I. REQUIRED TEXTS:


Find it on D2L or order FREE immediately at: [http://www.edpubs.gov/Product_Detail.aspx?SearchTerm=ED003416P](http://www.edpubs.gov/Product_Detail.aspx?SearchTerm=ED003416P)

II. OBJECTIVES:
To learn a systematic approach to consultation and to develop relevant strategies to promote, develop, and enhance effective teamwork and effective communication within the school, with parents, and with the larger community in order to empower them to act on behalf of students. This is predominantly a lecture and discussion class with hands-on practical components such as a “practicum” that requires taping of a live 3-session consultation with a practicing teacher, development of 3 power point presentations (S.T.E.T., consultation models, crisis intervention plans), and conducting a C-Group with classmates.

III. COURSE REQUIREMENTS:

A. PARTICIPATION IN CLASS - Regular class attendance and active participation in class discussions, simulations, and evaluation exercises is expected. It is also expected that all reading assignments will be completed prior to the scheduled date for each topic. Both excessive absences and/or a lack of participation in the class can affect your grade, as can perfect attendance.

B. EXAMS - Demonstration of a thorough understanding of the texts, handouts, class lecture, student presentations and all material presented in class, via two (2) take-home essay exams. Exam #1 = 60 pts. + Exam #2 = 90 pts. **150 points**

C. STET POWER POINT PRESENTATION - Students will select one chapter from the STET Teacher's Manual and will create a power point presentation for the class. (Duration: 15+- 5 minutes). Also, please prepare a handout of the power point slides, one for each class member, and present at least one activity involving the class. Be prepared to present your chapter at the point in the syllabus where it is listed. Also, please submit your power point presentation in the D2L DROP BOX. (See STET Presentation Guidelines & Evaluation form.) **75 points**

D. CONSULTATION THEORY GROUP PRESENTATION - You have each been assigned to a small group of students. (Find your Group on D2L.) Together you will plan a presentation (25 +-5 minutes) to the class to explain your assigned consultation theory. All members will participate in the planning and all will participate in the presentation. Please have power point handouts for each class member. Making the dry presentation entertaining and interactive is a positive move. An article on each theory can be found on D2L for your use. Use of additional resources is encouraged, as well. (See Group Theory Presentation Guidelines & Evaluation form.) **75 points**

E. PARTICIPATION IN CONSULTATION EXPERIENCES –
   1. Individual Consultation-
      a. Each student will carefully identify an appropriate (check appropriateness with your instructor) individual consultee (a teacher at any grade level) with whom to work throughout the semester. Three (preferable) to four (maximum) sessions (all but the last session should be 30-40 min. each; the last session will be around 10-20 min.),
encompassing all the stages of the consultation model and process (TOTAL time needs to be = 70 -100 min.) are to be audio- or videotaped (at least ONE videotape of session #1 or #2, preferably ALL sessions) and turned in with a completed critique form for EACH session. In addition, with Tape #2, turn in a copy of the Consultation Brief Summary you composed for your consultee, and, with Tape #3, the Evaluation Form filled out by your consultee. (See rubric.)

b. **BE WISE:** Always audio tape every session, even when you’re videotaping, just in case, to cover yourself.

c. Suggestions for improvement (i.e., supervision) will be supplied by the instructor for each tape. At least one (or two) supervision session(s) with the instructor is helpful and should be scheduled by the student. Bring your videotape with you to your supervision session (if session is scheduled before the due date), so we can review it at that time. Make sure IT PLAYS & I CAN HEAR and SEE BOTH OF YOU! (Thumb drives work best.)

d. The grade on this consultation section of the course will be based on level of competency achieved BY THE FINAL TAPE. In other words, this is a **competency-based assignment.** You can chart your progress toward an acceptable grade by taking note of the level of competency the instructor assigns to you for each skill on each tape evaluation form. It is possible to lose credit on the tape evaluation form if a comparable level of competency is not maintained throughout the consultation experience. (See Instructor’s Tape Evaluation Form for specific skills on which you will be evaluated) 150 points

2. **C-Group Consultation**

Each student will demonstrate the ability to effectively facilitate a small C-group (3-4 participants) consultation session in class with your fellow students (25 +/- 5 minutes). Exercise will be evaluated for a grade by the facilitators themselves, by their classmates, and by the instructor. (See C-Group Consultation Evaluation Form) 50 points

