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 violence in the schools, bullying, child abuse, 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 meet 2016 CACREP standards and enable students to demonstrate understanding of the following objectives. Standards shown in bold type are specifically assessed in this course, and SLOs are provided for each.

1. Models of school-based collaboration and consultation (5.G.1.d.)
   SLO: School counseling students will demonstrate knowledge of school-based collaboration and consultation as demonstrated by scores of 70% or higher on quizzes and final examination.

2. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (5.G.2.a.)
   SLO: School counseling students will demonstrate knowledge of their roles as leaders, advocates, and systems change agents in P-12 schools as measured by a passing score on the School Counselor Interview paper and Counselor Identity Paper as assessed by the rubrics.

3. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.G.2.b.)
   SLO: School counseling students will demonstrate knowledge of school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies as measured by a passing score on the Parent Workshop presentation, Counselor Identity Paper, In-Service Presentation, and the Critical Incident Response as assessed by the rubrics.

4. School counselor roles in school leadership and multidisciplinary teams (5.G.2.d.)
   SLO: School counseling students will demonstrate knowledge of school counselor roles in school leadership and multidisciplinary teams as measured by a passing score on the School Counselor Interview Paper and Counselor Identity Paper as assessed by the rubrics.

5. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (5.G.2.e.)
   SLO: School counseling students will understand school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma as measured by a score of 70% on the final exam and a passing score on the Critical Incident Response paper as assessed by the rubric.

6. Competencies to advocate for school counseling roles (5.G.2.f.)
   SLO: School counseling students will demonstrate knowledge of competencies to advocate for school counseling roles as measured by the Counselor Identity Paper as assessed by the rubric.

7. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g.)

8. Community resources and referral sources (5.G.2.k.)
   SLO: School counseling students will demonstrate knowledge of community resources and referral sources as measured by passing scores on the Counselor Identity Paper, Critical Incident Response Paper, and Parent Workshop as assessed by the rubrics.

9. Legal and ethical considerations specific to school counseling (5.G.2.n.)
   SLO: School counseling students will demonstrate knowledge of legal and ethical considerations specific to school counseling as measured by a score of 70% or higher on their chapter 3 and ethical readings quiz and final exam as well as passing score on the
Counselor Identity Paper as assessed by the rubric.

10. Design and evaluation of school counseling programs (5.G.3.b.)
   SLO: School counseling students will demonstrate knowledge of design and evaluation of
   school counseling programs as measured by passing scores on the Parent Workshop
   Presentation and In-Service Presentation as assessed by the rubric and a 70% or higher
   on the final examination.

11. Interventions to promote academic development (5.G.3.d.)
   SLO: School counseling students will demonstrate knowledge of interventions to promote
   academic development as measured by a passing score on the Parent Workshop
   Presentation as assessed by the rubric.

12. Techniques of personal/social counseling in school settings (5.G.3.f.)
   SLO: School counseling students will demonstrate techniques of personal/social
   counseling in school settings as measured by a passing score on the In-Service
   Presentation as assessed by the rubric.

13. Skills to critically examine the connections between social, familial, emotional, and
    behavior problems and academic achievement (5.G.3.h.)
   SLO: School counseling students will demonstrate skills to critically examine the
   connections between social, familial, emotional, and behavioral problems and academic
   achievement as measured by a passing score on the Parent Workshop as assessed by the
   rubric.

14. Techniques to foster collaboration and teamwork within schools (5.G.3.l.)
   SLO: School counseling students will demonstrate techniques to foster collaboration and
   teamwork within schools as evidenced by passing scores on the Parent Workshop, In-
   Service Presentation, and Critical Incident Response Paper as assessed by the rubric.

15. Use of accountability data to inform decision making (5.G.3.n.)
   SLO: School counseling students will demonstrate use of accountability data to inform
   decision making as measured by Parent Workshop Presentation, In-Service Presentation,
   and Critical Incident Response Paper as assessed by rubrics.

16. Use of data to advocate for programs and students (5.G.3.o.)
   SLO: School counseling students will demonstrate use of data to advocate for programs
   and students as demonstrated by Parent Workshop Presentation and In-Service
   Presentation as assessed by the rubrics.

