



**COUN 621**  
**Psychoeducational Consultation and Program Evaluation**  
**Spring 2015**  
3 semester hours  
Angie Wilson, Ph.D., LPC-S, LSOTP

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**OFFICE HOURS**

Monday (CHEC) – by appointment only  
Tuesday (Binnion) – by appointment only  
Wednesday (CHEC) – 1:00pm to 4:30pm  
Friday (Binnion & CHEC) – by appointment only

**COURSE MEETINGS**

Online – eCollege

**CATALOG DESCRIPTION OF COURSE**

COUN 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:** I am 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. 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/Evaluation Project.** In small groups, students will conduct either a program evaluation or needs assessment. Students are 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. Please see the consent form regarding videotaping (in eCollege).**

Value towards final COUN 621 grade: 40%

2. **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 6<sup>th</sup> 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: 30% (2 cases at 15% each)

3. **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 Sunday 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 6 graded discussion boards for this course. Late postings are not accepted and no points will be earned.

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: 30% (6 discussions @ 5points each)**

\*\*\* All graded assignments (including discussion boards) are due on Sunday 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/Evaluation Project	40%
Cases for Practice	30%
Discussion Boards/Attendance	30%

**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 24hours. 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):**

Dougherty, A. M. (2013). *Casebook of psychological consultation and collaboration in school and community settings* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Dougherty, A. M. (2013). *Psychological consultation and collaboration in school and community settings* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Boston: Pearson/Allyn & Bacon.

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

### **RECOMMENDED TEXT:**

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

### **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:

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

### **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).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## SUPPLEMENTAL BIBLIOGRAPHY

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## TENTATIVE SEMESTER SCHEDULE

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

All graded assignments (including discussion boards) are due on Sunday at 11:59 p.m. (excluding first posts which are due on Thursday's) unless otherwise specified by the instructor.

Date	Chapter/Topic	Assignments
01/20 Week 1	Course Introduction	<b>Introduction</b>
01/26 Week 2	Dougherty Chapter 1 & 2	Case Book Chapter 1 (suggested)
02/02 Week 3	Dougherty Chapters 3 - 5	Project Planning
02/09 Week 4	Dougherty Chapters 6 & 7	<b>Discussion Board One</b>
02/16 Week 5	Dougherty Chapter 8	Casebook Chapter 6 (suggested) <b>Practice Case One Due</b>
02/23 Week 6	Project Work Week	Project Planning
03/02 Week 7	Dougherty Chapter 9 & 10	Case Book Chapters 2 & 3 (suggested) <b>Discussion Board Two</b>
03/09 Week 8	Dougherty Chapter 11 & 12	Case Book Chapter 4, 5, 7 (suggested) Project Planning
03/16 Week 9	Spring Break	Spring Break
03/17 Week 10	Fitzpatrick et al., Chapters 1 & 4	<b>Discussion Board Three</b>
03/23 Week 11	Fitzpatrick et al., Chapters 5, 6, & 7	<b>Discussion Board Four</b>
03/30 Week 12	Fitzpatrick et al., Chapter 8	Project Planning
04/06 Week 13	Fitzpatrick et al., Chapter 11, 12, 13, 14	<b>Discussion Board Five</b> <b>Practice Case Two (Evaluation) Due</b>
04/13 Week 14	Fitzpatrick et al., Chapters 15 & 16	Work on Project
04/20 Week 15	Fitzpatrick et al., Chapter 17	<b>Final Consultation/Evaluation</b> <b>Project Due</b>
04/27 Week 16	Evaluating Evaluations	<b>Discussion Board Six</b>

### 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