F. **CRISIS PREVENTION, INTERVENTION, POST-VENTION GROUP PRESENTATION** - Using all resources available to you on D2L, on the internet, in the library, in consultation with school counselors you know, etc. Learn all you can about crisis intervention, and with the 4-5 other people in your group, plan a model crisis intervention program for a fictitious school. (See Crisis Intervention Presentation Guidelines & Evaluation form) 100 points

IV. GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>150</td>
</tr>
<tr>
<td>STET power point presentation</td>
<td>75</td>
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<tr>
<td>Group theory presentation</td>
<td>75</td>
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<tr>
<td>Consultation experiences</td>
<td>200</td>
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<tr>
<td>Crisis intervention presentation</td>
<td>100</td>
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**TOTAL** 600 possible points

The instructor reserves the right to alter this scale, if necessary:

- **A = 93-100%;**
- **A- = 90-92%;**
- **B+ = 87-89%;**
- **B = 83-86%;**
- **B- = 80-82%;**
- **C+ = 77-79%;**
- **C = 73-76%;**
- **C- = 70-72%.

**>> NOTE:** It is expected that all assignments will be turned in ON TIME. Five (5) percent of the points for an assignment may be deducted for each day late. If you receive a C or below on an assignment or exam, you may redo it if you choose to, then receive the average of the two grades.

V. **PROGRAM DISPOSITIONS STATEMENT:**

Students in the Professional Counseling Program are required to demonstrate Program Dispositions (being collaborative, ethical, professional, reflective, self-directed, critical thinkers, and have acceptable counseling skills) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions will be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for further details.)

VI. **REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

If you have a documented disabilities described by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact John Harris, Director, Disabled Student Services, KUC 120 (898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.
**TENTATIVE SCHEDULE**: The dates for topic discussions are approximate.

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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</table>
| Date     | Definition of, benefits of, & rationale for consultation; comparison of helping relationships. Get acquainted. (Hula) | Consultation: Chap. 1  
Download and copy all materials from D2L & put them in a 3-ring notebook; bring to class each week. |
| Date     | **MEETS AT CCPS**  
STET: Understanding behavior & misbehavior;  
(CONSULTATION DEMONSTRATION - SESSION #1)  
New Student Orientation at Counseling Center for pizza. | STET: Chapter 1  
Consultation: Chaps. 2-4  
At 6:00 PM |
| Date     | **Class meets at Middle Tennessee Counseling Association (MTCA)**;  
Location: TBA; Time: TIME  
FREE FOOD!  
(Reservations to Instructor by DATE) | STET: Chapter 1  
Consultation: Chaps. 2 & 3  
Consultation: Chaps. 5-6 |
| Date     | Behavior mod. techniques; Baseline data collection.  
STET: Understanding Students and Yourself; Encouragement;  
IN CLASS ROLE PLAY – SESSION #1 | Handouts: On D2L  
STET: Chapters 2 & 3  
Consultation: Chaps. 5-6 |
| Date     | Ethics; Cultural diversity;  
STET: Communication: Listening & Expressing Ourselves  
(CONSULTATION DEMONSTRATION - SESSION #2.) | Handouts: On D2L  
STET: Chapters 4 & 5  
Consultation: Chaps. 7-8  
TAPE #1/CRITIQUE DUE |

*** YOU MAY NOW HAVE YOUR FIRST CONSULTATION SESSION ***

| Date     | **STET**: Prob. Solving & Discip. as Educ. Process  
Consultant skills and characteristics; Power;  
IN CLASS ROLE PLAY – SESSION #2 | STET: Chapters 6 & 7  
TAPE #1/CRITIQUE DUE |
| Date     | **STET**: Selecting Approp. Approach & Group Dynamics  
Internal vs. external  
Begin Crisis Intervention  
IN CLASS ROLE PLAY – SESSION #2 (AGAIN?) | STET: Chapters 8 & 9  
Handouts: On D2L  
TAKE-HOME EXAM #1 DUE  
TAPE #2/CRITIQUE DUE* |

(*Due to variance in Fall breaks, this tape #2 due date is flexible; however, you actually only need to wait 1-2 weeks between sessions 1 & 2.)

