



COUN 621

Psychoeducational Consultation and Program Evaluation

Course Syllabus: Summer II 2026

Wednesdays, July 7, 14, 21, 28, August 4 at 5:00 PM

Online Synchronous (live) via Zoom

INSTRUCTOR INFORMATION

Instructor: Robyn L. Flores, Ph.D., LMFT-S (TX, CO, MO), LPC (CO), NCC, ACS, CFT

Office Location: Dallas Campus (take elevator to 19th floor, then go up the “lion elevator” to 20th floor). Office #2058

Zoom link: <https://tamuc.zoom.us/j/7421321052>

Office Hours: Wednesdays 8:00 AM – 2:00 PM (summer hours)

University Email: robyn.flores@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Within 24 business hours

COURSE INFORMATION

Materials, Textbooks, Readings, Supplementary Readings

Required Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Author.

Fitzpatrick, J. L., Sanders, J. R., Worthen, B. R., & Wingate, L. A. (2023). *Program evaluation: Alternative approaches and practical guidelines (5th ed.)*. Pearson.

Required Supplemental Readings

Peterson, C. H., Schmid, K., & Kososki, R. (2019). A national survey of counselors' use of five types of program evaluation. *Counseling Outcome Research and Evaluation*, 1-17.
<https://doi.org/10.1080/21501378.2019.1678017>

Prosek, E. A. (2019). An introduction to mixed methods design in program evaluation. *Counseling Outcome Research and Evaluation*, , 1-11.
<https://doi.org/10.1080/21501378.2019.1590688>

Catalog Description of the Course

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Catalog Description of the 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.

Key Performance Indicators (KPIs):

List the KPI and related CACREP 2024 Standards in this section.

2024 CACREP Standards addressed in COUN 621

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.4.f. models and methods of program evaluation	Lecture (Weeks 3-4; 6-8;10) Readings (Fitzpatrick, et al 2023 [Chapters 1-9; 11-18]; Class Discussion (Wks 3; 6; 9;12; & 15)	Program evaluation	Program evaluation rubric	1. ≥ 80% of average rubric scores will either meet or exceed expectations
6.B.4.g. strategies of leadership in consultation	Lecture (Weeks 3-4; 6-8;10) Readings (Fitzpatrick, et al 2023 [Chapters 1-9; 11-18]; Class Discussion (Wks 3; 6; 9;12; & 15)	Program evaluation	Program evaluation rubric	1. ≥ 80% of average rubric scores will either meet or exceed expectations

CONTENT AREAS WITH CACREP 2024 STANDARD ALIGNMENT

Content Areas include, but are not limited to, the following:

Program Evaluation

- Purposes of evaluation

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- 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

INSTRUCTIONAL METHODS

Synchronous online and asynchronous instruction, experiential activities, online discussions, and seminar-based learning.

STUDENT RESPONSIBILITIES

Students are responsible for the active learning process. Expectations of students in this course include the following:

1. Maintain a professional, ethical disposition representative of yourself, the university, and the counseling profession. Take time to adequately prepare for classes.
2. Please complete all assignments by the deadline.
3. Adhere to the university student code of conduct.
4. Actively engage! During face-to-face classes, you are expected to participate in all activities and discussions. In the online format, you are expected to participate in all online discussions/activities with cameras on. This is crucial to your learning.
5. All writing assignments must be done according to the guidelines provided by the APA 7th edition handbook.
6. Regularly check your University email (i.e., at least daily).
7. Keep up with the reading to be able to actively participate in discussions and class activities in a meaningful way.
8. Complete work ahead of the deadline.
9. Be open to the process. *This degree takes time, work, effort, and growth.*

ASSIGNMENTS / ASSESSMENT

**Note. Assignments must be submitted to D2L. The following assignments are not listed in order of due date.

Program Evaluation Assignment

Due July 25th – there are several ways to approach this assignment. Here is an example outline:

Identify an agency (social service or mental health), private practice, or school-counseling program. Consider settings where supervision and counselor development occur. Conduct a **Formative Assessment** (i.e., improve ongoing practices, supervision quality, and program), and a **Summative Assessment** (i.e. assess outcomes such as counselor competence, program effectiveness, and client/clinician benefits).