Other CACREP 2016 Standards are covered in this course, but not specifically assessed:
Core Standards:
Addictions Specialty:
Clinical Mental Health Specialty:
Marriage and Family Specialty:

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.
### Chapter Topics

<table>
<thead>
<tr>
<th>Experiential/Role-Play Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselors as Consultants</td>
</tr>
<tr>
<td>Models and Theories</td>
</tr>
<tr>
<td>Ethical Issues in Consultation</td>
</tr>
<tr>
<td>Consultation with Teachers and Parents- Including Conferences and Classroom Meetings</td>
</tr>
<tr>
<td>Typical Issues in Consultation Consultation with Administration and the Community</td>
</tr>
<tr>
<td>Workshops and Education Programs</td>
</tr>
</tbody>
</table>

### VII. Evaluation and Grade Assignments

A heavy emphasis on appropriate APA style is emphasized in this course. The methods of evaluation and the criteria for grade assignments are:

1. **Reading Quizzes (10 points)**
   Much of this class revolves around discussion and experiential activities as opposed to solely lecture. To ensure a healthy discussion and class activity, it is expected that students will read the required chapters and complete the quizzes prior to the start of class. Multiple attempts are allowed on each quiz, but students must earn a 70% or higher on each quiz to receive credit. A failure to complete the quiz on-time and earn a 70% by the start of class time, will result in loss of one point. Quizzes for the corresponding chapters must be due by 7:00PM on the evening of class in order to receive credit.

2. **School Counselor Interview (5 points)**
   Interview a current, practicing school counselor and submit a 3-4 page paper reflecting on your discussion, what you learned, and how you can use what you learned in your future as a professional school counselor. Of particular emphasis is the role of the school counselor as a leader and consultant. The counselor can work at any grade level. See rubric for details.

3. **Parent Workshop Presentation (15 points)**
   This is a group presentation that must address transitions and how school counselors can work with students on facilitating transitions (elementary to middle, middle to high, or high school to postsecondary). This workshop must review academic, behavioral, and social concerns. It should include strategies for parents in working with their students, collaborating with the school, and using community resources. See rubric for details.

4. **Counselor Identity Paper (10 points)**
   This 4-6 page paper should include several components that comprise your counselor identity: history of school counseling and how it informs your identity as a future professional school counselor, legal and ethical considerations of school counselor, and
your role as an advocate, leader, change agent, and member of a multidisciplinary team.

5. **Critical Incident Response (15 points)**
This 6-8 page paper will respond to a critical incident scenario at your school. You will describe the extent of the problem, detail anticipated student behavior in response to crisis, provide goals and strategies for working with student, explain the school counselor’s role as consultant, provide strategies for working with parents/teachers/administration, and provide list of community and online referral sources.

1. You are to write a Critical Incident Consultation Response, similar to the responses at the end of chapter one, 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, with an expansion of sections (f, g, and h). Your goal should be to move beyond the case study’s recommendations and develop your own ideas and concepts based on your own experiences.
   a. Describe the extent of the problem (including definition)
   b. Using Adlerian Theory, describe how this theory is relevant to this particular problem.
   c. Detail the behavioral characteristics frequently exhibited by students (especially those that might impact school success) and any goals or strategies for working with the student beyond the recommendations in the case study.
   d. Explain the counselor’s role as a consultant working with this issue
   e. Provide suggested goals and strategies for teachers/parents working with students exhibiting these behaviors
   f. Reflect on conclusions drawn about your ability to be effective working as a consultant in this area
   g. Ethical concerns in relation to the topic (appendix b and c)
   h. 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. Papers should be typed using Times New Roman; double spaced with 12-point font.

4. Plagiarism, even unintentional plagiarism, will result in a grade of 0 for the paper.

6. **In-Service Presentation (15 points)**
Students will create a 15-20 minute presentation in-service presentation that will be given to teachers and administrators on one of the following topics: trauma-informed care, mindfulness strategies for the classroom, signs of abuse and reporting to CPS,
7. **Participation Experiential In-Class Assignments for Data Sets and Role Plays (10 points)**

Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, it is expected that students will actively participate in each class. Students are expected to draw upon information from the chapter and article readings as well as their own experiences.

