



SYLLABUS

EDUC 6332

Consultation for Professional School Counselors

SEMESTER: SSI 2022

PROFESSOR: Dr. Monica Gutierrez

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OFFICE OR ELECTRONIC ADVISING HOURS: Please email me as you have questions and I will reply to you. If it is something that relates to the entire class, I will send a mass email via Blackboard

Office Location: Uvalde, Room A117

Required Texts:

Collaborative Consultation in the Schools: Effective Practices for Students with Learning and Behavior Problems by Thomas J. Kampwirth (Author), Kristin M.

Powers (Author), 5th edition

ISBN-13: 978-0134019642

The Explosive Child by Ross Greene, PhD., 6th edition

ISBN- 978-0-06-3092464

Course Purpose:

This course offers advanced approaches to the consultation process as a collaborative, problem-solving endeavor designed to help practitioners assist others in their work with students who have, or are at risk for, behavioral or learning problems. With a focus on having consultants bridge the gap between research and practice in schools, and on striving to initiate evidence-based practices whenever possible, emphasis is placed at providing interventions that are proportional to the student's needs.

Course Description:

This course examines theory, research, models and process of consultation. It is designed to expand both knowledge and skill development in consultation and the school counselor's role as consultant in schools.

Course Learning Objectives:

1. Demonstrate an understanding of various theories of consultation.
2. Demonstrate an understanding of the role and relationships of the consultant, consultee, and the client.
3. Understand one's own theoretical and philosophical bases and how it relates to consultation.
4. Demonstrate an understanding of key ethical and legal issues facing consultants.
5. Demonstrate competency through application.
6. Complete projects and readings as assigned.

RGC Disability Statement:

ADA Statement SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

RGC Library Information:

Library Information The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus. The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Diversity Statement:

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside, please keep me informed.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus.

Marketable Skills

1. Students will demonstrate analytical and critical thinking skills.
2. Students will demonstrate empathy and listening skills.
3. Students will demonstrate deductive and inductive cognitive skills

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Late Work:

Assignments must be turned in as scheduled to receive credit. Late work = 0 points.

Course Requirements and Grading:

- ✓ Final exam - 15%
- ✓ Reflection Paper – 15%
- ✓ Quizzes 35%
- ✓ Video Reflections – 35%

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

Total of 100%

Video Reflections: - 35%

Students will access the “Video Reflections” tab and review the assignment and view the video. You must type a minimum of 1 ½ to 2 pages of reflective that contemplate the four rubric competencies. You will type your reflections in Discussion Board. There will be thirteen (13) graded video reflections and they are each worth one-hundred (100) points. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

| Competency | Advanced (100) | Novice (75) | Student (50) | Unacceptable (0) |
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| Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience. | Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection. | Student is able to identify at least one aspect of the author’s intent, and the offers rationale that supports his or her reflection. | Student is able to identify at least one aspect of the author’s intent from his or her general perspective. | Student only restates the video or Text content. |
| Competency 2 Include any specifics the author(s) used to strengthen his or her point of view. | Student is able to identify two or more aspects that support the author’s intent and the student is able to correlate his or her perceptive outlook that supports or contends the author’s intent. | Student is able to identify at least one aspect that supports the author’s intent and the student is able to correlation his or her perceptive outlook that supports or contends the author’s intent. | Student is able to identify at least one aspect that supports the author’s intent. | Student is unable to identify at least one aspect that supports the author’s intent. |
| Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video. | Student I able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection. | Student I able to identify one aspect of the author’s intent and the rationale that supports his or her reflection. | Student is able to identify at least one aspect of the author’s intent. | Student only restates the video content. |
| Competency 4. Explain your perceptions of how the information might impact future activities. | Student I able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection. | Student I able to identify one aspect of the author’s intent and the rationale that supports his or her reflection. | Student is able to identify at least one aspect of the author’s intent. | Student only restates the video content. |

Quizzes: 35%

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the substance of the assigned reading. Each quiz has a 100-point potential. If you do well on your quizzes, it is likely you will do well on the final exam.

Reflection Paper: 15%

You are to write a reflection paper. Additional information will be given.

Viewpoints and interpretations must be supported. Examples, when applicable, are extremely relevant and influential to strength the held philosophy or perspective.

