 @ 6pm MST</b></li> </ul> |