



**College of Health and Human Services
School of Intervention and Wellness**

SPSY 5170: Consultation I: Theories and Techniques

Spring 2020: Tuesdays, 5:45 pm – 8:30 pm
Memorial Field House, Room 2220
January 21st, 2020 – May, 8th, 2020

Instructor: Clark D. Ausloos, MA, LPC, LPSC, NCC, Doctoral Candidate

Pronouns: [He/Him/His](#)

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Office: Health and Human Service Building, 3100M | 2801 W. Bancroft, Toledo, Ohio 43606* | *Located on occupied Maskwahki-asa-hina (Fox), Peoria, Bodewadmiakiwen (Potawatomi), and Miami [territories](#).

Office hours: Thursdays, 9 am – 11am; Fridays 9 am – 12 pm; and by Appointment (Email)

Course Prerequisites: NONE

Semester Credit Hours: 3 Credits

Course Website: Blackboard Learn

CRN: 23306

Course/Catalog Description:

Designed to provide an overview of the major consultation theories and techniques and to help students develop consultation skills, which may be applied in the schools, community agencies, or other settings. Includes introduction to and practice in applying the problem solving process to school-based academic and behavior problems.

Professional Disclosure Statement:

Clark is a Licensed Professional Counselor (OH), Licensed Professional School Counselor (OH), a National Certified Counselor (NCC), and a PhD candidate in counselor education. At UT, Clark conducts research and facilitates undergraduate and graduate courses in many of the CACREP common core areas. Clark has presented at regional and national conferences and is passionate about diversity, social justice, and working with LGBTQA+ clients, transgender and gender expansive clients, multicultural populations, clients of varying ability and disability statuses, and intellectual and developmental levels. Clark is also passionate about counselor professional identity, development and advocacy, and was appointed as a Chi Sigma Iota International Leadership Fellow (CSI), the North Central Association for Counselor Education and Supervision Graduate Student Representative, the Northwest Ohio Counseling Association's Emerging Leader (2016), an NBCC Minority Fellow (2019-2020), and UToledo's Counselor Education Outstanding Doctoral Student (2018-2019).

Philosophy of Teaching & Methodology:

As an educator, I am focused on creating a warm, safe and nurturing environment, with appropriate support, challenge, and humor. I work from a constructivist, student-centered framework. I demonstrate a commitment to students in their educational journey through my accessibility, immediacy, feedback and transparency in expectations. I value active and experiential learning, through case and problem-based techniques; I also value reflection and promoting experiences.

Instruction Method:

The method of instruction of this course will be lecture, discussion and online engagement. Use of demos, vignettes, role plays, and videos will occur throughout instruction of this course. This course is facilitated on campus. Students are expected to attend class every scheduled period, be on time, participate in discussions, read the assigned readings per the class period, and complete assignments appropriately by their given due dates. This is a web-assisted class and you will be expected to check your Rocket email and Blackboard for course updates. Please use only your ROCKET'S email address when corresponding with the course instructor.

**Required Texts:**

No textbooks are required for this course. Readings and articles will be posted via Blackboard. However, students must have access to the following foundational documents for PSCs:

- American School Counselor Association (ASCA). (2019). *American School Counselor Professional Standards & Competencies*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- American School Counselor Association (ASCA). (2019). *The Professional Counselor and the Use of Support Staff in School Counseling Programs*. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SupportStaff.pdf
- American School Counselor Association (ASCA). (2018). *The School Counselor and Multitiered Systems of Supports*. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MTSS.pdf
- American School Counselor Association (ASCA). (2016). *Ethical Standards for School Counselors*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- American School Counselor Association (ASCA). (2016). *The School Counselor and School-Family-Community Partnerships*. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Partnerships.pdf
- American School Counselor Association (ASCA). (2014). *ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Additional Readings:

Will be assigned/deployed via Blackboard.

