I. Course Description
This course is designed to train school counseling students to provide indirect services to children and adolescents through effective consultation with parents, teachers, administrators, and external referral sources. The emphasis of the course is on the acquisition of skills that follow a logical consultation model. The course has a didactic and experiential learning component. Students will become sensitized to socio-cultural diversity issues as they impact consultation and to the ethical and legal issues pertaining to working in the schools. Current research will be used to guide the consultation process.

II. Rationale
Consultation continues to be a cornerstone activity for school counselors. Serious social issues like the AIDS epidemic, violence in the schools, and teenage pregnancy have led many counselors to take on community involvement through consultation. Consultation has become an increasingly powerful force in the school counseling profession and a tremendous demand for this kind of professional service has developed as the result of the National Standards for School Counseling Programs.

III. State Adopted Proficiencies for Counselors
Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to provide appropriate consultation.

Learner-Centered Process:
2. Counseling students learn to create an environment that supports and encourages exploring options, sharing new ideas, and innovative problem solving.
3. Counseling students learn to utilize consultation as a means of utilizing available human resources to provide maximum counseling services.
4. Counseling students learn about consultation models.

Learner-Centered Guidance Curriculum:
5. Counseling students learn to create and utilize consultation that values others, builds self-confidence, teaches decision-making and problem-solving skills, effective communication, responsible behavior, and increases motivation to achieve.

Learner-Centered Planning:
6. Counseling students learn to help others set short-term, intermediate, and long-term goals; monitor progress toward their goals; and make necessary adjustments.
Learner-Centered Responsive Services:
7. Counseling students learn to help school personnel and others to transfer learning to other situations.
8. Counseling students learn to help school personnel and others to clarify problems and implement change.
9. Counseling students learn to help school personnel and others by understanding the referral process and when and where to refer clients.
10. Counseling students learn to help school personnel and others to monitor students’ progress.

Learner-Centered System Support:
11. Counseling students learn to work as part of a collaborative team including learners, administrators, teachers, other school personnel, parents, guardians, and community members.
12. Counseling students learn to survey community members to determine needs that can be addressed by the counseling program and to develop broad goals related to priority needs and measurable objectives related to each goal.

Learner-Centered Professional Development:
13. Counseling students learn professional ethics and law related to counseling and consultation in public schools and community agencies.
15. Counseling students learn and study case studies related to professional consultation practices in counseling.

Equity in Excellence for All Learners:
16. Counseling students learn multicultural sensitivity in regards to consultation.
17. Counseling students learn to respect all learners, be sensitive to their needs, and to encourage them to use all their skills and talents.

Learner-Centered Communication:
18. Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

IV. TExES Competencies

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that
enhance work with students.

**Competency 009** (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

V. Course Objectives and Outcomes

*This course is designed to educate students in the following CACREP areas:*

(CACREP Standard A-2) understands ethical and legal considerations specifically related to the practice of school counseling.

(CACREP Standard A-3) knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

(CACREP Standard B-2) demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

(CACREP Standard E-2) identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

(CACREP Standard E-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.

(CACREP Standard F-2) advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

(CACREP Standard F-3) advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

(CACREP Standard H-5) assesses barriers that impede students’ academic, career, and personal/social development.

(CACREP Standard I-2) knows models of program evaluation for school counseling programs.

(CACREP Standard I-3) knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

(CACREP Standard I-4) knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
(CACREP Standard J-2) develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

(CACREP Standard M-1) understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

(CACREP Standard M-2) knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

(CACREP Standard M-3) knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

(CACREP Standard M-4) understands systems theories, models, and processes of consultation in school system settings.

(CACREP Standard M-7) knows school and community collaboration models for crisis/disaster preparedness and response.

(CACREP Standard N-2) locates resources in the community that can be used in the school to improve student achievement and success.

(CACREP Standard N-3) consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

(CACREP Standard N-5) uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

(CACREP Standard O-1) knows the qualities, principles, skills, and styles of effective leadership.

(CACREP Standard O-2) knows strategies of leadership designed to enhance the learning environment of schools.

(CACREP Standard O-4) understands the important role of the school counselor as a system change agent.

(CACREP Standard O-5) understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

(CACREP Standard P-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.)
The following Student Learner Outcomes will be met in this course:

1. School counseling students will demonstrate their knowledge of roles, functions, settings, and professional identity of the school counselor by articulating, modeling, and advocating for an appropriate school counselor identity as a system change agent as evidenced by students earning 70% or above on the final exam and the rating rubric for the In-service/PTA presentation.

