Course Overview:
The use of Collaboration and Consultation in the schools is a key skill for a successful school counselor. As a team, teachers, parents, counselors, and the student work together to overcome challenges and obstacles. This course will discuss methods and techniques to help these teams be effective.

Course Objectives: Psychology 6340:
Consultation in the Schools presents instruction aimed at providing students with an understanding of School-based Consultation, the history and purpose of Consultation, and the use of Consultation in the school.

Grading Overview:
PLEASE TAKE NOTE! All assignments are due before class starts on the due date. Late assignments lose 20% for each week they are late. Tests must be taken at the scheduled time. (Emergencies can be taken into account.) This is an overview. All assignments are explained in more detail at the end of this syllabus.

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>84-86</td>
<td>B</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>74-76</td>
<td>C</td>
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<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>Below a 70%</td>
<td>F</td>
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Below a C- is unheard of in my class if you attend and participate.
Course Objectives:

1. Examine the historical development of consultation, major models of consultation, and stages of consultation.

2. Discuss counseling program components as they relate to the total school community, including: coordination, collaboration, referral, and team-building efforts with teachers, administration, support personnel, parents and community resources. All consultation efforts will be designed to facilitate the successful development and achievement of all students, including those from socially and culturally diverse backgrounds.

3. Learn about the strategies necessary to promote constructive partnerships with parents, guardians, families, and communities to promote students’ academic, personal/social, and career development success.

4. Examine system theories and relationships among community, family, and school systems, and the ability to positively impact those systems in order to contribute to student success.

5. Explore the strategies needed to promote, develop, and enhance effective consultation within the school and the larger school community.

6. Learn how to implement effective models and processes of consultation and change with teachers, administrators, other school personnel, parents/guardians, families, community groups and agencies, and students (as appropriate).

7. Develop strategies and methods of working with the various school community entities to empower all to act on behalf of their students.

8. Develop effective strategies to educate the school community (both internal and external) about the characteristics and benefits of comprehensive guidance programs through in-service and other types of training.

9. Discuss the implementation of technology that will both enhance and further the consultation process with all of the school community (both internal and external).

10. Discuss ethical and legal considerations as related to the consultation process.

Expectations:

1- Be here! Tests will be based on in class discussions as well as reading. (Which brings us to #2)
2- Read the assignment before class (not during).
3- Participate in the discussion. You are graded by participation.
4- Correct/Contradict me if necessary. Divergent opinions are the heart of Counseling.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings Due</th>
<th>Assignment Given</th>
<th>Assignment Due</th>
<th>Points Possible</th>
</tr>
</thead>
</table>
| June 29, 2017   | Week #1 In-Class Readings  | Personal Genogram (Due 7/6/17)  
Sphere of Influence (Due 7/6/17)  
Counselor/Teacher Interview (Due 8/3/17)  
Experiential Activity (Due all term) (Final Paper Due 8/3/17) | None                                           | NA              |
| July 6, 2017    | Week #2 Readings (20 pts.)  | Consultation Process Paper (Due 7/13/17)  
PTA Compare/Contrast Paper (Due 7/13/17)  
What are my Biases? (Due 7/13/17) | Personal Genogram  
Sphere of Influence | /100 /50        |
| July 13, 2017   | Week #3 Readings (20 pts.)  | Soft Skills Video Assignment (Due 7/20/17)  
What is RTI? (Due 7/20/17)  
John Hattie Paper (Due 7/20/17) | PTA Compare/Contrast Paper  
What are my Biases?  
Consultation Process Paper | /50 /50 /100    |
| July 20, 2017   | Week #4 Readings (20 pts.)  | Take Home Test #1 (Due 7/27/17) | What is RTI?  
John Hattie Paper  
Soft Skills Video Assignment | /50 /100 /100   |
| July 27, 2017   | Week #5 Readings (20 pts.)  | Real Life Applications in-class (Due 7/27/17)  
Social Norms Assignment (Due 8/3/17)  
Refugees Issues in Counseling (Due 8/3/17) | Take Home Test #1  
Real Life Applications in-class | /100 /100       |
| Aug. 3, 2017    | Week #6 Readings (20 pts.)  | What I learned from Carnegie (Due 8/10/17) | Social Norms Assignment  
Counselor/Teacher Interview  
Refugees Issues in Counseling  
Experiential Activity | /50 /100 /100 /200 |
| Aug 10, 2017    | Week #7 Readings (10 pts.)  | Final Exam, in class | What I learned from Carnegie Final Exam | /50 /100       |
|                 |                     | Readings                          | Extra Credit                                  | /100 /0         |
|                 |                     | **Total**                          |                                                | **/1500**       |
Reading Assignments

**Week #1 During Class June 29, 2017-What is the Business of Our Business?**
Carnegie –Fundamental Techniques on Handling People  Intro  pg. xiii-xxv

**Week #2 due July 6, 2017-Do You Believe?**
Carnegie –Fundamental Techniques on Handling People  Part 1  pg. 3-50
Buffman et al.-Simplifying Response to Intervention  Chapter 1-2  pg. 1-30
Cognitive Dissonance  by Thomas Wiltbank

**Week #3 due July 13, 2017-The Best Intervention is Prevention**
Carnegie—Six Ways to Make People Like You  Part 2  pg. 51-112
Buffman et al.-Simplifying Response to Intervention  Chapter 3-4  pg. 31-76
Working with Students in Poverty  by Ruby K Payne
How to Create a Career Networking System by Linda Wilson

**Week #4 due July 20, 2017-Are You Looking in the Mirror or out the Window?**
Carnegie—How to Win People to Your Way of Thinking  Part 3  pg. 113-201
Buffman et al.-Simplifying Response to Intervention  Chapter 5  pg. 77-128
Stop Programming Robots  by Eric Chester ACTE Magazine  May 2012 pg. 18

**Week #5 due July 27, 2017-What if They Don’t Get It**
Carnegie—Be A Leader  Part 4  pg. 203-249
Buffman et al.-Simplifying Response to Intervention  Chapter 6  pg. 129-158
Reaching Out to Diverse Populations by Chris Ferguson
Supporting Refugee Children and Youth-Tips for Educators  by NASP
[http://www.graniteschools.org/edequity/refugee-services-2/](http://www.graniteschools.org/edequity/refugee-services-2/) (spend 15 min. on Refugee website.)

