

Spring 2019



COUN 621: Psychoeducational Consultation and Program Evaluation

COURSE SYLLABUS: Spring 2019
Web-based Course

INSTRUCTOR INFORMATION

Instructor: Erika L. Schmit, PhD, LPC

Office Location: Binnion 219

Office Hours:

Wednesday at CHEC 6-7

Thursday in Commerce 4-6

Please email me for appointments.

University Email Address: Erika.schmit@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24-72 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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 readings as assigned.

RECOMMENDED TEXT:

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

The syllabus/schedule are subject to change.

Course Description

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

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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.

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 announcements and initial contact to you will be through eCollege.

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

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, utilizing My Leo email. If you have issues with this system, it is your responsibility to contact the help desk immediately.

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Instructional Methods

This course is considered a web-based course. As a student in this course, you will be required to actively participate in an online environment. You will be expected to participate and complete all online tasks via D2L. In addition to this, you are to complete an application based project in this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate in open discussions. This will help with your growth in research knowledge.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. This is a reading heavy course.

Assignments/Assessments

1. Consultation/Evaluation Project (40 points total). 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 D2L).
2. Cases for Practice (15 points each). 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 in D2L. The case response is to be written in APA 6th edition format and will be submitted to the D2L 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).

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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.

3. Active Online Presence & Discussion Boards (Attendance; 5 discussions 30 points total). 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 5 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.

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

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GRADING

Itemized Grading Procedure

Consultation/Evaluation Project 40 points

Cases for Practice 30 points

Discussion Boards/Attendance 30 points

Total: 100 points

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 D2L in order for you to receive credit. Please do not email assignments to me. Please make sure that you are familiar with D2L. Forward all your technology questions to support services in D2L.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best

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course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of

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Device	Operating System	Browser	Supported Browser Version(s)
			June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

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- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



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System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

I will respond to emails usually in a 24-hour period but certainly within 24-72 hours, Monday-Friday. I try to provide feedback within a week although this may change throughout the semester, particularly with large classes. Writing a dissertation takes time, as does reviewing it.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have

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been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Calendar

Date	Chapter/Topic	Assignments
1/14 Week 1	Course Introduction	Introductions to Course *Begin forming final project teams
1/21 Week 2	Dougherty Chapter 1 & 2	Case Book Chapter 1 (suggested) *Send team members by end of the week
1/28 Week 3	Dougherty Chapters 3 - 7	Discussion Board One *Send project program choice (site) by end of the week
2/4 Week 4	Project Work Week	Project Work Week
2/11 Week 5	Dougherty Chapter 8	Discussion Board Two Casebook Chapter 6 (suggested) *Send progress report to professor and each team member contribution
2/18 Week 6	Project Work Week	Practice Case One Due *Begin data gathering (if you have not yet)
2/25 Week 7	Dougherty Chapter 9 & 10	Case Book Chapters 2 & 3 (suggested) Discussion Board Three *Send progress report to professor
3/4 Week 8	Dougherty Chapter 11 & 12	Case Book Chapter 4, 5, 7 (suggested)
3/11	Fitzpatrick et al., Chapters	Project Planning

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Week 9	1 & 4	
3/18 Week 10 SPRING BREAK	SPRING BREAK	SPRING BREAK
3/25 Week 11	Fitzpatrick et al., Chapters 5, 6, & 7	Discussion Board Four
4/1 Week 12	Fitzpatrick et al., Chapter 8	Practice Case Two (Evaluation) Due
4/8 Week 13	Project Work Week	Project Work Week
4/15 Week 14	Fitzpatrick et al., Chapter 11-14	*Final Consultation/Evaluation Project Completed- End data gathering and termination
4/22 Week 15	Fitzpatrick et al., Chapters 15 & 16	Final Consultation/Evaluation Project Write-Up and Presentation Due by 4/28
4/29 Week 16	Fitzpatrick et al., Chapter 17	Complete final assignments
5/6-5/10 Week 17	Finals Week	Discussion Board Five Due by 5/5

Syllabus may be amended by the professor throughout the semester as necessary.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

Adlerfer, C. P. (1990). Organizational consultation: The state of the field. *Journal of Applied Behavioral Science*, 23,281-284.

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.

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The syllabus/schedule are subject to change.

CACREP Standards Addressed in COUN 621

Doctoral Standard	Learning Activity or Assignment	Assessment
2.C.1. Theories pertaining to principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.	Lecture and Discussion Readings Dougherty (2013) Case Study Readings Dougherty (2013)	Discussion, Cases, Consultation/Program Evaluation Project
4.E.4. Knows models and methods of program evaluation.	Lecture and Discussion Readings (Fitzpatrick, Sanders, & Worthen, 2011)	Discussion, Cases, Consultation/Program Evaluation Project
4.F.6. Demonstrates the ability to create and implement a program evaluation design.	Lecture and Discussion Readings (Fitzpatrick, Sanders, & Worthen, 2011)	Consultation/Program Evaluation Project