CACREP STANDARDS ADDRESSED

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Students will understand and apply foundational consultation theories, models and strategies	F.5.c. theories, models, and strategies for understanding and practicing consultation;	Classes 1- 4: Readings, Class Discussion, Student Reflection(s)	<ul style="list-style-type: none"> • Student Reflection(s) • Final Examination
Students will understand and apply models of consultation and collaboration used in school counseling	G.1.d. models of school-based collaboration and consultation;	Classes 5-10: Readings, Class Discussion, Student Reflection(s)	<ul style="list-style-type: none"> • Student Reflection(s) • Consultation & Collaboration Case Study • Professional Consultation Experience Assignment • Final Examination
Students will understand and identify roles within consultation; and will identify local and national school and community resources for consultation and collaboration	G.2.b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Classes 4 – 7: Readings, Class Discussion, Student Reflection(s)	<ul style="list-style-type: none"> • Student Reflection(s) • Consultation & Collaboration Case Study • Comprehensive Resources List Assignment • Final Examination
Students will understand and identify school counselor roles in school leadership and multidisciplinary teams	G.2.d. school counselor roles in school leadership and multidisciplinary teams;	Classes 4, 6, 7, 9, 13-15: Readings, Class Discussion, Student Reflection(s)	<ul style="list-style-type: none"> • Student Reflection(s) • Consultation & Collaboration Case Study • Comprehensive Resources List Assignment • Final Examination



Students will understand and apply techniques to foster collaboration within schools and with communities	G.3.I. techniques to foster collaboration and teamwork within schools;	Classes 5, 10-13: Readings, Class Discussion, Student Reflection(s)	<ul style="list-style-type: none"> • Student Reflection(s) • Consultation & Collaboration Case Study • Professional Consultation Experience Assignment • Final Examination
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Course Requirements & Assignments

Students are expected to demonstrate professional dispositions including open-mindedness, ownership and responsibilities to this online course, alignment with professional ethical standards, willingness to give and take constructive feedback, respectful interactions, and accomplishing all readings and assignments on a timely manner. Specifically, students are expected to:

1. Review all assigned text chapters, readings, and supplemental materials
2. Actively participate in online discussion
3. Provide thoughtful comments/feedback online to facilitate mutual learning
4. Complete all course assignments by the due dates as specified in the schedule. Note that late assignments may be rejected to be graded
5. Engage in a high level of self-exploration and critical self-reflection through online discussion and other written assignments
6. Demonstrate respect for the instructor through professional dispositions.
7. Communicate with the instructor if having difficulty with the course. Discuss any *potential* problems about grades, assignments, online discussion, etc., with the instructor as soon as possible. Do not wait until after the fact to try and resolve difficulties.
8. Be familiar with computer applications such as word processors, web-based searches, library search databases, and other computer software.

Coursework (Assignments & Examinations)

Class Participation & Attendance	10 points
Weekly Course Reflections (10)	20 points
Comprehensive Resource List	15 points
Professional Consultation Experience	20 points
Consultation & Collaboration Case Study	20 points
Final Examination	15 points
Total	100 points

**see extra-credit opportunities below*

Class Participation & Attendance (10 points total)

Students are expected to attend class regularly. Attendance and active participation are both part of this grade. **Students are allowed two (2) unexcused absences.** Class participation & attendance points are worth 0.625 points per class period (this includes engagement in class, as well as on Blackboard). If you know that you will miss a class on a day when an assignment is due, you should make arrangements to turn in the assignment before your absence. If that is not possible because of illness or emergency, you should be prepared to present a note from an authority figure (doctor note or other appropriate verification) to justify the absence. Absences will not be excused for illness or other justified emergencies unless documentation is provided for your instructor! In any case, it is the student's responsibility to make up any work that is missed because of an absence. Students are expected to arrive at class on time. Excessive lateness will result in a deduction in points at the instructor's discretion.

Participation: Students will have the opportunity to engage one another in discussion about the readings, their experiences, role-plays, and their personalization of the course materials in each class. In order to benefit fully from the learning process, your active participation in this course is required. For this course, active participation includes but is not limited to:

- Attending class and completing assigned readings before class meetings
- Contributing relevant, constructive, and culturally-sensitive comments to class and role-play discussion
- Taking risks with your own knowledge and experience base
- Responsibly collaborate with other classmates in role-play sessions and the final group project
- Completing and submitting all assignments on time



- Monitoring your “air-time” so that each student has time/access to participate
- Checking your UT account/emails regularly for information regarding this course
- Being willing to work through conflicts (if arise) with support from the instructor, GA, and/or peers

Weekly Course Reflections (10 at 2 points each = 20 points total)

Due: 1/28/20, 2/4/20, 2/11/20, 2/18/20, 2/25/20, 3/17/20, 3/24/20, 3/31/20, 4/7/20, 4/21/20

