1. **General Information**

   Course Number: **COUN 7810**  
   Course Title: **School Consultation**  
   Credit Hours: 3 credit hours  
   Class Meetings: Tuesdays, Thursdays, 1:00 – 3:50  
   Prerequisites: departmental approval  
   Corequisites: none  
   Professor: Greg Ern, Ph.D.  
               2084 Haley Center  
               844-2779  
               Office hours by appointment/as needed

2. **Date Syllabus Prepared: Summer, 2008**

3. **Required Texts:**


   **Additional readings will be assigned and required throughout the semester. It is the students responsibility to frequently check WebCT (soon to be Blackboard) for additional readings that have been assigned by the instructor.**

   **Resources:**
   http://www.nasponline.org (National Association of School Psychologists)  
   http://www.schoolcounselor.org (American School Counselor Association)  
   http://www.apa.org (American Psychological Association)  
   http://www.schoolpsychology.net (School Psychology Resources Online)  
   http://www.cec.sped.org (Council for Exceptional Children)  
   http://www.pbis.org (National Center on Positive Behavioral Interventions)

4. **Course Description:**

   This course is intended to provide an introduction to consultation and collaboration for school psychologists and school counselors. Course content will focus on mental health and behavioral consultation, systems development and change, consultation stages and processes, ethical and legal issues in consultation, with particular focus on teacher and parent consultation. Students will learn and practice specific consultation skills and processes in the context of educational referrals and student problems.
5: **Course Objectives:**

Upon completion of this course, students will be able to:

1. Demonstrate the ability to collaborate and consult effectively with other professionals in planning and decision-making at the individual, group, and systems-levels.
2. Demonstrate knowledge of and skills in cross-cultural consultation and collaboration. (D)
3. Demonstrate the ability to select and apply consultation principles and strategies appropriate to each situation.
4. Demonstrate the ability to facilitate team meetings effectively.
5. Demonstrate the ability to use effective conflict-resolution and mediation strategies in the school/community.
6. Demonstrate knowledge and skills in crisis intervention, including support services.
7. Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies based on individual characteristics, strengths, and needs. (D)
8. Use problem-solving techniques to deliver consultation and intervention services in schools.
9. Analyze their role in the system and design a set of strategies that will improve their effectiveness.
10. Analyze the relationship of complex change forces and their impact on interdependent organizational systems.
11. Demonstrate an understanding of the various roles of school personnel, related services personnel, resources, and technology. (T)
12. Facilitate collaboration between schools and parents in designing school curriculum and intervention for students.
13. Demonstrate knowledge of information sources and technology relevant to their work as school consultants. (T)

Statement: *Course objectives are most closely aligned with the following NASP standards: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8.*

6: **Course Content and Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities</th>
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| Class 1 | Course Introduction  
Consultation and the Helping Relationship |
| Class 2 | Levels and Stages of Collaboration and Consultation  
Readings: chapters 1 and 6 |
| Class 3 | Theoretical Basis of School Consultation |
Readings: chapters 3 and 4

QUIZ #1

Class 4  Required Competencies of School Consultants
Culturally Competent Consultation
Readings: chapter 7

Class 5  Identification of Consultation, Collaboration, and Team Roles
Consultee as a Variable
Readings: chapter 8

Class 6  Mental Health Consultation
Readings: chapter 2
CLASSMATE CONSULTATION PROJECT DUE

Class 7  Consultation with Teachers and Parents
Readings: chapter 9 and 10
QUIZ #2

Class 8  Systems Consultation
Readings: chapter 5, 13

Class 9  Ethical and Legal Issues in Consultation and Collaboration
Readings: chapter 12
PROFESSIONAL CONSULTATION PROJECT DUE

Class 10 Monitoring and Evaluating Consultation
Readings: chapter 11
SYNTHESIS PAPER DUE

Class 11  FINAL EXAM WEEK

7. Course Requirements and Evaluation Procedures:

The final grade for the course will be based on the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Classmate collaboration project</td>
<td>20</td>
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<tr>
<td>Professional consultation project</td>
<td>20</td>
</tr>
<tr>
<td>Synthesis Paper</td>
<td>30</td>
</tr>
<tr>
<td>In-Class Quizzes (2 @ 10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Active Class Participation/Preparedness</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Grading scale:

A= 90 or above
B= 80 - 89
C= 70 - 79

Classmate collaboration project

Each student will be paired up with a partner to form a dyad. The dyad will be responsible for formulating a problem situation that you have either individually encountered or may encounter in consultation. Students will tape record (preferably videotape) a 10-minute role-play where one of you acts as the consultant and one as the consultee. The consultant is to ask the consultee about various aspects of the problem situation. When reviewing your session, what domains did you touch on in your assessment of the problem (i.e., consultee characteristics, client characteristics, environmental characteristics, etc.)? What domains and factors within domains did you ignore? It is recommended that the dyad discuss the same problem situation with others in the class and ask what types of information they would ask for from a consultee when assessing a similar situation. After the problem has been defined, you will need to set goals, select strategies and a plan for intervention, and determine a plan for evaluation. The videotape will be shared with the rest of the class. A brief (1-2 page) written summary of the consultation/collaboration project will be turned in to the instructor on the day of the videotape presentation.