Responses must include reference to assessment, theoretical, philosophical therapeutic, mediation or coping components. Make sure writing is clear and rich in meaning. A student's thoughts must be expressed in an organized and logical manner with accurate spelling, grammar, or syntax writing. Responses must show evidence of synthesis of ideas presented and insights gained throughout the entire course. The student must categorize inferences clearly and efficiently of his or her held insights.

| Criteria | Advanced (100 pts.) | Novice (75 pts.) | Student (50 pts.) | Unacceptable (0 pts.) |
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| Depth of Reflection | Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. | Response demonstrates a consistent reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. | Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. | Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
| Required Components | The response includes all components and meets or exceeds all requirements indicated in the instructions. Examples are strategically provided to support a mediation plan. | The response includes sufficient assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed. Examples are provided. | The response includes minimal assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed. | The response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. |
| Structure | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is clear, but vague. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. |
| Evidence and Practice | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable. | Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. | Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable. | Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable. |

Final Exam: 15%

The final exam is a 50-question True/False and multiple-choice exam that is designed to assess comprehensive knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date, and each student will have two hours to complete the exam.

PROPOSED COURSE OUTLINE

| DATE | TOPIC. ASSIGNMENT DUE AND READINGS |
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| Due June 5 | <p>Book: (CC) Ch. 1 Overview of School-Based Consultation</p> <p>Quiz 1: Ch. 1 Overview of School-Based Consultation</p> <p>Video Reflection 1: Teacher Consultation (Jennifer as teacher) & Typical Day as a High School Counselor or other</p> |
| Due June 12 | <p>Book: (CC) Ch. 2 Consultation Models and Professional Practices</p> <p>Quiz 2: Ch. 2 Consultation Models and Professional Practices</p> <p>Video Reflection 2: What's Your Explanation or other</p> |
| Due June 12 | <p>Book: (CC) Ch. 3 Problem-solving Consultation</p> <p>Quiz 3: Ch. 3 Problem-solving Consultation</p> <p>Video Reflection 3: Plan B or other</p> |
| Due June 12 | <p>Book: (CC) Ch. 4 Communication and Interpersonal Skills</p> <p>Quiz 4: Ch. 4 Communication and Interpersonal Skills</p> <p>Video Reflection 4: Being Responsive or other</p> |
| Due June 19 | <p>Book: (CC) Ch. 5 Legal and Ethical Issues in School Consultation</p> <p>Quiz 5: Ch. 5 Legal and Ethical Issues in School Consultation</p> <p>Video Reflection 5: Check Your Lenses or other</p> |
| Due June 19 | <p>Book: (CC) Ch. 6 Consulting about Students with Social, Emotional, and/or Behavioral Outcomes</p> <p>Quiz 6: Ch. 6 Consulting about Students with Social, Emotional, and/or Behavioral Outcomes</p> <p>Video Reflection 6: Three Options to Solving Problems or other</p> |
| Due June 19 | <p>Book: (CC) Ch. 7 Consulting about Students with Academic Skill Problems</p> <p>Quiz 7: Ch. 7 Consulting about Students with Academic Skill Problems</p> |

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| | Video Reflection 7: Elementary School Counselors, Changing Lives in Oceanside Unified School District or other |
| Due June 26 | Book: (CC) Ch. 8 Transition Planning Quiz 8: Ch. 8 Transition Planning Video Reflection 8: Getting Ready for Middle School Part 1: Fears & Faves or other |
| Due June 26 | Book: (CC) Ch. 9. Systems-Level Consultation: The Organization as the Target of Change Quiz 9: Ch. 9. Systems-Level Consultation: The Organization as the Target of Change Video Reflect 9: Getting Ready for Middle School Part 1: Fears & Faves or other |
| Due June 26 | Book: (CC) Ch. 10 Case Studies in Collaborative Consultation Quiz 10: Ch. 10 Case Studies in Collaborative Consultation Video Reflection 10: Collaborative Learning Case Studies: Craig Ostler or other |
| Due July 3 | Book: (TEC) Ch. 1 The Waffle Episode & Ch 2. Children do Well if They Can Quiz 11: Ch. 1 The Waffle Episode & Ch 2. Children do Well if They Can Video Reflection 11: Kids Do Well if They Can or other |
| Due July 3 | Book: (TEC) Ch. 3 Pathways and Triggers & Ch. 4 Pathways and Triggers Brought to Life Quiz 12: Ch. 3 Pathways and Triggers & Ch. 4 Pathways and Triggers Brought to Life Video Reflection 12: Emotional Intelligence – The Skills Our Students Deserve Ronen Habib TEDxGunnHigh School or other |
| Due July 3 | Book: (TEC) Ch. 5 The Truth about Consequences Quiz 13: Ch. 5 The Truth about Consequences Video Reflection 13: The Art of Receiving Feedback or other |
| Read July 3 | Book: (TEC) Ch. 11 The B Classroom |

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| | Reflection Paper Due – July 3 |
| July 4 | HOLIDAY |
| July 5 | FINAL EXAM |