**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**MHS 6601 Consultation and Collaboration**

3 Credits

CRN, Semester

Faculty Name and Rank

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| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office:  Phone:  Fax:  E-mail:  SKYPE: | Day, Time, Room | Days/Times  Or by appointment  via office  or SKYPE  or On-line as scheduled |

**Course Description: (From catalog plus any additional instructor amplification)**

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| Consultation theory, models, and practice with an emphasis on collaborative problem solving particularly with educators, other professionals, families, community agency personnel, individually and in groups. |
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**Objectives: (Summary if distinct from objectives for CACREP, FEAPs or NCATE)**

Course is typically taught as a crosslisted section with Graduate Special Educators

1. By bringing two distinct disciplines together which traditionally serve the same population from different perspectives, this course will provide cross-disciplinary knowledge and skills in the application of collaboration and consultation processes in education. Thus, it will simulate the workplace.

1. The objectives of this course focus on developing the ability of candidates to identify and practice the methods of collaborative consultation with colleagues, clients/students, and within organizations. Candidates are expected to research relevant material for use in consultation. Objectives include the development and presentation of a professional development webinar on a consultation topic.

1. Specific objectives for students completing this course are identified in the following table:

|  |  |
| --- | --- |
| **Learning Objective** | **Assessment Strategy** |
| 1. Identify the differences in roles and activities of counselors, consultants, teachers, administrators, collaborators, and families. | Virtual Discussions  Final Exam |
| 1. Identify the models and processes of consultation and collaboration - especially as applied to the schools and related mental health, organizational, and behavioral situations. | Virtual Discussions  Final Exam |
| 1. Demonstrate the skills necessary to consult and/or collaborate with classroom teachers and school counselor for management, strategy development, and individual student assessment, and Individual Educational Plan. | Collaborative Case Study  Professional Development Workshop |
| 1. Demonstrate skills requisite to consulting and/or collaborating with families regarding the developmental, academic, and behavioral needs of their children. | Collaborative Case Study |
| 1. Describe referral resources within the community. | Virtual Activities |
| 1. Demonstrate skills with regard to evaluation and research as a part of the consultation and collaboration process. | Professional Development Workshop |
| 1. Specify the legal and ethical issues pertaining to current consultation and collaboration practice. | Virtual Activities  Final Exam |
| 1. Identify opportunities for the inclusion of career educational, psycho-educational, and developmental materials into the academic curriculum. | Collaborative Case Study |
| 1. Demonstrate skills and knowledge necessary to help students transition through school or to help clients through growth and developmental processes. | Virtual Activities |

**Implementation Strategies**

**Primary Method of Instruction**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| x | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
| x | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| x | Web Based Activity/Hybrid | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

1 Dettmer, P., Thurston, L., Knackendoffel, A., & Dyck, N.(2009). *Collaboration, consultation, and teamwork: For students with special needs. (6th edition)* Upper Saddle River, NJ: Pearson Merrill, Prentice Hall. ISBN# 9780205608379.

2.LIVETEXT license.

3. Classroom handouts

4. Any assigned classroom readings or virtual documents (see Course Management System)

**Sample Calendar of Coursework Activities**

**(Note that schedule may be subject to change.)**

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| **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to two (2) absences without penalty. For each absence beyond two, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class which does not include “the last day of class.” All readings must be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and appropriate risk taking (i.e., modeling) are welcomed and encouraged.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.
2. **Evaluation.** Statements here cover whether a course is on a points accrual or percentage basis, if all assignments must be completed to achieve a passing grade, policy on late work. Discuss here if course is pass fail.

| **Description** | **Points** |
| --- | --- |
| Case Analysis |  |
| Professional Development Workshop |  |
|  |  |
|  |  |
|  |  |
| Professionalism and Participation |  |
| TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
| 90 |  | A |
| 80 |  | B |
| 70 |  | C |
|  |  |  |

**Policy regarding late or incomplete assignments**

1. **(Sample language about credit (full, partial or none) for late or incomplete work and number of days or week work can be late.** Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**Policies regarding technology usage and use of technology in class.**

**Sample Statement regarding the level of technology usage and any policies regarding use of cell phones, PDAs, laptops, and other personal electronic devices** Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.

**The Fine Print: College/University Rules**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

**E-mail.**

Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**The fine print: Standards and Assessments**

**Florida Educator Accomplished Practices**

**KNOWLEDGE OF SUBJECT MATTER**: Knows and understands **the** **school counselor’s** subject matter thoroughly. (Assessed in all assignments.)