Professional consultation project

As school psychologists and school counselors, we often need to consult and collaborate with other school-based professionals (i.e., social workers, speech/language pathologists, occupational therapists, physical therapists, teachers, nurses, other) or other experts external to the organization (i.e., community mental health, psychiatrists, clinical psychologists, pediatricians, neurologists, other) to work together for the benefit of the client, in this case the student, family, classroom, and/or organization. A central premise of consultation is that two professionals with different areas of expertise can engage in more effective problem-solving than would be possible if either worked alone. This project will require students to utilize a collaborative-consultation model to define and analyze a problem, develop hypotheses, generate solutions, and evaluate outcomes. This will be accomplished through consultation with another professional through seeking their guidance, support, and assistance. Students will be expected to submit a written report on several aspects of the consultation process and present their case and experience to the rest of the class in an oral presentation. Further details of the project will be discussed in class.

Synthesis paper

Based on the readings, discussion, presentations, and experiences of the class, each student will submit a 5-7 page synthesis paper on a topic provided by the instructor. The
paper will require each student to use their professional perspective, literature and citations from research and writings to discuss a current issue in school-based consultation and collaboration and to support their ideas.

**Class Facilitator**

Each week, a different student will be assigned the role of class facilitator. This will involve the student coming up with a creative way of presenting and reviewing the main ideas from the assigned chapters. Some ideas for presenting the chapter information might include puzzles, games, videos, role plays, and/or powerpoint presentations. You will also be responsible for providing handouts outlining the main ideas to the other students. You will only be responsible acting as the class facilitator one time during the semester. Part of your class participation grade will be determined by your preparedness with this assignment.

**8: Class Policy Statements:**

**Attendance and Participation:**

Students are expected to attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting. Students are responsible for initiating arrangements for missed content and work due to excused absences. Since there are only 10 class sessions, there will be a lot of information covered each week. You must be at all classes in order to stay on track. More than one excused absence will result in a loss of 5% of your total grade for each additional absence. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences should be cleared with the instructor in advance. Students will be responsible for any class related material sent by email and are expected to regularly check their GroupWise mailbox.

Regarding class participation, students are expected and encouraged to actively participate by raising issues, providing feedback, suggesting topics for discussion, and making comments pertinent to the contents of this course. The following criteria will be used to help evaluate participation as applicable: (a) did you listen to each other; (b) did you respond to each other in critical, creative, and caring ways; (c) did most members of the class participate rather than just a few who dominated; (d) did the discussion demonstrate reflective reading about the assigned material; (e) did you challenge each other’s thinking; and (f) were you respectful of each other.

**Important Note About Grading**

All assignments are due on the assigned dates unless otherwise indicated by the instructor. Credit for late work will be awarded on the following basis: 10% of the possible points will be deducted for assignments submitted late for each day after the due
date (e.g., an assignment that is 5 days late would result in the deduction of 50% of the possible points for that assignment). Assignments will no longer be accepted one week after the due date.

Accommodations:

Students who need special accommodations are asked to arrange for a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by email. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code:

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to cheating will apply to this class.

Professionalism:

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Electronic Devices in the Classroom

Cell Phones: Cell phones must be in the off or vibrate modes AT ALL TIMES. Cell phones are not to be answered in class. If you receive a call, please exit the classroom or wait until a scheduled break before answering the call.

Lap Top Computers: Lap top computers will be permitted only to take notes in class. Any use of the lap top to connect to the internet, answer email, or to work on other activities is prohibited. If it is determined or suspected that a lap top is being used for reasons other than those appropriate for class use, the student will be prohibited from using the lap top for the remainder of the semester in this class.

9. Justification for Graduate Credit (for Graduate Credit Only)

COUN 7810 is a graduate course that is more advanced in academic content than what would be provided in undergraduate programs (SACS guidelines 3.6.1 and 3.6.2). As such, it requires the students to apply theory to practice, to work collaboratively with
other graduate students and professionals, and to develop and apply critical and analytical skills to real-world cases/problems. All students enrolled in this course are held to the same rigorous standards for evaluation.