COUN 621
Psychoeducational Consultation and Program Evaluation
Spring 2014
3 semester hours
Angie Wilson, Ph.D., LPC-S, LSOTP

Office: Binnion Hall, Room 211A
email: Angie.Wilson@tamuc.edu

OFFICE HOURS
Tuesday 10:00am to 3:00pm (Virtual)
Wednesday 10:00am to 3:00pm (Virtual)
Monday, Thursday, & Friday by appointment only (Binnion or CHEC)

COURSE MEETINGS
Online – eCollege

CATALOG DESCRIPTION OF COURSE
621. 3 semester hours. 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.

GENERAL COURSE INFORMATION
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.

COURSE OBJECTIVES include, but are not limited to, the following:
By the end of this course, you should be able to:

1. Discuss, explain, list, and/or identify the stages of consultation
2. Discuss, explain, list, and/or identify various consultation models
3. Identify, discuss, and evaluate theories and models of program evaluation
4. Be able to discuss, identify, explain, and/or list the steps involved in program evaluation
5. Discuss, explain, and/or order historical events in the field of program evaluation
6. Discuss, explain, and/or identify the reporting means and uses of evaluation information
7. Discuss, explain, list, and/or identify the political, ethical, and interpersonal aspects of evaluation
8. Discuss, explain, and/or identify the merits of metaevaluation
9. Discuss, explain, and/or identify the tenets of "emerging" theories/models of career development, career counseling, and occupational choice
10. Discuss, explain, list, and/or identify the stages/steps in a generic career counseling model
METHOD OF INSTRUCTION
Lecture, discussion, and virtual delivery.

This is an online class, so the expectations are a bit different than courses taught face-to-face. Students need to feel comfortable working from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. In a 15 week semester, students may spend 2 hours and 40 minutes per week in a lecture class plus additional time for driving and study/preparation. During a 5 week summer semester, students may spend up to 8 hours per week in a lecture class plus additional time for driving and study/preparation. During a 2.5 week May-mini, students may spend up to 17.5 hours per week in a lecture class plus additional time for driving and study/preparation.

So, for an online class, it is important to schedule your time wisely. While you do not have the driving time, it is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different. The lectures are quite a bit shorter, and will not take up the amount of time as it does face-to-face.

OFFICE HOURS: The instructor is accessible for out-of-class advisement and professional consultation relative to course performance and academic achievement. I will make every effort to resolve any problems, and I am available by telephone within 24 hours generally. If you need to speak with me, e-mail me and we will schedule a conference. My classes this semester are online. So, if you call my office in Commerce, I may not receive the message. The best way to reach me is via email.

IMPORTANT: Please use the eCollege e-mail system. E-mails sent outside the provided secure system are not confidential, and I assume no responsibility for protecting the information within them. All my announcement and initial contact to you will be through eCollege. If you send me an email outside of eCollege or your university email, I will reply to it but will not take responsibility for protecting the information shared with you.

Texas A & M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

COURSE OUTLINE
Consultation
  • Consultation as a helping relationship
  • Consultant roles
  • Consultation stages
  • Consultation models
  • Working within an organization
Program Evaluation
  • Purposes of evaluation
  • Evaluation approaches
  • Planning evaluations
  • Conducting evaluations
  • Reporting on evaluations
  • Evaluating evaluations
COURSE REQUIREMENTS

ASSIGNMENTS

1. **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. There is a 5th topic which relates to culturally competent consultants and characteristics of successful consultants but is not available for selection for this presentation.

   Value towards final COUN 621 grade: 20%

2. **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 available for selection.

   Value towards final COUN 621 grade: 20%

3. **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. ALL final projects and materials (including a video of your presentation to the agency) must be uploaded so that the instructor and other students can view the actual presentation. **If your presentation is not video recorded you will not earn credit for the project. You should discuss recording of your presentation with your potential site before starting your work. If your site will not allow you to record your presentation you will need to find another site.**

   Value towards final COUN 621 grade: 30%

4. **Cases for Practice.** Each student will complete a total of two practice case studies during the course of the semester. These case studies will be provided to you once class has begun and the instructor will attempt to pair each student with a case(s) to match their specialization (i.e. community counseling, school counseling). The case response is to be written in APA 6th edition format and will be submitted to the eCollege dropbox. An APA format template will be provided for you in the doc sharing section of our class (please feel invited to use it if you would like). Cases for practice should be no longer than 5 pages of text/response (title page and reference page are not included in the 5 pages of text, thus your paper should be no longer than 7 pages).
Resource: http://www.psywww.com/resource/apacrib.htm and http://www.apastyle.org. These websites are offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style.

Value towards final COUN 621 grade: 15% (2 cases at 7.5% each)

5. **Active Online Presence & Discussion Boards (Attendance).** Active attendance and online presence is defined as the exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of doctoral graduate-level learning and is a required activity in this course. During the weeks where there is an online discussion prompt each student is expected to participate at least two separate days a week in the weekly Discussion area. Discussion topics/questions are provided in the "Discussion" section of the learning week.