8. **Final Exam (20 points)**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>School Counselor Interview</td>
<td>5</td>
</tr>
<tr>
<td>Parent Workshop</td>
<td>15</td>
</tr>
<tr>
<td>Counselor Identity Paper</td>
<td>10</td>
</tr>
<tr>
<td>Critical Incident Response</td>
<td>15</td>
</tr>
<tr>
<td>In-service Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A = 90-100     B = 89-80     C = 79-70     D = 69-60     F = <59

IX. Tentative Course Schedule and Class Policies

A. **Course Schedule and Assignment**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/18</td>
<td>Course and Syllabus Overview</td>
<td>Overview of Brigman et al. (2005) Sign up for presentations</td>
</tr>
<tr>
<td>1/29/18</td>
<td>Chapter 1: Introduction to School Counselors as Consultants Chapter 2: School-Based Approach to Consultation: Supporting Models and Theories</td>
<td>Read chapters 1 &amp; 2 Reading quizzes</td>
</tr>
<tr>
<td>2/12/18</td>
<td>Chapter 4: Case Consultation with Teachers and Parents</td>
<td>Read chapter 4 Reading quiz</td>
</tr>
<tr>
<td>2/19/18</td>
<td>Chapter 5: Typical Issues in School Consultation</td>
<td>Read chapter 5 Reading quiz</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter</td>
<td>Reading Quiz</td>
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<tr>
<td>2/26/18</td>
<td>Chapter 6: Workshops and Education Programs</td>
<td>Read chapter 6</td>
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<tr>
<td></td>
<td></td>
<td>Reading quiz</td>
</tr>
<tr>
<td>3/5/18</td>
<td>Chapter 7: Other Opportunities for Consultation in Schools (No class)</td>
<td>Read chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading quiz</td>
</tr>
<tr>
<td>3/12/18</td>
<td>No class – SPRING BREAK!</td>
<td></td>
</tr>
<tr>
<td>3/19/18</td>
<td>Chapter 8: Classroom Meetings: Creating a Climate of Cooperation Parent Presentations</td>
<td>Read chapter 8</td>
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<tr>
<td></td>
<td></td>
<td>Reading quiz</td>
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<tr>
<td></td>
<td></td>
<td>Parent Workshop Presentations</td>
</tr>
<tr>
<td>3/26/18</td>
<td>Chapter 9: Consultation with Administrators Crisis Counseling Readings</td>
<td>Read chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading quiz</td>
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<tr>
<td>4/2/18</td>
<td>Chapter 10: Consultation in the Community</td>
<td>Read chapter 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading quiz</td>
</tr>
<tr>
<td>4/9/18</td>
<td>Additional consultation readings</td>
<td>Critical Incident Response Due</td>
</tr>
<tr>
<td>4/16/18</td>
<td>In-Service Presentations</td>
<td>In-Service Presentations Due</td>
</tr>
<tr>
<td>4/23/18</td>
<td>Course Wrap-Up Final Exam Review</td>
<td></td>
</tr>
<tr>
<td>4/30/18</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

**B. Class Policies**

**Class Attendance:**
Class attendance is an important aspect of the course and students are expected to be present for every class unless there is a documented university-approved excused absence. Full participation is also expected, and students should come to class prepared to engage in class activities and discussion. **Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Gerlach. If cell phones or laptops are used during class without explicit instruction from Dr. Gerlach, participation points earned for that class will be deducted.**

**Late Assignment Policy:**
If an assignment is a day late, it immediately drops one letter grade. Assignments will not be accepted late.
The majority of assignments will be submitted electronically through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn’t. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email Dr. Gerlach with your assignment attached by the assigned due date and time.

**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 any kind of academic misconduct may include a “0” on an assignment, a failing grade for the course, and/or dismissal from the department. The assignment of penalty will be at the discretion of the instructor and/or department faculty. Students are responsible for familiarizing themselves with various forms of academic misconduct as described in the TAMU-CC Student Handbook, and failure to do so does not constitute a defense for such misconduct. Students should also be aware that an Academic Misconduct report will be filed with Student Affairs for any such behavior.

**Professional Conduct:**
Students are expected to adhere to the Code of Ethics of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or 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 Textbook**

**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.tamu.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.

XIII. Emergency Contingency Plan
In the event of a campus evacuation, I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.

XIV. Additional Assignment Guidelines
See the rubrics for additional assignment details.

XV. Rubrics
See Blackboard for a copy of all assignment rubrics.