**YOU NEED TO SCHEDULE A MEETING WITH THE INSTRUCTOR FOR SUPERVISION OF TAPE #1  
AS SOON AS YOU HAVE WATCHED & CRITIQUED YOUR TAPE #1, DURING THE WEEK OF DATE.  
THIS SHOULD OCCUR BEFORE... YOU SEE YOUR CONSULTEE FOR THE 2ND TIME.**

| Date     | **STET**: Group Leadership Skills & Group Guidance  
Other models of consultation: Adlerian, Behavioral, I/O, Mental Health  
Group Presentations | STET: Chapters 10 & 11  
Handouts: Models on D2L.  
TAPE #2/CRITIQUE DUE* |
| Date     | **STET**: Clsmrn. Meetings & Students w/ Special Needs  
Begin DSM-5: Neurodevelopmental Disorders  
(CONSULTATION DEMONSTRATION-SESSION #3) | STET: Chapters 12 & 13  
DSM-5 |

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<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Text</th>
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<tbody>
<tr>
<td></td>
<td><strong>STET:</strong> Working with Parents</td>
<td><strong>STET:</strong> Chapter 14</td>
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<td><strong>DSM-5:</strong> Neurodevelopmental Disorders, Learning Disorders</td>
<td><strong>DSM-5</strong></td>
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<td></td>
<td><strong>C-Group Demonstration</strong></td>
<td>Handouts: On D2L</td>
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<td><strong>IN CLASS ROLE PLAY – SESSION #3</strong></td>
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<td>Date</td>
<td><strong>C-Groups in Class</strong> (6)</td>
<td><strong>DSM-5</strong></td>
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<td><strong>DSM-5:</strong> Disruptive Behavior Disorders</td>
<td>Handouts: On D2L</td>
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<td><strong>IN CLASS PRACTICE:</strong> Dx #1</td>
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<td><strong>DSM-5</strong></td>
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<td><strong>DSM-5:</strong> Mood Disorders, Eating Disorders</td>
<td>Websites: See D2L</td>
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<td><strong>DSM-5:</strong> Addictive Disorders</td>
<td>Handouts: On D2L</td>
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<td><strong>IN CLASS PRACTICE:</strong> Dx #2</td>
<td>(Find Exam #2 on D2L.)</td>
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<td>~ DATE/TIME, TCA Conference, LOCATION~</td>
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<tr>
<td>Date</td>
<td><strong>Crisis Intervention</strong></td>
<td><strong>Websites &amp; Programs on D2L</strong></td>
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<td><strong>IN CLASS PRACTICE:</strong> Dx #3</td>
<td>Handouts: On D2L</td>
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<td>Finish DSM-5</td>
<td>TAPE #3/CRITIQUE DUE</td>
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<tr>
<td>Date</td>
<td><strong>Crisis Prevention, Intervention, Post-vention Group presentations (3)</strong></td>
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<td><strong>POST-VENTION Group presentations</strong></td>
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<tr>
<td>Date</td>
<td>Tying up Loose Ends - Out to dinner.</td>
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<tr>
<td>CACREP Standard</td>
<td>CACREP Curricular Objectives (COUN 6890)</td>
<td>Assignment that addresses this Objective</td>
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| II-G-5-f. (CORE) | • A general framework for understanding and practicing consultation  
• Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development | Lecture, in-class practice, onsite in-school videotaped performance of 3-session consultation practicum | Graded via Consultation rubric (see D2L) |
| N-3. (Collaboration & Consultation-Skills & Practices) M-3. (See Prior) | • Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community  
• 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 | Demonstration of C-Group in class | Graded on C-Group Consultation evaluation form (See D2L) |
| M-4. (See Prior) | • Understands systems theories, models, and processes of consultation in school system settings | Group presentations of theories/models of consultation | Graded on Theory Presentation evaluation form (See D2L) |
| A-7. (Foundations-Knowledge) II-G-5-g. (CORE) M-7. (Collaboration-Knowledge) | • Understands the operation of the school emergency management plan and the roles responsibilities of the school counselor during crises, disasters, and other trauma-causing events  
• Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.  
• Knows school and community collaboration models for crisis/disaster preparedness and response | Crisis intervention and prevention training and evaluation; Group preparation of a crisis prevention, intervention, postvention plan for a school. | Graded on Crisis Intervention Presentation evaluation form and Exam 2 (Item #1) |
| II-G-3-g. (CORE) | • Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;  
• Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs | Lecture and student web exploration for recent data on addictions | Exam 2 (Item #2) |
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>CACREP Curricular Objectives (COUN 6890)</th>
<th>Assignment that addresses this Objective</th>
<th>How the Objective is Measured/Assessed</th>
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<tbody>
<tr>
<td>M-1. (Collaboration &amp; Consultation-Knowledge)</td>
<td>• Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration</td>
<td>Lecture and in-class exercises using various handicapping conditions, diagnoses, and referral sources (DSM-5)</td>
<td>Exam (DSM-5)</td>
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