**Week #6 due Aug 3, 2017-Not Louder and Slower**
Buffman et al.-Simplifying Response to Intervention  Chapter 7  pg. 159-190
College Choice and Diversity  by Patricia McDonough
Practical and Effective Networking  by Patricia Mabrouk

**Week #7 due Aug. 10, 2017-Stop Treating Symptoms**
Buffman et al.-Simplifying Response to Intervention  Epilogue  pg. 191-198
Summary of Assignments:

Reading:
Read each week and prepare for discussion.
   20 pts. each week, based on Self-Evaluation

Personal Genogram: Due (7/6/17)
Create a personal/influence Genogram. With you in the center, who do you influence? Who influences you? This should include all areas of your life; personal, professional, ecclesiastical, etc. Talk to 4 people on your genogram (2 that you influence and 2 that influence you). Where does the influence come from or go to? Write 1 paragraph on what you learned.

Sphere of Influence: (Due 7/6/17)
Name 3 people that have had a major influence in your life (positive or negative). Please make at least 2 a non-family member. Write 1/2 page (Times Roman, 12 pt., double space, 1 in. margins) on each of them. How did they affect you? What decisions did you make because of them? How has their influence changed your life? What would you do differently than they did? etc.

Counselor/Teacher Interview: (Due 8/3/17)
Interview a Counselor, Teacher, or Administrator. Discuss with them the Consultation process. When does it work well? When is it bad? What is the best story they have in regards to a consultation? Write one page (Times Roman, 12 pt., double space, 1 in. margins) on your interview.

Experiential Activity: (Due 8/3/17 or during the term)
This is self-created, experiential activity that will help you be a better Counselor.
What is a presentation, small group, or other project that will make you become a better Counselor? Create this activity. You may do this as groups or individuals, but expectations of a group project will be significantly higher. You are assessed on the following areas:
   Personal Time Spent   Applicability   Engaging   Flow
   Creativity           Understandable   Useful   Entertaining
This assignment will be presented in class throughout the term.

Consultation Process Paper: (Due 7/13/17)
Think about times that you have been involved in a Consultation Process (work, family, ecclesiastical, school, etc.) How did it go?
Write a 1 page (Times Roman, 12 pt., double space, 1 in. margins) paper on what you learned during the process and what you would change. Did you learn something new? How could it have been improved? What could you do better

PTA Compare Contrast paper: (Due 7/13/17)
Read the 2 papers from the PTA provided or found at http://www.utahpta.org/education-section
Are they compatible? Are they realistic? Write one page (Times Roman, 12 pt., double space, 1 in. margins) on your thoughts.

What are my Biases?: (Due 7/13/17)
This Paper is not turned in. You will write a 1-page paper (Times Roman, 12 pt., double space, 1 in. margins) on your own personal biases. How do you see the world? Do you treat people differently based on gender, race, age, looks, etc.? Then answer the question, “How can I adjust to compensate for these biases?” Send me an email when you have completed this assignment.
Soft Skills Video Assignment: (Due 7/20/17)
Watch 10 of the 23 available Videos found at www.youtube.com/user/wasatchfrontCTE/videos
Answer the questions on the worksheet on each Video

What is RTI?: (Due 7/20/17)
Write one page (Times Roman, 12 pt., double space, 1 in. margins) on what RTI is, how it is changing schools, and how it will affect your future.

John Hattie Paper: (Due 7/20/17)
John Hattie did landmark research on what works in Education. Write a 3-page paper (Times Roman, 12 pt., double space, 1 in. margins) on his research and how it applies to you as a counselor. Please focus your paper specifically on Hattie’s effect size and the results you find interesting. Please site your references.

Real Life Applications: (In-Class 7/27/17)
Where would you find Community Resources? What is available for students and schools?
You will receive scenarios in class, and as a team, you will decide what resources will be best to help your students succeed.

Social Norms Experiment: (Due 8/3/17)
Break 3 Social Norms. Write 1 paragraph on each experience.

Or

Write a 2 page (Times Roman, 12 pt., double space, 1 in. margins) paper on Social Norms in the Community, their place and purpose as well as the downfalls of social norms.

Refugees Issues in Counseling: (Due 8/3/17)
First, complete the Refugee Reading for Week #5 and review the Granite School District Refugee Information website: http://www.graniteschools.org/edequity/refugee-services-2/
Then, write a one page (Times Roman, 12 pt., double space, 1 in. margins) paper on your personal view of Refugee issues in Utah, and what counselors can do to be a positive impact.

What I Learned from Carnegie: (Due 8/10/17)
Write one page (Times Roman, 12 pt., double space, 1 in. margins) on your what you have learned and want to apply in your life from your study of Carnegie.

Tests
You will be given a test on 7/20/17 to take home and complete by 7/27/17. Test #1 covers weeks 1-4. The final will be comprehensive for the course and will be given in-class 8/10/17. Review guides/discussions will be made available.