Weekly reflections are due as listed on the course schedule by 5:45 pm via Blackboard (BB). Please bring a copy of the reflections with you to class. These reflections are based on the readings assigned for that class, and are graded for completeness (1 point) and students’ contribution to class discussion on that particular date (1 point). The purpose of these assignments is to ensure you are engaged in an active reading process; that is taking notes and annotating information that is meaningful to your consultative process as a learner and a future professional school counselor. These reflections should be 1-2 pages (no cover page is necessary). Students should reflect on what stood out to them from each week’s readings specifically; some prompts student’s may consider to facilitate their reflections include:

- What did you learn from this reading? What did you already know?
- How will what you read impact your future role as a Professional School Counselor?
- Do you agree or disagree with the information the author(s)/researcher(s) present(s)?
- Why is this important?
- What models or theories of consultation did you read about?
- What did you find interesting and why? Give specific details.

Comprehensive Community Resource List (15 points)

Due: 3/3/20 via Blackboard, by 11:59 pm

Students will compile a comprehensive list of local and national resources that they envision using/working with collaboratively as a Professional School Counselor (PSC) in schools. This list serves as both an assignment and as a tool for your future professional work. You must research each resource you include on the assignment to ensure the provider/resource/agency is active and has updated/accurate contact information. You are welcome to create the list based on the area/location in which you anticipate working as a future Professional School Counselor (PSC). The resource list should (*at minimum*) contain:

- Mental Health Providers (Agencies, Private Practice, Counseling Centers)
- Psychological Testing and/or Assessments
- Assessment & Support for Autism Spectrum Disorder (ASD)
- Assessment & Support for Individuals with Intellectual and/or Developmental Disabilities
- Affirming Providers for LGBTQEQIAP+ Clients/Students
- Crisis Services (Local & National)
- Bereavement Support Services
- Hospitals, Emergency Rooms, and Urgent Care Facilities
- Police/Law Enforcement
- Substance Abuse Evaluation & Treatment
- Self-Help and/or Recovery Groups
- Veteran Services
- Local Youth Organizations (4H, Future Farmers, Boy Scouts, YMCA, Girl Scouts, etc.)
- Clergy and/or Spiritual Leaders
- Speech-Language Pathologists
- Home-based and/or After-school Tutoring/Academic Support
- Local Health and Human Resources Information
- Social Services and/or Protective Services (for reporting abuse/neglect)

No page limit, double-spaced, 12-point font, Times New Roman, 1 inch margin on all sides. Students do not have to strictly stick to the APA style with this assignment, however, should pay attention to writing (grammar, spelling, wording etc.).

Consultation Role-Play Experience (20 points)

Due 4/14/20 via Blackboard, by 11:59 pm



Role-Play (15 points):

Students will work in assigned small groups of 3 or 4 people. The purpose of this assignment is for students to gain a better understanding of roles within consultation, various 'real life' issues and ethical problems that arise within consultation; ways to resolve issues, and practice of consultation skills and interventions. Students will create a fictional consultation scenario with other group members, create a short transcript (or script) of the scenario, and present the role-play to the class, who will be tasked with answering questions during the role-play. The role-play must be *at least* 5 minutes long. Students' classmates will answer specific questions (see below). Use these questions to help inform your role-play scenario. Each member of the role-play must have a distinct role and an opportunity to speak. There must be clear roles, a clear "real life" problem, and a consultation model/action steps/interventions used. Students will submit only one (1) transcript to BB by 4/14/20 at 11:59 pm. *Additional Information and Rubric on BB.*

In-Class Observations (5 points):

Students who observing the role-play scenario will be required to respond (by paper or computer) to the following questions. The responses must directly answer the question. There is no minimum or maximum amount of words or pages for this assignment.

1. What is the problem in this consultation scenario?
2. Identify each person and their role within consultation
3. What ethical, legal, or multicultural issues did you observe?
4. What are some of the action-steps/interventions and/or skills used in this scenario?
5. Do you feel that the group's role-play reflected a possible 'real life' scenario in schools? Why or why not?
6. What changes or additions would you make as the consultant of this scenario?

Additional Information and Rubric on BB.

