Syllabus
COUN 621 – Psychoeducational Consultation and Program Evaluation
Spring 2013

Instructor Information: Chester R. Robinson, PhD, NCC, GCDFI
Associate Professor, Dept. of Psych., Coun., & Sp. Ed.

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Office Fax: 903-886-5780

Spring 2013 Office Hours
Tuesday, Wednesday, Thursday, 1:30 – 3:00 p.m.
Other times by appointment

Communicating with the instructor

• Email is preferred means of communication.
• Email received in the evenings or on weekends will be answered the next morning M-R.
• I will return telephone calls if I understand the phone number and message.
• Calls to my home phone are O.K. 7:30 a.m.-11:00 p.m. Please do not call at other hours.

Course Description

<table>
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<tr>
<th>Catalog Description</th>
<th>General Course Information</th>
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<td><strong>Psychoeducational Consulting and Program Evaluation. 3 semester hours.</strong></td>
<td>Required for the Ph.D. in counseling, students will examine theories and models of both mental health consultation and program evaluation. Students will be expected to demonstrate their expertise via practical applications.</td>
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<td>Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention is directed to applying theory to practice and to differentiating between human and structural problems and interventions.</td>
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Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Polices and Procedures, Conduct)

*Texas A&M University-Commerce Procedure A12.08.11*

For students needing special accommodations
**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu

**Course Objectives**

Students will:

- discuss, explain, list, and/or identify the differences between and similarities among consultation, counseling, supervision, and evaluation
- explain, list, and/or identify common consultant roles
- discuss, explain, list, and/or identify the stages of consultation
- discuss, explain, list, and/or identify various consultation models
- identify, discuss, and evaluate theories and models of program evaluation
- be able to discuss, identify, explain, and/or list the steps involved in program evaluation
- discuss, explain, and/or order historical events in the field of program evaluation
- discuss, explain, and/or identify the reporting means and uses of evaluation information
- discuss, explain, list, and/or identify the political, ethical, and interpersonal aspects of evaluation
- discuss, explain, and/or identify the merits of metaevaluation
- discuss, explain, and/or identify the tenets of "emerging" theories/models of career development, career counseling, and occupational choice
- discuss, explain, list, and/or identify the stages/steps in a generic career counseling model

**Course Outline**

Program Evaluation
- Purposes of evaluation
- Evaluation approaches
- Planning evaluations
- Conducting evaluations
- Reporting on evaluations
- Evaluating evaluations

Consultation
- Consultation as a helping relationship
- Consultant roles
- Consultation stages
- Consultation models
- Working within an organization

Career Development/Counseling
- Emerging theories
  - Theory of Work Adjustment
  - Career Construction Theory
  - Social Cognitive Career Theory
  - Brown's values-based holistic model of career and life-role choices and satisfaction
  - Hansen's Integrative Life Planning
  - Career counseling in the 21st century

Course Texts

Required


Reserved Readings
Recently published manuscripts related to course topics occasionally may be assigned as outside reading. Copies will be available through ECollege as copyright laws permit.

Supplemental Materials
As copyright laws permit, supplemental materials will be distributed and/or made available via ECollege. These materials may include, but are not limited to, diagrams, charts, summarizations, tables, and lecture outlines.

Grading Policy

A (90-100) - Defined as consistently excellent performance which distinguishes the individual as being hard-working and highly motivated to succeed.

B (80-89) - Defined as above average performance, occasionally submitting work of superior quality distinguishing the individual as being of high caliber.

C (70-79) - Defined as average performance with little or no distinction. In doctoral studies at A&M-Commerce, no credit is awarded for courses in which a grade of "C" is earned. Any student who earns a third grade of "C" or lower will be disenrolled and not be permitted to pursue further doctoral study at A&M-Commerce.
D (60-69) - Defined as below average performance. In graduate studies at A&M-Commerce, students do not receive credit for courses in which a course grade of "D" is earned. The course must be repeated and a higher grade earned in order to receive credit.

F (0-59) - Defined as unacceptable performance in relation to standards. In graduate studies at A&M-Commerce, students do not receive credit for courses in which a course grade of "F" is earned. Students are immediately placed on academic probation. The course must be repeated and a higher grade earned in order to receive credit.

**Course Assignments**

**Consultation Presentation**
In dyads or triads, students will develop a "presentation" of information and material related to one of four consultation paradigms: mental health consultation, behavioral consultation, organizational consultation, or school-based consultation. The 5th topic relates to culturally competent consultants and characteristics of successful consultants.  
*Value towards final COUN 621 grade: 20%*

**Evaluation Presentation**
In dyads or triads, students will develop a "presentation" of information and material related to one of five evaluation paradigms: objectives-oriented evaluation, management-oriented evaluation, consumer-oriented evaluation, expertise-oriented evaluation, or participant-oriented evaluation or related to one of two sets of guidelines: planning evaluations or conducting and using evaluations. Thus, 7 topics are "up for grabs."  
*Value towards final COUN 621 grade: 20%*

**Consultation/Evaluation Project**
In small groups, students will conduct either a program evaluation or needs assessment. Students will be expected to identify their own site/program where this evaluation/assessment will be conducted. Students will choose their own group members for this project. Variables to consider when choosing group members include program interest (school, community, substance abuse, dual diagnoses, probation/parole, pre/post incarceration, etc.) program purpose (education, intervention, remediation, etc.), personal schedule compatibility, geographic proximity for meetings, labor division preference, etc.  
*Value towards final COUN 621 grade: 30%*

**Career Test**
A level-appropriate (Ph.D. seeking) test will be included in the Career 6 module. It will mirror doctoral comprehensive examination questions.  
*Value towards final COUN 621 grade: 15%*

**Active Attendance**
Active attendance is defined as attending class as scheduled, arriving on time prepared for the afternoon's activities and/or discussion and/or presentation, and staying through the entire class meeting. While I acknowledge that, as adults, you may have conflicts that arise, I do not evaluate absences as excused or unexcused.  
*Value towards final COUN 621 grade: 15%*
Supplemental Bibliography