2. School counseling students will identify resources and current methods of using data to inform decision making and accountability in community, environmental, and institutional settings that enhance—as well as barriers that impede—the academic, career, and personal/social development of students that can be used in the school to improve student achievement and success as evidenced by rated rubrics for the Grant proposal and the Consultation Case Study. (CACREP Standard N-2)

3. School counseling students will advocate for the learning and academic experiences necessary to promote the development of students while providing a positive school climate that is equitable and responsive to multicultural student populations as evidenced by rated rubrics on the workshop presentation and the in-service/PTA presentation.

4. School counseling students will demonstrate their understanding of the ways in which student development, well-being, and learning are promoted and enhanced by family-school-community collaboration as evidenced by the rated rubric for the In-service/PTA presentation. (CACREP Standard M-2) (CACREP Standard M-3)

5. School counseling students will demonstrate their knowledge of school and community collaboration models for crisis/disaster preparedness and response as evidenced by rated rubrics on the in-service/PTA presentation and the comprehensive final exam. (CACREP Standard M-7)

6. School counseling students will demonstrate their knowledge of systems theories, models, and processes of consultation to consult with teachers, staff, and community-based organizations and will use referral procedures to secure assistance for students and their families as evidenced by rated rubrics on the Consultation Case Study and the In-service/PTA presentation. (CACREP Standard M-4)

7. School counseling students will demonstrate their knowledge of the qualities, principles, skills, and styles of effective leadership designed to enhance the learning environment of schools as evidenced by students earning a grade of 70 or above on the comprehensive final exam.

VI. Course Topics
The major topics to be considered are:

1. the theoretical foundations and practices of consultation in the schools;
2. the role and function of counselors as consultants in school systems;
3. the range of situations a counselor can serve as consultant to individuals and
groups;
4. the ethical and professional issues faced in performing consultation and collaboration;
5. the essential skills necessary to perform as an effective consultant.

VII. Instructional Methods & Activities:

Methods and activities for instruction include:
Research into retention of material indicates that some teaching methods are more effective than others. The average retention rate for specific teaching methods after 24 hours is reported as follows:
Lecture = 5%, Reading = 10%, Audiovisual = 20%, Demonstration = 30%, Discussion group = 50%, Practice by Doing = 75%, and Teaching Others/Immediate Use of Learning = 90%. Therefore, a variety of instructional methods will be used in this class to include: lecture, discussion, interactive learning, audio and video recordings, written work assignments, reading, experiential learning, and examination.

VIII. Evaluation and Grade Assignments:

1. Class Participation (10 points)
You will be responsible for reading the chapters from your book, assigned consultation case studies, and other assigned readings. Clear and elaborate evidence of your having read and understood each week’s assignment is expected to appear throughout your assignments and to be clearly articulated during group & class discussions. There will also be various skill development exercises or activities due on the days when we discuss certain chapters and you are expected to have these done ahead of time. There will be a deduction of 5 points for each day an assignment is late. Unless otherwise specified (such as the Sample Test Questions assignment) only hard copies of written assignments will be accepted. E-mailed assignments will not be accepted. Each student is allowed 1 absence. The course grade will be lowered by 5 points for each absence, after one.

To demonstrate that you have read the required material, and as part of your class participation grade you are to submit two sample multiple choice type questions each week over the assigned reading for that week. Submit these questions to the instructor via Blackboard e-mail (not discussion board) anytime before that class begins. For each question, include information about the book and page number it came from and the answer. Do not mark the answer on the question, but include it in the e-mail. The questions will be compiled and placed on Blackboard as a study guide for your fellow students. Some of the questions may end up on your final exam. Do not write test questions for the consultation case studies.

Example:
Which of the following is a standard of the Consultation Domain of the TEMPSC-II?
   a. Collaboratively provides professional expertise to advocate for individual students and specific groups of students.
   b. Coordinates people and other resources in the school, home, and community to promote student success.
c. Advocates the school developmental guidance and counseling program and counselors’ ethical and professional standards with school personnel, parents, students, and the community.

d. Advocates for a school environment that acknowledges and respects diversity.

The answer is a. and it comes from p. 14 of the TEMPSC-II.

2. **Grant Proposal (10 Points)**

Locate a potential grant source and complete a proposal based on the guidelines described by the grant funder. Turn in your completed proposal, as well as a copy of the instructions for the grant.

3. **Consultation Case Study (45 points)**

There are two parts to this assignment (a) Workshop Presentation, and (b) Critical Incident Consultation Response. The “a” part is worth 25 points and the “b” part is worth 20 points. On the first day of class, you will select a chapter from *Critical Incidents in Counseling Children* (Hobson Dugger & Carlson, 2007) which will be your consultation case. Each chapter presents a description of a case that school counselors may encounter. At the end of this case, each author presents 2-4 questions he or she would like to consult about regarding this case. Following those questions are two responses, written by two different people, responding to the case and the author’s questions about it.

(a). **Workshop Presentation (25 Points)**

1. You are to research the topic presented in the case consultation, such as: Depression, Sexual Abuse, Gender Identity, Custody Battles, etc. as it relates to school settings.