Cultivate your main evaluative questions, such as:

- How effectively does the program enhance counselor knowledge, skills, and professional identity? How do we know?
- Are supervision practices ethical, culturally responsive, and aligned with evidence-based standards?
 - Refer to CACREP 2024, ACA (2014) Code of Ethics and refer to Ratts et al. (2016).
- How satisfied are supervisees and Associates regarding mentorship and training quality? How do we know?
- What measurable outcomes indicate counselor growth or program impact?
 - What measurements were used?

Develop sub-questions:

- How well do counselors meet clinical or professional milestones? What are the trends in this setting?
- Are there gaps between program objectives and observed competencies?
- How do alumni/former contractors/employees perceive preparedness for licensure and professional practice?
- What feedback does the organization get from folks they serve (i.e., clients, students, Associates)? How do we know?

Develop a model to address the inputs, outputs, impacts, and outcomes. Please DEFINE these in detail for replicability and transferability. Example:

Inputs: Supervisors' expertise, training resources, program materials, practicum/field sites

Activities: Supervision sessions, workshops, case consultations, peer mentoring, assessment activities/exercises.

Outputs: Number of supervision hours, participation, and lesson modules delivered.

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- **Outcomes:**
 - **Short-term:** Increased knowledge and confidence in counseling skills.
 - **Intermediate:** Demonstrated competence in clinical or educational settings.
 - **Long-term:** Successful licensure, high-quality client/student outcomes, supervisory competence development.

You will need to collect data to evaluate effectively. Here are some examples:

Quantitative:

- Pre/post competency assessments.
- Surveys measuring supervision satisfaction, self-efficacy, and professional identity.
- Tracking hours completed and evaluation scores from supervisors.

Qualitative:

- Semi-structured interviews or focus groups with students, supervisors, or clients.
- Observations of live supervision sessions or program implementation.
- Review of program documentation (lesson plans, session notes).

* Include diverse cohorts, varied supervisors, and multiple sites for appropriate representation.

Throughout this evaluative process, please ensure that you maintain confidentiality and adhere to your relevant ethical codes. Please adhere to IRB protocols if applicable.

The data analysis may look like the following:

- **Quantitative:** Statistical analysis of pre/post measures, supervision logs, and competency ratings (e.g., t-tests, effect sizes).
- **Qualitative:** Thematic analysis of interviews, focus groups, and observational data.

Make sure to collaborate with your stakeholders!

Collaborate with supervisors, program coordinators, students, and affected community members. Include perspective from both program participants and program managers for comprehensive evaluation.

Reporting

- Provide concise, actionable reports and highlight:
 - Effectiveness of training and supervision.
 - Achievements in skill development and ethical practice.
 - Recommendations for program modification, curriculum improvement, or supervisory

on enhancements.

Make sure to recommend and cite the CACREP 2024 (and/or other relevant) standards. Example:

- CACREP Standards and Clinical Supervision Guidelines.
- Bernard & Goodyear (2021), *Fundamentals of Clinical Supervision*.
- CDC Program Evaluation Framework (2024) for structure, logic, and evidence-based methodology.
- ASCA National Model

Example Implementation Tip for Students

- Begin with manageable process measures and work toward integrating outcome data.
- Use a hybrid approach that combines quantitative competency data and qualitative supervision feedback.
- Apply findings iteratively to recommend concrete improvements in supervision or program design.