Consultation & Collaboration Case Study (20 points Total)

Due 4/28/20 via Blackboard, by 11:59 pm

This is a two-part assignment that requires students to choose a consultation model and apply it to a hypothetical scenario. This assignment allow students to practically apply a consultation model to a consultation-related scenario that they may encounter in their future work as Professional School Counselors (PSCs). The two parts of this assignment include: 1) creating a hypothetical scenario and 2) applying a consultation model and intervention plan to the case.

Part 1 (8 points):

Students will create a hypothetical consultation/collaboration-related scenario that they anticipate experiencing in their future as a PSC. This should involve a clear issue or problem, identifying important roles, outline expectations, and provide a clear explanation of the need for consultation. Then, students will consider a consultation model to apply to the problem scenario. Students will then write a detailed and specific case example that will be the basis for their consultation/collaboration intervention. 1-2 pages, double-spaced, 12-point font, Times New Roman, 1 inch margin on all sides. Students do not have to strictly stick to the APA style with this assignment, however, should pay attention to writing (grammar, spelling, wording etc.). Grammar errors and writing issues will impact your grade.

Part 2 (12 points):

Building upon Part 1, students will now apply their chosen consultation/collaboration model to the hypothetical scenario by creating a model-based intervention plan. The content of this plan will depend on the students' scenario and chosen consultation/collaboration model, and should include a thorough and detailed explanation of the model's application. Students should explain the scenario and the step-by-step application of the consultation model.

The students' model application and intervention plan should outline in detail the steps by which they consulted or collaborated with the consultee or collaborator to address the issue. For example, using the Individual Psychology Approach to School Counselor Consultation Model, students would include a step-by-step explanation, outlining the process of consultation from beginning to end:

- Before the Consultation: (a) Ask why and briefly explain the process; (b) gather background information; and (c) think about possible solutions and plan for the consultation meeting.
- During the Consultation: (a) Provide structure, (b) start with positives/strengths, (c) guide with five questions, (d) fill in gaps, (e) clarify goal of behavior, (f) provide encouragement, and (g) build a plan.
- After the Consultation: Follow-through, follow-up, and troubleshooting or coaching.

The final product should tell a complete story of how students used their selected consultation or collaboration model to work with an another individual or group to help a student or students at need. (Students are free to embellish their story with backstory and imaginative narratives). 3-4 pages, double-



spaced, 12-point font, Times New Roman, 1 inch margin on all sides. Students do not have to strictly stick to the APA style with this assignment, however, should pay attention to writing (grammar, spelling, wording etc.). Students must cite a minimum of 3 sources used to inform the students' model application and intervention. Sources may include classroom readings, journal articles, textbooks and other scholarly resources. *Additional Information and Rubric on BB.*

Final Examination (15 points)

Due 5/8/20 via Blackboard, 11:59 pm

The final exam will be a comprehensive (i.e., cover all classroom material) assessment of the student's knowledge of all course content, the ACA Code of Ethics/ASCA Ethical Codes, and any other assigned readings/sources. Each question is worth 0.5 points. The final exam will consist of 30 multiple-choice; true or false; matching; fill-in; and/or short answer questions. The examination will be administered via BlackBoard, and will open Monday, May 4th at 12 midnight and will close Friday, May 8th at 11:59 pm. Students will have three (3) hours to complete the exam. It can only be attempted once and once students start the exam, it cannot be closed and resumed later.

***Extra Credit Opportunities (0.5 points per submission)**

Students are able to earn extra credit points for reading and writing a short summary on each week's **Additional Readings**. Students must read each selection in full and write a one-page summary of what they read. 1 page, double-spaced, 12-point font, Times New Roman, 1-inch margin on all sides. Students do not need to include in-text citations, and can write from a first-person perspective.

NOTE: All assignments should be submitted via BlackBoard by the due dates (see class schedule). You will find specific folders/dropbox on your Blackboard course website to submit correspondent assignments. All assignments are due, as indicated on the class schedule.

Written Assignments:

All formal written assignments (unless stated otherwise) are to be written in a style consistent with the Publication Manual of the American Psychological Association (APA) (Latest Edition). Students are to familiarize themselves with APA Style. It is expected that your papers will be of college-level quality and free of grammatical and spelling errors. Rubrics for the construction of assignment papers will be provided prior to the assignment due date and should be followed to receive the maximum number of points. Unless otherwise specified, homework and papers are due via BlackBoard, on the due date. Papers should be typed using double-spacing, one-inch margins, 12 pt. Times New Roman and include a title page, abstract and reference page (unless otherwise instructed by the instructor). Points will be deducted if any of these requirements are missed.

