Professor: Lisa A. Wines, Ph.D., Licensed Professional Counseling-Intern, CSC
Office: ECDC 223
Office Hours: Wednesdays 12:30 p.m. – 4:00 p.m. (Appointment Preferred)
Classroom: TBA
Date/Time: Wednesdays Face-to-Face 7:00 p.m. – 9:30 p.m. and Online Course Modules
Email: lisa.wines@tamucc.edu

I. Course Description and Model
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. It is hybrid/blended model, which indicates there will be once a week face-to-face class meetings, along with online course modules developed for each chapter. 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: a hybrid/blended format, containing lecture, discussion, interactive learning, audio and video recordings, written work and discussion board assignments, reading, experiential learning, and examination(s).

VIII. Evaluation and Grade Assignments:

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 online discussion boards, group activities, and class discussions. There will also be various skill development exercises or activities when we discuss certain chapters. There will be a deduction of five points for each day an assignment is late. Each student is allowed one face-to-face absence. Thereafter, the course grade will be lowered by five points for each subsequent absence.

Course Modules
This course is an eight-week, hybrid/blended course. Students will participate in learning modules for all ten chapters in the book, along with coming to class for six of the eight week sessions. Each chapter will be presented in a learning module that will expose you to the objectives to learn for that chapter, will provide video/audio media, and will allow for brief discussion with classmates.

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.

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 topic). Check with your instructor for clarification if needed. Proposal may be written in outline format, as long as it is thorough.
   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. 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.

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.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Course Modules</td>
<td>Unknown</td>
</tr>
<tr>
<td>Grant Proposal</td>
<td>10</td>
</tr>
<tr>
<td>Workshop Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Case Consultation Summary Response</td>
<td>20</td>
</tr>
<tr>
<td>In-service or PTA Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</table>

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

IX. Course Schedule and Policies

A. Tentative Class Schedule

Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>TASK or ASSIGNMENT</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 17, 2014</td>
<td>7:00 p.m.</td>
<td>Review Course Expectations Course Syllabus, Overview of Schedule, Appendix D</td>
<td>Experiential Webinar on the Course Overview (Recorded and Live Participation Available)</td>
</tr>
<tr>
<td>March 17-19, 2014</td>
<td>12:00 - 11:59</td>
<td>Read Chapter One Introduction to School Counselors as Consultants</td>
<td>Complete Chapter One Module</td>
</tr>
<tr>
<td>March 19, 2014</td>
<td>7:00 - 9:30</td>
<td>Class Meeting #1</td>
<td>Introductions; Goal Setting; Come to Class with Questions; Review Assignment Expectations</td>
</tr>
<tr>
<td>March 20-22, 2014</td>
<td>12:00 - 11:59</td>
<td>Read Chapter Two Supporting Models &amp; Theories</td>
<td>Complete Chapter Two Module</td>
</tr>
<tr>
<td>March 23-25, 2014</td>
<td>12:00 - 11:59</td>
<td>Read Chapter Three Ethical Issues</td>
<td>Complete Chapter Three Module</td>
</tr>
<tr>
<td>March 26-28, 2014</td>
<td>12:00 - 11:59</td>
<td>Read Chapter Four Case Consultation with Teachers and Parents</td>
<td>Complete Chapter Four Module</td>
</tr>
<tr>
<td>March 29-31, 2014</td>
<td>12:00 - 11:59</td>
<td>Read Chapter Five Typical Issues in School Consultation</td>
<td>Complete Chapter Five Module</td>
</tr>
<tr>
<td>April 1, 2014</td>
<td>12:00 - 11:59</td>
<td>Class Meeting #2</td>
<td>Experiential Webinar on</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
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<tr>
<td>April 2, 2014</td>
<td>12:00 - 11:59</td>
<td>Class Meeting #3, Chapter Six Workshops and Education Programs</td>
<td>Live Demonstrations: Workshops and Education Programs</td>
</tr>
<tr>
<td>April 3-5, 2014</td>
<td>12:00 - 11:59</td>
<td>Chapter Seven Other Opportunities for Consultation in Schools</td>
<td>Complete Chapter Five Module</td>
</tr>
<tr>
<td>April 6-8, 2014</td>
<td>12:00 - 11:59</td>
<td>Chapter Eight Classroom Meetings</td>
<td>Complete Chapter Eight Module</td>
</tr>
<tr>
<td>April 9, 2014</td>
<td>7:00 – 9:30</td>
<td>Class Meeting #4, Chapters 7 and 8 Final Examination Review Ch. 6-8</td>
<td>Live Demonstration: Opportunities for Consultation and Classroom Meetings</td>
</tr>
<tr>
<td>April 10-15, 2014</td>
<td>12:00 - 11:59</td>
<td>Chapter Nine Consultation with Administrators</td>
<td>Complete Chapter Nine Module</td>
</tr>
<tr>
<td>April 16, 2014</td>
<td>7:00 – 9:30</td>
<td>Class Meeting #5, Chapter Nine</td>
<td>Live Demonstrations: Consultation with Administrators</td>
</tr>
<tr>
<td>April 17-22, 2014</td>
<td>12:00 - 11:59</td>
<td>Chapter Ten Consultation in the Community</td>
<td>Complete Chapter Ten Module</td>
</tr>
<tr>
<td>April 23, 2014</td>
<td>7:00 - 9:30</td>
<td>Class Meeting #6, Final Examination Review Ch. 9-10 Procedures Received</td>
<td>Live Demonstrations: Consultation in the Community</td>
</tr>
<tr>
<td>April 24-May 6, 2014</td>
<td>12:00 - 11:59</td>
<td>Online Final Examination</td>
<td>Complete in Blackboard</td>
</tr>
</tbody>
</table>