It is your responsibility to check our online classroom on a weekly basis for discussion questions, not knowing is not an acceptable reason for failure to participate. In addition, you are expected to respond to the postings of your peers. To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members' postings. Where appropriate, you should use references to support your position (with a complete citation at the end of your response). The discussion questions require a response to a minimum of one other student's posting; it should be no more than two paragraphs long.

If there is a Discussion question for the week, initial postings/responses are due by Thursday at midnight, and responses to your peers are due by Day Saturday at 11:59 p.m. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting. There will be a total of 7 graded discussion boards for this course.

**Recommendation:** It is recommended that you type your discussion post responses in a word processing program such as Microsoft Word in case your eCollege window times out or in case of technical malfunction. This is also helpful with formatting, grammatical issues and spelling as well.

Value towards final COUN 621 grade: 15%

*** All graded assignments (including discussion boards) are due on Saturday at 11:59 p.m. unless otherwise specified by the instructor. ***

**GRADING**

An instructor does not give grades. Students earn grades. If you approach your class with this understanding, it is the beginning of taking responsibility for your education and being a great student. There are no extra credit assignments.
Itemized Grading Procedure
Consultation Presentation   20%
Evaluation Presentation    20%
Consultation/Evaluation Project 30%
Cases for Practice          15%
Attendance                    15%

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.

This course is online. I do not keep any paper record (including a grade book) on this class. This means that your work has to be uploaded within eCollege in order for you to receive credit. Please do not email assignments to me. Please make sure that you are familiar with eCollege. Forward all your technology questions to support services in eCollege. No excuse is accepted for technology not working on your computer.

EMAIL GUIDELINES
Please note: email is the best and often the quickest method of communication. Monday through Friday I will normally respond to emails within 24 hours. A response to emails sent on Friday after 5:00pm will be returned on the following Monday.

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., COUN 621); additional information if desired (e.g., Discussion Board One)
- Address the reader: Open with Dr. Wilson
- Adhere to writing mechanics rules; use correct punctuation, capitalization, spelling, and grammar
- If asking for assistance with an issue, please list at least 3 things you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a friend and checking your text, etc.).
- Close with your name
• Please send emails from your University accounts and/or through eCollege.
• Please understand that you will be redirected to the email guidelines should you choose not to implement them during your first attempt at contact.

ASSUMPTIONS
I am operating on the “assumption” that you want to gain the most you can from the class and will therefore come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:
• You will take responsibility for your own learning
• You will contribute to others’ learning
• You will ask for help when you need it

You can assume the following:
• I care deeply about your success---personally, academically, and professionally
• I want you to gain the most possible from this experience
• I am committed to my role in this venture
• I want to hear your experiences, ideas, and feedback
• I will hold you accountable to high (and reasonable) academic standards

REQUIRED TEXT(S) AND/OR READING(S):


**Additional assigned readings are integral to your understanding of this course. These handouts will be made available during the semester.

RECOMMENDED TEXT:

ACCOMMODATIONS FOR 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:
CONDUCT AND ACADEMIC HONESTY
"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) “Graduate students at Texas A&M University-
Commerce are expected to maintain high standards of integrity and honesty in all their scholastic
work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

PROFESSIONAL CONDUCT
Students are expected to adhere to the Code of Ethics of the American Counseling Association.
Any behavior, which is deemed unethical, will be grounds for review of the student by the
program faculty.

UNIVERSITY CLOSING DUE TO WEATHER
Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on
88.9FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

SUPPLEMENTAL BIBLIOGRAPHY

Alpert, J. L., & Taufique, S. R. (2002). Consultation training: A field in need of review,
revision, and research. Journal of Educational and Psychological Consultation, 13(1&2),
7-11.

D. L. Newman, M. A. Scheirer, & C. Wye (Eds.), Guiding principles for evaluators. New
Directions for Program Evaluation, No. 34, 19-26.


E. Newcomer (Eds.), Handbook of practical program evaluation. San Francisco: Jossey-
Bass.

directions and practice. In C. Sink (Ed.), Contemporary school counseling (pp. 327-