*8.1 Knows and understands* ***the******school counselor’s*** *subject matter thoroughly.*

*8.2 Facilitates student acquisition of* ***school counseling curriculum and*** *knowledge through appropriate and engaging* ***practices****.*

*8.3 Connects* ***school counseling practices*** *to* ***knowledge of*** *students’ backgrounds and* ***students’ academic performance and adjustment****.*

*8.4 Expands knowledge of* ***school counseling*** *by actively seeking resources to support* ***such practices****.*

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| |  |  | | --- | --- | | **FEAP.11** |  |   **FL-FEAP-2010.2.b.1.d** | ACCOMPLISHED PRACTICE #11: Role of the Teacher  Collaborates with the cooperating teacher and university supervisor to foster communication and to support student learning and continuous improvement; |
| **FL-FTCE-COMP-GUIDCOUNS-2012.2.6** | Demonstrate knowledge of peer helper programs. |
| **FL-FTCE-COMP-GUIDCOUNS-2012.5.1** | Identify components essential to a consultation model. |
| **FL-FTCE-COMP-GUIDCOUNS-2012.5.2** | Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success. |
| **FL-FTCE-COMP-GUIDCOUNS-2012.5.3** | Demonstrate knowledge of collaborative decision making and the use of appropriate data and resources to assist individuals and groups and enhance the school environment. |
| FL-FTCE-COMP-GUIDCOUNS-2012.5.5 | | Select effective procedures for communicating information to stakeholders (e.g., graphing response to intervention, Web site, e-mail, workshop, newsletter). |
|  |  |
| **FL-FTCE-COMP-GUIDCOUNS-2012.5.6** | Identify appropriate approaches and resources for making in-school and out-of-school referrals. |
| **FL-FTCE-COMP-GUIDCOUNS-2012.5.7** | Identify effective methods for communicating the benefits of a comprehensive school counseling program to all stakeholders. |
| **FL-FTCE-COMP-GUIDCOUNS-2012.5.8** | Demonstrate knowledge of multicultural, ethical, and professional competencies in planning, organizing, implementing, evaluating, and enhancing the comprehensive school counseling program. |
| **FL-FTCE-COMP-GUIDCOUNS-2012.10.3** | Demonstrate knowledge of facilitating the counseling process for diverse students and families. |

**FGCU’s School Counseling program is approved by the Florida Department of Education**

**College and University Competencies**

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| **Competency** | **Evaluation** |
| **FL-FGCU-COE-2011-DP.1** | Knowledge - Value expertise and research in the field. |
| **FL-FGCU-COE-2011-DP.3** | Collaboration - Value the strength that collaboration brings to advancing the outcomes within the community. |
| **FL-FGCU-COE-2011-KSP.3** | Collaboration - Have knowledge of professional collaboration skills and demonstrate ability to work collaboratively with peers and professionals. |

**CACREP Standards Matrix and Assessment Methods**

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| **5. HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following: | f. a general framework for understanding and practicing consultation; and | For School Counseling Students Only: MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. |
| Specialty Standard, School Counseling: Diversity and Advocacy | f. 4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. |  |
| Specialty Standard, School Counseling: M. Collaboration and Consultation - Knowledge | 1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. | MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. |
| Specialty Standard, School Counseling: M. Collaboration and Consultation - Knowledge | 2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community. | MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. |
| Specialty Standard, School Counseling: M. Collaboration and Consultation - Knowledge | 3. 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. | MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. |
| Specialty Standard, School Counseling: M. Collaboration and Consultation - Knowledge | 4. Understands systems theories, models, and processes of consultation in school system settings. | MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. |
| Specialty Standard, School Counseling: M. Collaboration and Consultation - Knowledge | 5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. | MHS 6601 Consultation Case Analysis - RubricStudents will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. |
| Specialty Standards, School Counseling: M Collaboration | 7. Knows school and community collaboration models for crisis/disaster preparedness and response. | Professional Development Assignment |
| Specialty Standard, School Counseling: N. Collaboration and Consultation - Skills and Practices | 1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. | MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.  Professional Development Assignment |
| Specialty Standard, School Counseling: Collaboration N | 1. Locates resources in the community that can be used in the school to improve student achievement and success. | MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.  Professional Development Assignment |
| Specialty Standard, School Counseling: Collarboration **N** | 1. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. | MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.  Professional Development Assignment |
| Specialty Standard, School Counseling: N. Collaboration and Consultation - Skills and Practices | 5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. | MHS 6601 Consultation Case Analysis – Rubric Students will demonstrate knowledge of the consultation and collaboration process and strategies by documenting and analyzing a school based case, designing strategies and intervention that improve student learning, student performance, family support, organizational policy, issues of curriculum, or staff development. Coordinating and collaborating with community and other school resources to accomplish goals. Demonstrates knowledge of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. |
| Specialty Standard, School Counseling: P. Leadership | 2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). | **Professional Development Assignment.** |

**Other CACREP Competencies covered**

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review 3 13 2013**

**Form Date 2 18 2013**