2. Using the Workshop Model presented in Chapter 6, you are to prepare and present a workshop on this topic to your classmates, as if they were a group of teachers, counselors, parents, administrators, or community members. Make your presentation appropriate for the audience. You are welcome to invite other interested audience members to your workshop as well. Often, school counselors are given very limited time at staff meetings to present information. Therefore, your presentations must be between 10-15 minutes.

3. Use materials and approach that is appropriate for your audience and your own presentation style. Bring handouts for each student in class. You may (but are not required) to use powerpoint, self made videos, or any other creative approach. You may not use professionally developed videos. The purpose is to develop your consultative skills as a presenter.

4. Materials you will turn in to the instructor related to your presentation include:
   a. proposal to submit to your principal
   b. flyers or brochures you develop advertising the workshop
   c. an outline of the workshop based on guidelines in Chapter 6
   d. copies of handouts given to the audience members
   e. copies of evaluation forms given to audience members

5. The proposal for this presentation that you submit to your instructor will include the following information (information may vary based on nature of consultation
(b). Critical Incident Consultation Response (20 points)

1. You are to write a Critical Incident Consultation Response, similar to the responses at the end of each chapter, discussing how you would respond to the author’s request for consultation and why. Your paper will contain the following five sections as listed on page 169 of your text.
   a. Describe the extent of the problem (including definition)
   b. Detail the behavioral characteristics frequently exhibited by students (especially those that might impact school success)
   c. Explain the counselor’s role as a consultant working with this issue
   d. Provide suggested strategies for teachers/parents working with students exhibiting these behaviors
   e. Reflect on conclusions drawn about your ability to be effective working as a consultant in this area

   Additionally, please also include your thoughts about ethical concerns and multicultural concerns that may need to be considered in this case.

2. Your paper will be 4-6 pages long with a minimum of 5 references. One reference needs to be a personal communication with a practicing, or former school counselor, an identified expert in the field, or one of the authors of your case or case responses, based on an informal consultation session you schedule with him or her about your case. This consultation session can occur in person, by phone, or by e-mail. Have some specific questions in mind that you would ask the person you are interviewing before you meet with him or her so that the information you get is relevant to your paper.

3. APA format must be used on your paper.

4. Plagiarism, even unintentional plagiarism, will result in a grade of 0 for the paper. You must submit your paper to Turn It In before turning it in to me. I have access to papers submitted to Turn It In. Instructions on how to submit a paper to Turn It In will be provided in class and on Blackboard.

4. In-service or PTA presentation (15 points)
Students will create a 15-20 minute presentation that can be delivered at a school in-
service for teachers and administrators or they may choose to present to parents at a PTA meeting. School counselor trainees must be able to explain the following: (a) the philosophy that underlies the activities of their professional group; (b) services rendered by school counselors, and (c) the role and identity of the counselor. The presentation should be tape recorded and submitted to the instructor. A one-page reflection of knowledge gained in preparing for the presentation and feelings felt while delivering the presentation is also required. The paper should be typed in Times New Roman, double-spaced, and 12 point font should be used. Powerpoint slides may be used for presenting but are not necessary. Be sure the presentation is appropriate for your audience.

5. Final Exam (20 Points)
A comprehensive final exam will consist of multiple-choice, short answer & essay questions.

Grading Scale

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Grant Proposal</td>
<td>10</td>
</tr>
<tr>
<td>Workshop Presentation</td>
<td>25</td>
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<tr>
<td>Case Consultation Summary Response</td>
<td>20</td>
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<tr>
<td>In-service or PTA Presentation</td>
<td>15</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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A = 90-100  B = 80-89  C = 70-79  D=60-69  F=<60

IX. Course Schedule and Policies

A. Tentative Class Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>Review Syllabus &amp; Course Expectations</td>
<td>Chapter 1</td>
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<tr>
<td>Introduction to School Counselors as Consultants</td>
<td>Appendix D</td>
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<tr>
<td>Supporting Models &amp; Theories</td>
<td>Chapter 2</td>
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<td>Ethical Issues</td>
<td>Chapter 3</td>
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<td>Chapter 22 (Critical Incidents)</td>
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<td>Case Consultation with Teachers and Parents</td>
<td>Chapter 4</td>
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<tr>
<td>Consultation with Teachers and Parents, cont.</td>
<td>Chapter 5</td>
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<tr>
<td></td>
<td>Grant Proposal Due</td>
</tr>
<tr>
<td>Library/Research</td>
<td>Chapter 6</td>
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<tr>
<td>Consultation with Teachers and Parents, cont.</td>
<td>Chapter 7</td>
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<tr>
<td>Other consultation</td>
<td>Chapter 8</td>
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<tr>
<td>Classroom Meetings</td>
<td>Chapter 9</td>
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<tr>
<td>Classroom Meetings</td>
<td>Chapter 10</td>
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<tr>
<td>Consultation with Administrators</td>
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<td>Consultation in the Community</td>
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<td>Adlerian Theory</td>
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<td>Seminar Discussion</td>
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<td>Concluding Remarks</td>
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**B. Class Policies**

The most efficient manner to contact me is through Blackboard e-mail. I check Blackboard e-mail a minimum of once a day on business days. I will use Blackboard to disseminate information regarding the course, class schedule, assignments, etc.