The University of Toledo Writing Center:

The University Writing Center is located at Carlson Library. (www.utoledo.edu/success/writingcenter) The Writing Center offers one-on-one assistance with writing skills and is free of charge. The website also contains information covering a variety of writing topics.

Evaluation and Grading:

A letter grade consistent with students' performance on the elements of this course, including conduct, will be awarded upon completion of the requirements for this course. Ultimately, student grades and evaluation will be at the discretion of the instructor. Late assignments will receive point deductions (15 points/day on the basis of 100 total; no assignment will be accepted after 48 hours of the due date unless permission granted by the instructor due to unavoidable situations/emergencies that kept the students from submitting the assignment on time). In addition, students may not pass/complete this course without completing/submitting all of the requirements. Grades will be announced only through the usual University procedures. The +/- system is not used in this course.

In this course, final grades will be assigned based upon the total possible points as follows:

A = 90-100

B = 89-80

C = 79-70

D = 69-60

F = 59 or less F; Failing to complete all requirements, regardless of point total F

General Accessibility Statement on Course Technology:

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that



learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software. If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

Course Communication Guidelines

1. Email

Students are expected to check their UT email account frequently for important course information. Please allow 24 hours for emails to be responded.

2. Discussion

In this fully online course, participation is vital to students' success, and students' active engagement during discussion is crucial to learning. Students are responsible to demonstrate ownership to this course through initiating original posting and thoughtfully responding to peers'.

3. Netiquette

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#).

Campus-Wide Support

Technical Support

If you encounter technical difficulties with Blackboard, please contact the [Learning Ventures Help Desk](#) at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and a Learning Ventures staff member will respond on the next business day.

***Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's [IT Help Desk](#)** at (419) 530-2400 or ithelpdesk@utoledo.edu.*

Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

- 1) **eTutoring Services:** [The Ohio eTutoring Collaborative](#), in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.
- 2) **eLibrary Services Portal:** The [eLibrary](#) is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.
- 3) **Student Disability Services:** [Student Disability Services](#) provides accommodations and support services to students with disabilities.
- 4) **Counseling Center:** [The Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.
- 5) **Services for Online Students:** Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the [Resources for Current Students](#) webpage to learn more about the wide range of services for online students.

Other Relevant Class Policies

Cheating and Plagiarism

Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

Weather



In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes, and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research. It is also the University's policy that the hospital never closes.

Confidentiality

Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. The ability to demonstrate respect of others in class is an important barometer of how you will relate to co-workers and clients in practice. Remember this is a professional education and training program. You are expected to behave accordingly. In addition, test security will be honored since there will be demonstrations of actual instruments.

Drop/Withdrawal

Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Special Needs

Students who require individualized arrangements for taking tests, taking notes, completing assignments, or any other aspect of the class should discuss these needs with the instructor. Every effort will be made to make reasonable accommodations to facilitate student learning and performance in the course.

ADA Compliance

The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

Email

The University of Toledo issues each student an official UT email address. This email address usually takes the form of `firstname.lastname@rockets.utoledo.edu`. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Student Evaluations

At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

Course Changes

The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

Diversity and Inclusion

In concert with the University of Toledo's values and expectations, the faculty within the Judith Herb College of Education, Health Science and Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

Be considerate of the thoughts and ideas of others

Promote a collaborative and supportive educational environment in a community of ideological, physical or ethnic differences

Treat every individual with kindness, dignity, and respect regardless of:



- Gender,
- Race/ethnicity,
- Religion,
- Sexual orientation,
- Impairment(s)/Disability(ies),
- Social economic status,
- Political views, and
- Other element(s) of uniqueness

Contact Information
Office of Accessibility; Rocket Hall
Room 1820
Phone: 419.530.4981
TTY/VP: 419.530.2612
Fax: 419.530.6137
Email:
OfficeOfAccessibility@utoledo.edu