Program Evaluation Rubric

	1 – Does Not Meet Expectation (0-3 points)	2 – Meets Expectation (4 points)	3 – Exceeds Expectation (5 points)
Write Up: Introduction, Information of Program Evaluation, including cover page, table of contents, references, appendices, expertise of evaluators, and executive summary (5 points)	Content demonstrates a lack of knowledge on key points. Does not include summary of basic information such as cover page, table of contents, references, appendices, expertise of evaluators, executive summary; Not representative of doctoral-level work. It is clear that AI was used for the bulk of this work.	Content demonstrates knowledge on key points. Includes a summary of basic-higher level information, such as cover page, table of contents, references, appendices, expertise of evaluators, and executive summary; Representative of doctoral-level work	Content demonstrates exceptional knowledge on key points. Includes a summary of information such as cover page, table of contents, references, appendices, expertise of evaluators, and executive summary. Representative of doctoral-level work
Write Up: Results including findings, conclusions, and recommendations (15 points)	The content demonstrates a lack of knowledge on key points. Does not include Findings, conclusions, and recommendations; Not representative of doctoral-level work. It is clear that AI was used for the bulk	Content demonstrates knowledge on key points; Includes Findings, conclusions, and recommendations; Representative of doctoral-level work	Content demonstrates exceptional knowledge on key points; Includes Findings, conclusions, and recommendations; Representative of doctoral-level work

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	of this work.		
Presentation Content (5 points)	Presentation content does not include an introduction, body, and/or conclusion, but may lack some details; Presenters do not provide a clear and concise summary and synthesis of the program evaluation write-up, and/or have significant errors; the presentation is not indicative of doctoral-level work. It is clear that AI was used for the bulk of this work.	Presentation content includes an introduction, body, and conclusion, but may lack some details. Presenters provide a clear and concise summary & synthesis of the program evaluation write-up with some errors; the presentation is indicative of doctoral-level work	Presentation content includes an introduction, body, and conclusion; Presenters provide a clear and concise summary and synthesis of the program evaluation write-up; the presentation is indicative of doctoral-level work
Presentation Delivery (5 points)	Presentation appeared unrehearsed; presenter appeared unprofessional; Presentation seemed unorganized; sequencing was off; presenters seemed unprepared and were not enthusiastic about the topic/presentation; not representative of doctoral-level work. It is clear that AI was used for the bulk of this work.	Presentation appeared rehearsed; presenter appeared professional most of the time; Presentation seemed organized; sequencing may have been slightly off; presenters seemed prepared for the most part and were enthusiastic about the topic/presentation representative of doctoral-level work	Presentation appeared rehearsed; presenter appeared professional throughout; Presentation was clearly organized; sequencing was appropriate; presenters were prepared and enthusiastic about the topic/presentation representative of doctoral-level work
Appropriate use of measures/data analysis (15 points)	The student did not use appropriate measures, could not provide a rationale for them, or did not effectively employ a methodological approach to data analysis. It is clear that AI was used for the bulk of this work.	The student selected and implemented appropriate measures, with an appropriate rationale for them. The student conducted ethical data analysis.	The student selected and implemented appropriate measures, with an expanded rationale and robust citations. The student conducted ethical, explanatory data analysis.
APA Style/ Grammar (5 points)	Substantial APA errors (> 5 errors). Poor quality, not indicative of graduate level work. It is clear that AI was used for the bulk of this work.	Some APA errors (3- 4 errors). Good quality indicative of graduate-level work.	Little to no errors (1- 2 errors). Exceptional quality indicative of graduate-level work.

Homework Assignments (3 at 10 points each; 30 points). Each student will complete three homework assignments during the semester. The homework assignments are listed below, and

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you will find the due dates in the course schedule. The assignments align with your final program evaluation project. Please note that while all homework assignments are 'rough drafts', they will be graded for completeness.

Homework Assignment 1: Evaluation Approach

In 2-3 pages, provide an overview of the evaluation approach to be used for your final project, including major concepts and characteristics, purpose/rationale for choosing this approach, strengths and limitations for using the approach, and cultural considerations when utilizing this approach.