**Communication from the Department**

You are strongly encouraged to subscribe to the TAMU-CC graduate counseling student list serve. Sometimes information about scholarship opportunities, required information about practicum/internship classes or other necessary information about your progress in the program is posted on the listserve. To subscribe, send an email to counsel-list-request@listserv.tamucc.edu with the word subscribe in the subject line.

**Electronic Device Notice**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, pagers, MP3 players, texting devices, and any other electronic toys.

**Academic Conduct:**

Cheating is considered the actual or attempted practice of fraudulent or deceptive actions for the purpose of improving a grade. Plagiarism is a specific form of cheating which is the misuse of published and/or unpublished works of others by misrepresenting the material as one’s own work. Penalties for either of these may range from an “F” on an assignment, failing grade for the course, to dismissal from the department. The assignment of penalty will be at the discretion of the instructor and/or department faculty. In addition, other forms of academic misconduct, as identified in the TAMU-CC Student Handbook, may result in failure on an assignment or in the course.

**Professional Conduct:**
Students are expected to adhere to the *Code of Ethics* of the American Counseling Association (ACA). Any behavior, which is deemed unethical will be grounds for dismissal from the program.

**Confidentiality**
Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, discuss only your own reactions or experiences and maintain confidentiality regarding other’s input. This is an ethical issue.

**X. Required Textbooks**

**Optional Text**

**XI. Bibliography**

*The knowledge bases that support course content and procedures include:*


**XII. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the
student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Inclusive Learning
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services to alert their office so that they can share with me the services that I can use to assist you. You should contact the Learning Disability Service at (361) 825-5816 in Driftwood 101.
Grant Proposal Rubric (10 Points)

Locate a potential grant source and complete a proposal based on the guidelines described by the grant funder. Turn in your completed proposal, as well as a copy of the instructions for the grant.

Submitted complete proposal: _________________ (0-8 points)
(based on grant funder’s guidelines)

Submitted copy of grant instructions: _________________ (0-2 points)
Consultation Case Study Rubric (45 points)

There are two parts to this assignment (a) Workshop Presentation, (b) Critical Incident Consultation Response.

(a). Workshop Presentation (0-25 Points)

_____ Prepared and presented a workshop between 10-15 minutes. (0-7 points)

_____ Used materials and approach that is appropriate for audience and own presentation style. (0-5 points)

_____ Provided handouts and evaluation forms for each student (0-4 points)

_____ Materials turned in to the instructor: (0-5 points)
   a. proposal
   b. flyers or brochures
   c. an outline of the workshop based on guidelines in Chapter 6
   d. copies of handouts
   e. copies of evaluation forms

_____ The proposal for presentation included the following information as needed (information may vary based on nature of consultation topic). (0-4 points)
   a. Identified Problem including Definition
   b. Identified audience
   c. Rationale
   d. Extent of the problem in public schools
   e. Outline of Content Presented
   f. Materials used
   g. References
   h. Attachment(s), Handouts, Brochures advertising your presentation, evaluations, etc.

(b). Critical Incident Consultation Response (20 points)

1. (0-5 points)
   a. Described the extent of the problem (including definition)
   b. Detailed the behavioral characteristics frequently exhibited by students (especially those that might impact school success)
   c. Explained the counselor’s role as a consultant working with this issue
   d. Provided suggested strategies for teachers/parents working with students exhibiting these behaviors
   e. Reflected on conclusions drawn about your ability to be effective working as a consultant in this area including your thoughts about ethical concerns and multicultural concerns that may need to be considered in this case.
2. (0-6 points)
   a. 4-6 pages in length
   b. minimum of 5 references

3. (0-4 points)
   APA format used on paper

4. (0-5 points)
   Submitted paper to Turn It In before turning it in to instructor
In-service or PTA Presentation Rubric (15 points)

_____ 15-20 minute Powerpoint presentation (0-10 points)

   Explained the following:
   (a) philosophy that underlies the activities of their professional group
   (b) services rendered by school counselors
   (c) role and identity of the counselor

_____ Tape recorded presentation and submitted to the instructor (0-3 points)

_____ One-page reflection paper submitted (0-2 points)

   (a) typed in Times New Roman
   (b) double-spaced
   (c) 12 point font
   (d) presentation appropriate for audience