Title of Course: Program Evaluation for School Counselors (3 cr)

Course No. CP 692
Spring 2015

Semester:
Instructor:
Office:
Phone:
E-mail:
Office Hours:
Class Room:
Class Dates:
Class Times:
Website:

I. Catalog Description and Credit Hours of Course:

Evaluation of counseling interventions effectiveness, emphasizing researching processes and evidence-based practices and accountability, leading to measurable gains for all students.

(3)

II. Prerequisite(s):

GR691 and Permission of the Instructor.

III. Course Integrated into the Program Requirements

<table>
<thead>
<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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IV. Student Learning Outcomes (SLOs)

1. Students will define and implement the common types of program evaluation (e.g. needs assessment, process evaluation, and results evaluation). This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
2. Students will identify evidence-based practices and the criteria established by the National Panel for Evidence-Based School Counseling Practice. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
3. Students will use existing school data in practice and action-research oriented ways to show the value-added contribution of professional school counselors. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

<table>
<thead>
<tr>
<th>CACREP Requirements (2009)</th>
<th>DESE Requirements (2011)</th>
<th>LPC Requirements</th>
<th>NBCC Requirements</th>
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| Counseling Prevention and Intervention: C2 and C4, D3 and D4 | MOSPE Standard 1 Student Development:  
The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social and career development. | | |
| Diversity and Advocacy: E2 and E3, F3 and F4 | MOSPE Standard 2 Program Implementation:  
The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students. | | |
| Assessment: G1 and G3, H2, H3 & H5 | MOSPE Standard 3 Professional Relationships:  
The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district. | | |
| Research and Evaluation: I1 through I5, J1 through J3 | MOSPE Standard 4 Leadership and Advocacy:  
The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the ongoing development of self, students, the comprehensive guidance and counseling program and the school. | | |
VI. Course as Relates to External Standards

<table>
<thead>
<tr>
<th>CACREP Standards (2009)</th>
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<tbody>
<tr>
<td><strong>COUNSELING PREVENTION and INTERVENTION</strong></td>
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<tr>
<td><strong>C. Knowledge</strong></td>
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<tr>
<td>2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.</td>
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<td>4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.</td>
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<td><strong>D. Skills and practices</strong></td>
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<td>3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</td>
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<td>4. Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
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<td><strong>DIVERSITY and ADVOCACY</strong></td>
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<tr>
<td><strong>E. Knowledge</strong></td>
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<tr>
<td>2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.</td>
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<td>3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.</td>
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<td><strong>F. Skills and Practices</strong></td>
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<tr>
<td>3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
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<tr>
<td>4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</td>
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ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH and EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills & Practices

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

3. Analyzes and uses data to enhance school counseling programs.
ACADEMIC DEVELOPMENT

K. Knowledge

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills & Practices

1. Conducts programs designed to enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.
### P. Skills & Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

### DESE Standards (2011)

(MOSPE 1.2, 1.5; 2.3, 2.4; 3.2, 3.3, 3.4; 4.3, 4.4)

(MOSPE 1.2) Counseling Theories and Interventions: The professional school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.

(MOSPE 1.5) Appraisal of Student Growth and Achievement: The professional school counselor knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, personal/social, and career development of all students through full implementation of a comprehensive guidance and counseling program and defines role in assessment consistent with a fully implemented comprehensive guidance and counseling program.

(MOSPE 2.3) Technology: The school counselor knows and understands how to integrate and utilize technology for program delivery and management to promote the academic, career and personal/social development of all students.

(MOSPE 2.4) Program, Personnel, and Results Evaluation: The school counselor knows, understands, and uses program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive guidance and counseling program.

(MOSPE 3.2) Collaboration: The professional school counselor develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other professional school counselors in order to promote the academic, career, and personal/social development success of all students.

(MOSPE 3.3) Consultation Theories and Strategies: The professional school counselor uses theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources to promote the academic, career, and personal/social development of all students.

(MOSPE 3.4) School and Community Involvement: The professional school counselor is
actively involved in school and community initiatives that promote the academic, career, and personal/social development of all students.

(MOSPE 4.3) Student Advocacy: School counselors know and understand the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.

(MOSPE 4.4) Program Leadership: School counselors use knowledge of comprehensive guidance and counseling program concepts to promote and enhance student success and contribute to school improvement.

VII. Purposes or Objectives of the Course (*)

By the end of this course, students will be able to:

1. Define and implement the common types of program evaluation (e.g. needs assessment, process evaluation, and results evaluation).