Homework Assignment 2: Evaluation Plan (beginning phase)

For this assignment, you will begin to develop your evaluation plan. This plan will include the purpose of evaluation, stakeholders/participants involved, the problem to be addressed (statement of the problem), goals and objectives, and design to be implemented (qualitative, quantitative, mixed methods).

Homework Assignment 3: Methods

Describe in detail the methods used for the program evaluation. This will include data collection procedures (including data sources and procedures) and data analysis (how you will analyze your data).

	1 – Does Not Meet Expectations (0-1 point)	2 - Meets Expectations (2-4 points)	3 - Exceeds Expectations (5 points)
Content and Completeness: a demonstrated awareness of the of the knowledge base in the area of study; criteria that should be included in the assignment are addressed	Knowledge of content was not identified/ addressed or information provided was underdeveloped; Completeness of assignment was underdeveloped; does not meet standards of doctoral-level coursework	Knowledge of content was identified/addressed but missing 1 or 2 key considerations; Completeness of assignment but missing one or two key considerations; meets standards of doctoral-level coursework	Knowledge of content clearly identified/addressed with no missing detail; Completeness of assignment with no missing detail; meets standards of doctoral-level coursework
Structure and Mechanics: topics are well organized with headings, subheadings, and transitions; correct	Structure is disorganized and lacks any headings, subheadings, and/or transitions with significant errors (more	Structure organized but may lack headings, subheadings, and/or transitions, and some errors (1-2); Mostly adhere to APA style;	Structure well organized with headings, subheadings, and transitions, and no errors; completely

grammar, spelling, and consistent style	than 2); Does not adhere to APA style; has poor grammar and sentence structure; paper is disorganized; omission of in-text citations & references (if appropriate); does not meet standards of doctoral-level coursework	sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate); meets standards of doctoral-level coursework	adheres to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate); meets standards of doctoral-level coursework
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EVALUATION PERFORMANCE CRITERIA AND PROCEDURES

Final Grading

Participation (in class and within dyads)	20 points
HW Assignment 1	10 points
HW Assignment 2	10 points
HW Assignment 3	10 points
KPI Assignment (Program Evaluation)	50 points
Total	100 points

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Total points corresponding to the final letter grades

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = < 59 points

NOTE: Written assignments are due on the day noted in the syllabus. All assignments are due on/before the deadline. Late assignments will have 10% of the grade deducted per day late from the final score. After one (1) week late, the student will receive a 0.

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Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the CMHC Counseling Department Handbook or CES Handbook, or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data—KPI and Student Disposition data—in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance:

HelpDesk@etamu.edu

Zoom Video Conferencing Tool

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https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

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, an ETAMU campus open computer lab, etc.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor using their preferred method of communication listed on p. 1.

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors in training and Counselor Educators and Supervisors in training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community -- students, staff and faculty -- are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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.

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

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

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

Academic Integrity

Students at East Texas A&M University 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 Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form [Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

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

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Student Disability Services](#)
<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University 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.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI use policy [May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text

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beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
 13.99.99.R0.10 Graduate Student Academic Dishonesty

COUN 621 OUTLINE / CALENDAR
Subject to change

Date	Concept / Activity	CACREP 2024	Readings	Assignments
Week 1	Introduction to Program Evaluation	6.B.4.f, 6.B.4.g	Fitzpatrick et al (2023): Chapter 1-6 Introduction to Program Evaluation; Origins & Tenets	Introductions to Course *Begin forming final project dyads Homework 1 DUE by July 11
Week 2	History and Tenets; Approaches; Guidelines	6.B.4.f	Fitzpatrick et al (2023): Chapters 7-10	Homework 2 DUE by July 18
Week 3	Conducting Evaluations; Data gathering; Data analysis	6.B.4.f	Fitzpatrick et al (2023): Chapters 11-18	Homework 2 DUE by July 25
Week 4	PROJECT FOCUS WEEK Dallas campus, Wednesday, July 29 th , 8:00-2:00 PM (optional)			
Week 5	Final Presentations DUE!			

**Syllabus subject to change by instructor.