Course Schedule, Topics, Readings, & Assignments

WEEK	DATE	TOPICS	READINGS & ASSIGNMENTS
1	1/21/2020	Course Intro: Review Syllabus, Blackboard (BB), Course Expectations; Introduction to Consultation & Collaboration	Nothing Due ☺
2	1/28/2020	Foundations of Consultation & Collaboration	<p>Required:</p> <ul style="list-style-type: none"> • Newman & Rosenfield, 2019: • <i>Chapter 1: Consultation Training – Making It Work</i> • Scott, Royal, & Kissinger, 2015: <i>Chapter 9 – Consultation in Education (or School System) Settings</i> <p>Additional:</p> <ul style="list-style-type: none"> • Rayle & Adams, 2007: <i>An Exploration of 21st Century School Counselors' Daily Work Activities</i> • Lanclos & Vaughn, 2019 (Counseling Today): <i>Maintaining Counselor Identity in Interdisciplinary Teams</i>, pages 44-47 <p>Reflection #1 Due</p>
3	2/4/2020	Consultation & Collaboration Theories & Models	<p>Required:</p> <ul style="list-style-type: none"> • Baker et al., 2009: <i>School Counselor Consultation – A Pathway to Advocacy, Collaboration, and Leadership</i> • King-White, 2019: <i>The Role of School Counselors in Supporting Mental Health Models in Schools</i> <p>Additional:</p> <ul style="list-style-type: none"> • Miller, 2006: <i>How Collaboration and Research Can Affect School Counseling Practices: The Minnesota Story</i> • Kaffenberger, Murphy, & Bemak, 2006: <i>School Counseling Leadership Team – A Statewide Collaborative Model to Transform School Counseling</i> <p>Reflection #2 Due</p>
4	2/11/2020	Roles, Skills, & Stages	<p>Required:</p> <ul style="list-style-type: none"> • ASCA & NASP, 2019 – <i>Integrating Services for a Safe and Successful Schools</i> • Newman & Rosenfield, 2019: <i>Chapter 5: The Consultative Problem-Solving Process – An Introduction</i> • Newman & Rosenfield, 2019: <i>Chapter 10: Learning to Consult – The Roles of Assessment, Feedback, and Deliberate Practice</i> <p>Additional:</p> <ul style="list-style-type: none"> • Cogan & Kiefner, 2019 (ASCA School Counselor): <i>Complementary Collaborators: School Counselors and School Nurses</i>, pages 16-19



			Reflection #3 Due
5	2/18/2020	Ethical and Legal Considerations in Consultation & Collaboration	<p>Required:</p> <ul style="list-style-type: none"> Sandoval, 2014: <i>Chapter 12 – Ethical Issues in Consultee-Centered Consultation</i> Crothers, Hughes, & Morine, 2008: <i>Chapter 1: Introduction</i> <p>Additional:</p> <ul style="list-style-type: none"> Crothers, Hughes, & Morine, 2008: <i>Chapter 8: Effectiveness of Consultation</i> <p>Reflection #4 Due</p>
6	2/25/2020	The School System & Culture	<p>Required:</p> <ul style="list-style-type: none"> Newman & Rosenfield, 2019: <i>Chapter 2: Understanding School Culture</i> Cleveland & Sink, 2018: <i>Student Happiness, School Climate, and School Improvement Plans – Implications for School Counseling Practice</i> <p>Additional:</p> <ul style="list-style-type: none"> Sandoval, 2014: <i>Chapter 7: Analyzing Systemic Forces: The Social Context of the Schools</i> <p>Reflection #5 Due</p>
7	3/3/2020	Working with Educators, Schools, and Stakeholders	<p>Required:</p> <ul style="list-style-type: none"> Clemens, 2007: <i>Developmental Counseling and Therapy as a Model for School Counselor Consultation With Teachers</i> Cholewa, Goodman-Scott, Thomas, & Cook, 2016: <i>Teachers’ Perceptions and Experiences Consulting with School Counselors: A Qualitative Study</i> Jackson, 2019 (ASCA School Counselor): <i>Unified Mental Health Teams</i>, pages 12-15 <p>Additional:</p> <ul style="list-style-type: none"> Simcox, Nuijens, & Lee, 2006: <i>School Counselors and School Psychologists: Collaborative Partners in Promoting Culturally Competent Schools</i> Yates, Hudock, Astramovich, & Hill, 2019: <i>Helping Students Who Stutter: Interprofessional Collaboration Between Speech-Language Pathologists and School Counselors</i> <p>Comprehensive Resource List Due</p>
8	3/10/2020	UToledo Spring Break: No Classes 3/9 – 3/13	Nothing Due ☺
9	3/17/2020	Working with Families & Communities	<p>Required:</p> <ul style="list-style-type: none"> Nicoll, 1992: <i>A Family Counseling and Consultation Model for School Counselors</i> Kim, Fletcher, & Bryan, 2018: <i>Empowering Marginalized Parents – An Emerging Parent Empowerment Model for School Counselors</i> <p>Additional:</p> <ul style="list-style-type: none"> Griffin & Farris, 2010: <i>School Counselors and Collaboration – Finding Resources Through Community Asset Mapping</i> Hausheer, 2019: <i>Program Evaluation Model – Training Future School Counselors Through Community Partnership</i> <p>Reflection #6 Due</p>
10	3/24/2020	Working with Clinical Mental Health Counselors	<p>Required:</p> <ul style="list-style-type: none"> Appling, Tuttle, & May, 2020: <i>The Experience of School Counselors Who Collaborate With Clinical Mental Health Counselors</i> Crothers, Hughes, & Morine, 2008: <i>Chapter 2: Mental Health Consultation</i> <p>Reflection #7 Due</p>



