Course Information

Course Title, Number, Section Number: Consultation, Organizational Change, and Program Evaluation (COUN 729-1)
Term & Year:
Number of Credits: 3 credits
Course Location: MC 418
Dates & Times: January 24 and 25;   March 6 and 7;   May 1 and 2

Instructor Information

Name of Instructor:
Instructor Contact Information:
Email:
Phone:
Office:

Instructor Preferred Method/Times for Student Contact: Office hours are Thursdays from 3pm to 5pm. To guarantee availability contact me by email to schedule an appointment.

Course Description

The course reviews theories of consultation and related consultant roles, both for clinical and organizational entities. The course will include demonstrations of consulting techniques and development of a consultation model, as well as an examination of current practices in program development, implementation, and evaluation.

Required Course Materials

Bario Minton, C. A., Gibson, D. M., Wachter Morris, C. A. (2016). *Evaluating Student Learning Outcomes in Counselor Education*. Alexandria, VA: American Counseling Association.

Bellman, G. M. (2002). *The Consultant's Calling.* New York, NY: John Wiley & Sons.

Additional Course Resources

1. Air University (2002). Sampling and surveying handbook: Guidelines for planning, organizing, and conducting surveys. Retrieved on December 17, 2018 from http://spectrum.troy.edu/renckly/download/smpl-srv.pdf.
2. Centers for Disease Control and Prevention (2011). *Program Evaluation Resources: Framework for Program Evaluation*. Retrieved on April 30, 2017 from http://www.cdc.gov/eval/framework/index.htm.
3. Centers for Disease Control and Prevention (2008). *Program Evaluation Resources.* Retrieved on April 29, 2017 from https://www.cdc.gov/healthyyouth/evaluation/index.htm.
4. Centers for Disease Control and Prevention (2004). *A sample evaluation plan*. Retrieved on May 1, 2017 from www.heartlandntbc.org/assets/training/mini-fellowship/PediatricToolBox/CDC/ed_training/Program_Evaluation/Guide/PDF/a_sample_plan.pdf.
5. Centers for Disease Control and Prevention (2003). *A guide to developing a TB program evaluation plan*. Retrieved on May 1, 2017 from https://www.cdc.gov/tb/programs/evaluation/guide/docs/complete_guide_for_developing_eval_plan.doc.
6. Centers for Disease Control and Prevention (n.d.). *Evaluation plan template*. Retrieved on April 30, 2017 from https://www.cdc.gov/asthma/program_eval/appendixf_evaluation_plan_outline.doc.
7. McNamara, C. (2012). *Basic Guide to Program Evaluation* (*including outcomes evaluation).* Retrieved on April 30 from http://managementhelp.org/evaluation/program-evaluation-guide.htm.

8. The University of Kansas (2016a). Community tool box: Toolkits. Retrieved on April 30, 2017 from http://ctb.ku.edu/en/toolkits.
9. The University of Kansas (2016b).Community tool box: Learn a skill, Chapter 2, Section 1: Developing a logic model or theory of change. Retrieved on April 30, 2017 from http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main.
10. U.S. Department of Health and Human Services (2010). *The program manager's guide to evaluation* (2nd ed.). Retrieved on April 30, 2017 from https://www.acf.hhs.gov/sites/default/files/opre/program_managers_guide_to_eval2010.pdf.
11. U.S. Government Accountability Office (2012). Applied Research Methods: *Designing Evaluations*. Retrieved on April 30, 2017 from http://www.gao.gov/assets/590/588146.pdf.
12. University of Wisconsin-Extension (n.d.). Logic models: Templates, examples, bibliography. Retrieved on April 30, 2017 from http://fyi.uwex.edu/programdevelopment/logic-models/bibliography/.
13. Wolff, T. (2010). *The Power of Collaborative Solutions: Six Principles and Effective Tools for Building Healthy Communities.* San Francisco: Jossey-Bass.

Course Student Learning Outcomes

- Develop advanced professional competency with an emphasis on evidence-based practice in counseling theory and assessment practices.
- Demonstrate knowledge and skills of the processes of teaching and education as well as student assessment and program evaluation.
- Demonstrate an active role in professional communities and the large society, advocating for improvement in standards of service delivery and access to resources.
- Integrate the knowledge and skills of counselor education and supervision to the specific training competencies required for integrative behavioral health care.