2. Understand the professional and ethical guidelines for engaging in program evaluation practices.

3. Consider the role of diversity and culture in all program evaluation activities.

4. Identify evidence-based practices and the criteria established by the National Panel for Evidence-Based School Counseling Practice.

5. Use Excel (EZAnalyze) to enter, analyze, and graph data and PowerPoint to report evaluation findings to key stakeholders.

6. Calculate basic descriptive statistics (frequency bars and charts, percentages, mean and standard deviations).

7. Use existing school data in practical and action-research oriented ways to show the value-added contribution of professional school counselors.

VIII. Course Content or Outline (**) 

Units 1, 2, 3 and 4 add up 45 contact hours.

Unit 1: Program Evaluation in School Counseling: Organizing Principles 

UNIT GOAL: Increase awareness and understanding of the function and purpose of program evaluation in school counseling and school mental health.
UNIT TOPICS:

1. Foundational concepts in school counseling & school mental health: the ecological model, systems theory, the public health model, the MO Comprehensive Guidance Program, Expanded School Mental Health
2. Current trends in research and practice related to program evaluation in school counseling and school mental health
3. Use of software and technology in facilitating program evaluation: EZAnalyze & PowerPoint
4. Issues of diversity in program evaluation
5. Ethical issues in evaluation

Unit 2: Methods and Statistics in Program Evaluation

UNIT GOAL: Foster knowledge, skills, and abilities in the use of research methods and statistics in program evaluation.

UNIT TOPICS:

1. Statistical concepts
2. Lapan’s “Big 5” Statistics for school counselors: percentages, average, standard deviation
3. Accessing and using EZAnalyze to calculate statistics
4. Evaluation methods in school counseling and school mental health
5. Interpreting, applying, and disseminating technical information related to program evaluation in school counseling and school mental health

Unit 3: The Program Evaluation Process

UNIT GOAL: Build knowledge, skills and abilities in the process of program evaluation in school counseling and school mental health.

UNIT TOPICS:

1. Involving stakeholders in the evaluation process
2. Conducting Needs & Resource Assessment and Setting Goals: the MO Guidance Planning Survey
3. Best Practices in School Counseling and School Mental Health; navigating the research-to-practice gap with program evaluation
4. Implementing best practices in context by addressing fit and existing capacity, building evaluation capacity, and planning
5. Process evaluation: Time-task Analysis and calendars, the Internal Improvement Review, Personnel evaluation
6. Using outcome evaluation to guide program decisions and to support improvement and sustainability
Unit 4: Program Evaluation for the Change Agent in Schools

UNIT GOAL: Facilitate competency development in using program evaluation as an advocacy tool for school counselors.

UNIT TOPICS:

1. Promoting reflective practice in schools and school counseling
2. Using data to address disparities in education, health and mental health; disaggregating data with special populations
3. Advocacy in school counseling

IX. Textbook(s):


Supplemental readings will be accessed via Moodle.

X. Expectations of Students:

A. The student is expected to actively participate in class.
B. The student is expected to complete the required readings and assignments
C. The student is expected to demonstrate satisfactory performance on exams and assignments demonstrative of application of knowledge
D. The student is expected to respond to a variety of skill assessment techniques.
E. The student is expected to know about and use a variety of technological strategies to enhance learning
F. The student is expected to know about legal and ethical standards in counseling.

XI. Basis for Student Evaluation

A. Written examinations (20%)
B. Written critiques of research-based evidence school counseling interventions effectiveness articles (20%)
C. Contributions to class discussions (live and/or online) (10%)
D. Presentation of artifacts from (B) and (E) (15%)
E. Graduate quality research paper demonstrating the implementation of counseling interventions and its following evaluation (25%)
**Final letter grade:**
91% to 100% -- A
81% to 90% -- B
71% to 80% -- C
0% to 70% -- F

**XII. Methods of instruction**

A combination of:
- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

**XIII. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

*Note:* Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

**XIV. Students with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: [http://www.semo.edu/cs/services/disability.htm](http://www.semo.edu/cs/services/disability.htm)

**XV. Civility, Respect and Classroom Etiquette:**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not
agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See http://www4.semo.edu/counsel/info/StudentHandbook.htm

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See http://www4.semo.edu/counsel/Program/know-base.htm

XVIII. Course Schedule  Refer to course outline that will be given in class/posted in Moodle.

(*) (**) Adapted from ESCPP8415 Program Evaluation for School Counselor, developed by Dr. Melissa Maras, Department of Educational School and Counseling Psychology, College of Education, University of Missouri-Columbia

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.