**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.
ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity. “At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.” Cheating on assignments, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

- Do not use someone’s words without referencing the source or including the information in quotation marks or a block quote
- Do not use someone’s ideas without referencing the source

SPECIAL ACCOMMODATIONS

If you have a disability that impacts on your learning ability, please inform me. It is your responsibility to inform me of disability, how it affects your learning, and the type of accommodations you need. Together, we will work with Office of Disabilities Services to determine the interventions needed. This syllabus is available in alternative formats.

STAGGERED SUBMISSION

The purpose of staggered submission is to provide the professor of record the opportunity to provide thorough feedback on each assignment, with particular observation on students’ writing in APA style. The meaning should infer that not all students have the same submission date for their assignments and is individualized based on a first-come, first-served basis. Staggered submission helps you plan out assignment due dates that may best accommodate your schedule. If your submission date needs to change due to an emergency or unforeseen circumstance, it is the responsibility of the student to obtain the sign-up sheet and to make contact with the other student for a possible change in schedule. Under no circumstance should any student feel pressure to make adjustments to his or her schedule, but should be understanding and perhaps even willing, based on the circumstances presented by their classmate.

REQUEST FOR RESUBMISSION

At the discretion of the professor of record, a request for resubmission may be made on an assignment due to obtaining an unsatisfactory grade of a C, D, F, or NC) on an assignment. A resubmission is beneficial to improving your academic (writing) and
practice skills and students should take full advantage of this opportunity. This means that all recommendations/suggestions must be made and changed within one week of receiving the professor’s feedback. Failure to return a requested resubmission is your acceptance of the current grade as it stands.

ATTENDANCE
Students must attend all group supervision hours. Much of the learning occurs in the context of the group interaction; thus, full participation in all aspects of group supervision is expected. If illness or emergency requires an absence, the group supervision time must be made up in another section of group supervision with consent of the instructors involved.

If you must make up a group supervision session, you must obtain approval from your instructor as well as the instructor whose supervision group you would like to attend. Please follow the listed steps:
1. Request permission to attend another class via email. Please include the reason for your absence, the date you are missing class, and the instructor’s class you would like to attend. This should happen 1-2 weeks prior.
2. CC’ing me, please forward my decision to the instructor of the course you will be attending and request their permission to attend their class with similar details from #1.
3. Once you’ve attended the class, CC me a copy of that instructor’s response. Please send an email thanking the professor of record for allowing you to attend his/her class.

Students must be on time and remain for the entire class in order to receive credit for the group supervision hours indicated. Students are expected to sign-in on the attendance roster upon arrival to class. This is not the responsibility of the instructor. At 9:00 a.m., the signature line will be highlighted, which serves as an indication of being absent or late. If you are late, you will sign over the highlighted section. This allows quick visibility to your record of attendance.

All electronic devices must be off. If cell phones must remain on due to on-call, family demands, etc., they must be on courtesy mode and the instructor must be notified in advance. Do not answer phone calls except in case of emergency. Absence from the classroom due to telephone calls will result in a loss of group supervision time.

PROFESSIONALISM
Students are expected to remain professional at all times, as delineated by the professor of record and in the Masters Student Handbook. All paperwork must be submitted by due dates. Continuing to work in your internship site without appropriate documentation is a serious violation and will be dealt with as such.

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. If you wish to share with others outside the class, discuss
only your own reactions or experience, and in no event discuss client information or personal information provided by your peers. This is an ethical issue and will be treated as such.

The following is an excerpt from the Student Competency Evaluation Document. Students are expected to exhibit:

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- an awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- a productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity

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