Alignment Table of Learning Outcomes and Course Work:

Student Learning Outcomes	CACREP 2016 Standards	Assignments & Activities
Develop advanced professional competency with an emphasis on evidence-based practice in counseling theory and assessment practices.	6.B.4.a. Demonstrate an understanding and ability to design and carry out program development and evaluation	Course readings, in-class and online discussions and discussion papers, program evaluation plan, program evaluation presentation, assessments.
Demonstrate knowledge and skills of the processes of leadership, teaching, and learning, as well as student assessment and program evaluation.	6. B. 4. d. Demonstrate an understanding of emergent research practices and processes as it relates to program development and evaluation.	Round table delivery of topic related to relevant research practices of program development and evaluation to mental health professionals and/or counselors-in-training.

Engage in an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.	6.B.4.f. Explore and understand models and methods of program evaluation	Course readings, in-class and online discussions and discussion papers, program evaluation plan, program evaluation presentation, assessments.
Integrate knowledge and skills of counselor education and supervision to the specific training competencies required for integrative behavioral health care.	6.B.4.l Develop an understanding of ethical and culturally relevant strategies for program evaluation research.	Course readings, in-class and online discussions and discussion papers, assessments.
Synthesize literature and relevant theories and skills of leadership.	6.B.5.a Students will review the literature relative to theories and skills of leadership develop a case study to illustrate these concepts. 6.B.5.e Philosophy of leadership and management of organizations.	Philosophy of leadership and management case study.
Identify concepts related to leadership in counselor education and supervision.	6.B. 5.c. Student will explore models of leadership in counselor education programs.	Students complete a reflection follow a presenter on leadership in education and supervision.
Synthesize understanding of strategies of leadership in consultation.	6.B.5.g Students will synthesize their understanding of strategies of leadership in consultation.	Consultation Roadmap

Methods of Instruction

Large and small group discussions, individual evaluation reviews, and experiential activities.

Evaluation Method

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual grades are subjectively assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the counseling process as demonstrated by students. Furthermore:

- Students will be assessed based on knowledge obtained through the course readings and class discussions.
- Students will be assessed on skill by demonstrating competence in the various skills and stages of multicultural counseling. Skill competency assessment will be based on assignments, class discussions, and the individual's midterm and final process evaluations. Activities will include those in class and on-going counseling dyads/triads conducted in the counseling laboratory.
- Students will be assessed on their Counselor Competency and Fitness.

Grading Criteria:

Consultation	Due: February 17th	25 points	12.5%
Round Table	Due: March 6th Deliver: March 13th	50 points	25%
Philosophy of Leadership and Management	Due: March 29th	50 points	25%
Program Evaluation Presentation	Due: May 2nd	75 points	36.5%

Grading Scale:

A   95-100%
A/B   90-94%
B   84-89%
B/C   79-83%
C   73-78%
C/D   68-72%
D   61-67%
F   <61%

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.
- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. In addition, unsolicited use of course content is not allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- Viterbo Speaks Up: Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- Chosen First Name Policy
- Concerns or Complaints Regarding Instruction
- Moodle & Technology Guides
- Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy
- Student Disability Policies and Procedures
- Student Resources
- Technology Requirements and Technical Support

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: https://www.viterbo.edu/counseling-services; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

COVID-19

Student Health: Students are expected to monitor daily their temperature and enter it in the Viterbo Involvio app (https://appadvice.com/game/app/viterbo-university/1315582792). A green status will be required for entry into all courses. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Attendance (for face-to-face courses): Realizing that this academic year will be different both in how we gather and the effect of COVID-19 on course attendance, Viterbo University is adopting an attendance policy addendum for the 2020-2021 academic year. The goal of this policy is to accommodate students who are ill or are required to quarantine during the semester. This temporary university-wide policy relies on the honor, good faith and mutual trust of all university community members. According to the new policy, when students are unable to attend class due to physical or mental health concerns related to COVID-19, they are asked to report the reason for their absence truthfully to their instructor. Instructors are asked to track students' attendance in their classes and to trust their students when they say they are ill or in self-quarantine. For specifics on what to do if you are experiencing symptoms related to COVID-19 please see the full policy in the academic catalog:

- Undergraduate Catalog: https://www.viterbo.edu/node/23866#Attendance%20Policy
- Graduate Catalog: https://www.viterbo.edu/node/28556#Attendance

Zoom Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to show up on time, be prepared for our collective work, and try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom. Keep your video on, mute yourself when not speaking and focus your attention on the speaker. Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

Zoom Technology: This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Here are tips for participating in a Zoom session:

- Join the meeting early and test speaker, microphone, and camera settings
- Keep speakers away from microphones to avoid feedback
- Use a headset with microphone if possible
- Do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at: https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15

weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

(750 + 1800) *   the # of credits of a course =   the minimum number of minutes of seat time and outside work required

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of "technology issues" is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint

- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.