### TENTATIVE SEMESTER SCHEDULE

**Note:** Changes may have to be made. If so, they will be announced. You are responsible for knowing of any changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Topic</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>01/13</td>
<td>Course Begins</td>
<td>Course Begins</td>
<td>01/18</td>
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<tr>
<td>Week 1</td>
<td>Week 3: 1/30/14</td>
<td>Week 3: 1/30/14</td>
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<tr>
<td>01/20</td>
<td>Course Begins</td>
<td>Course Begins</td>
<td>01/25</td>
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<tr>
<td>Week 2</td>
<td>Week 3: 1/30/14</td>
<td>Week 3: 1/30/14</td>
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<tr>
<td>01/30</td>
<td>Course Introduction</td>
<td>Discussion Board One</td>
<td>02/06</td>
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<td>Week 3</td>
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<tr>
<td>02/03</td>
<td>Dougherty Chapter 1 &amp; 2 (Consulting and Consultant Roles)</td>
<td>Dougherty Case Book Chapter 1 (suggested)</td>
<td>02/08</td>
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<tr>
<td>Week 4</td>
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<tr>
<td>02/10</td>
<td>Dougherty Chapters 3, 4, 5, 6, 7 (Stages of Consultation)</td>
<td>Discussion Board Two</td>
<td>02/15</td>
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<td>Week 5</td>
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<td>02/17</td>
<td>Dougherty Chapter 8 (Organizational Culture &amp; Cultural Competence)</td>
<td>Dougherty Casebook Chapter 6 (suggested)</td>
<td>02/22</td>
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<tr>
<td>Week 6</td>
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<td>Practice Case One (Consultation) Due</td>
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<td>02/24</td>
<td>Dougherty Chapter 9 &amp; 10 (Mental Health &amp; Behavioral)</td>
<td>Dougherty Case Book Chapter 2 &amp; 3 (suggested)</td>
<td>03/01</td>
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<tr>
<td>Week 7</td>
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<td>Discussion Board Three Consultation Presentation Due (Group Project)</td>
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<td>03/03</td>
<td>Dougherty Chapter 11 &amp; 12 (Organizational &amp; School Based)</td>
<td>Dougherty Case Book Chapter 4, 5, 7 (suggested)</td>
<td>03/08</td>
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<td>Week 8</td>
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<td>03/10</td>
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<td>Week 9</td>
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<tr>
<td>03/17</td>
<td>Fitzpatrick et al., Chapters 1 &amp; 4 (Introduction to Evaluation &amp; Objectives)</td>
<td>Discussion Board Four</td>
<td>03/22</td>
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<td>Week 10</td>
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<td>03/24</td>
<td>Fitzpatrick et al., Chapters 5, 6, &amp; 7 (Expertise and Consumer Oriented Evaluation Approaches; Program Oriented Approaches, Decision/Management Oriented Evaluation Approaches)</td>
<td>Discussion Board Five</td>
<td>03/29</td>
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<td>Week 11</td>
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<td>03/31</td>
<td>Fitzpatrick et al., Chapter 8</td>
<td>Evaluation Group Project Due (Group Project)</td>
<td>04/05</td>
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<tr>
<td>Week 12</td>
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*Spring Break*
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<tr>
<th>Date</th>
<th>Week</th>
<th>Reading</th>
<th>Activity</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>04/07</td>
<td>Week 13</td>
<td>Fitzpatrick et al., Chapter 11, 12, 13, 14 (Planning Evaluations)</td>
<td>Practice Case Two (Evaluation) Due</td>
<td>04/12</td>
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<td>04/14</td>
<td>Week 14</td>
<td>Fitzpatrick et al., Chapters 15 &amp; 16 (Conducting Evaluations)</td>
<td>Discussion Board Six</td>
<td>04/19</td>
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<td>04/21</td>
<td>Week 15</td>
<td>Fitzpatrick et al., Chapter 17 (Reporting Results)</td>
<td>Final Consultation/Evaluation Project Due</td>
<td>04/26</td>
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<tr>
<td>04/28</td>
<td>Week 16</td>
<td>Evaluating Evaluations</td>
<td>Discussion Board Seven</td>
<td>05/03</td>
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</tbody>
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APA Pet Peeves

pp. 67-68, 3.08, Economy of Expression
p. 69, 3.09, Editorial “we”—“we” only refers to authors—also refers to “us,” “our,” etc.
pp. 77-78, 3.18, Use the past tense
pp. 79, 3.20, a pronoun must agree in number
pp. 81-82, 3.21, misplaced and dangling modifiers
pp. 84-86, 3.23, parallel construction
pp.73-74, 3.12, gender (use plural pronouns)
p.76, 3.15, disabilities (people before disabling condition)
pp. 88-89, 4.03, use a comma between elements
pp. 91-92, 4.07, quotation marks—do not hedge
pp.62-63, 3.02-3.03, headings
pp. 63-64, 3.04, seriation
pp. 170-171, 6.03, quotation of sources
pp.111-112, 4.31 a, b, and especially 112 e—numbers
p. 118, 4.45, use symbol for percent when it is preceded by a number
pp. 174-179, 6.11-6.21, Reference citations in text
p. 198, 7.01, general form of citation for a periodical (examples p. 198, 7.01)

Other important notes:
Do not use contractions
Do not objectify people—use participants instead of subjects
Do not overuse direct quotations
Avoid secondary citations
Avoid anthropomorphism
Avoid linear literature reviews (study by study)
Italicize technical or key terms
Italicize Likert scale descriptors—e.g. *totally disagree* (1)...*highly agree* (5)
For 3 to 6 authors, cite all authors first time and then use et al. e.g.—Brown et al. (1998)
Numbers—if under ten, write it out unless it is modifying—e.g. 3%
References to time use numbers
When comparing numbers below ten to above 10, use numbers instead of writing it out