11	3/31/2020	Consultation & Collaboration: Assessment & Interventions	<p>Required:</p> <ul style="list-style-type: none"> Newman & Rosenfield, 2019: <i>Chapter 8: Designing and Implementing Interventions – It's not Magic, It's Planning, Monitoring, and Performance Feedback</i> Sandoval, 2014: <i>Chapter 8: Generating Interventions in Consultation</i> <p>Additional:</p> <ul style="list-style-type: none"> Sandoval, 2014: <i>Chapter 9: Supporting Intervention and Experimentation</i> <p>Reflection #8 Due</p>
12	4/7/2020	Multiculturalism in Collaborative Efforts	<p>Required:</p> <ul style="list-style-type: none"> Ratts & Greenleaf, 2018: <i>Multicultural and Social Justice Counseling Competencies: A Leadership Framework for Professional School Counselors</i> Moore-Thomas & Day-Vines, 2010: <i>Culturally Competent Collaboration: School Counselor Collaboration with African American Families and Communities</i> <p>Additional:</p> <ul style="list-style-type: none"> Monteiro-Leitner et al., 2006: <i>The Role of the Rural School Counselor: Counselor-in-Training, and Principal Perceptions</i> <p>Reflection #9 Due</p>
13	4/14/2020	Communication Skills & Relationship Building Consultation In-Class Role Play Activity	<p>Required:</p> <ul style="list-style-type: none"> Newman & Rosenfield, 2019: <i>Chapter 3: Consultation Relationships – Building Working Relationships</i> Newman & Rosenfield, 2019: <i>Chapter 4: Communication Skills</i> <p>Additional:</p> <ul style="list-style-type: none"> Sandoval, 2014: <i>Chapter 3: Building a Consultation Relationship and Maintaining Rapport</i> <p>Consultation Role-Play Experience Due</p>
14	4/21/2020	Classroom Management and Behavioral Problems	<p>Required:</p> <ul style="list-style-type: none"> Crothers, Hughes, & Morine, 2008: <i>Chapter 3: Behavioral Consultation</i> <p>Additional:</p> <ul style="list-style-type: none"> Scott, Royal, & Kissinger, 2015: <i>Chapter 5 – Behavioral and Cognitive-Behavioral Consultation</i> <p>Reflection #10 Due</p>
15	4/28/2020	Crisis Prevention, Response, & Interventions	<p>Required:</p> <ul style="list-style-type: none"> ASCA et al., (2013): <i>A Framework for Safe and Successful Schools</i> ASCA (2019): <i>The School Counselor and Safe Schools and Crisis Response</i> Montague, Rush-Cassidy, & Guill-Liles, 2016: <i>Counselor Training in Suicide Assessment, Prevention, and Management</i> <p>Additional:</p> <ul style="list-style-type: none"> Tucson Unified School District (n.d.): <i>School Crisis Response Guide</i> Studer & Salter, 2010: <i>The Role of the School Counselor in Crisis Planning and Intervention</i> <p>Consultation & Collaboration Case Study Due</p>
16	5/5/2020	UToledo Final Examinations: 5/4-5/8	<p>Final Examination Due (due by 5/8/20 by 11:59 pm)</p>

NOTE: Class schedules and topics are subject to change at the instructor's discretion.