

**PRAIRIE VIEW A&M UNIVERSITY
WHITLOWE R. GREEN COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

CNSL 5043 COURSE SYLLABUS

INSTRUCTOR: Dr. Carl Gardiner

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EMAIL: clgardiner@pvamu.edu

OFFICE HOURS:	Mondays Main Campus	11:00 am - 4:00 pm
	Tuesday Main Campus	11:00 am - 4:00 pm
	Thursday Main Campus	11:00 am - 4:00 pm

PSYCHOLOGICAL CONSULTATION AND COLLABORATION

COURSE DESCRIPTION

CNSL 5043 (3 SCH) is a graduate level course. The purpose of this course is to train students on the rudiments and functions of human services professionals who perform duties in the roles of consultants and collaborators. This will include the execution of models, skills, evaluation and techniques. At the completion of the course students should be cognizant of the rubrics and methods for providing consulting services.

REQUIRED TEXTBOOK / READING:

Dougherty, A.M. (2005). Psychological Consultation and Collaboration in School and Community Settings. (4th.Ed.). Pacific Grove, CA: Wadsworth Publishing Co. (ISBN # 0-534-57532-3)

Dougherty, A. M. (2005). Psychological Consultation and Collaboration: A Casebook (4th. Ed.). Pacific Grove, CA: Wadsworth Publishing Co.

Students are required to bring their textbook to class. The textbook will be used frequently. Thompson-Wadsworth offers a ***Book Companion Site*** for students that complements Zunker's textbook. To access it, go to:

http://www.wadsworth.com/cgiwadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0534640176&discipline_number=7

MISSION STATEMENT

The fundamental role of Prairie View University is to develop a community of scholarship in which students, faculty members, administrators and staff members learn and apply the products of learning. The College of Education and leadership fulfills this mission by providing students the opportunity to grow

within their personal roles as educational decision-makers. The guiding principle for all instruction in the College is the belief that the best educational decisions are made after adequate reflections and with the interests and welfare of the persons affected by the decisions in mind.

Philosophy of the College of Education:

This course is based in part on the “E-FOLD-P” model of the College of Education. The acronym refers to the preparation of **educators** (counselors) as **f**acilitators of **l**earning for **d**iverse **p**opulations. The major goals of this model are:

1. To prepare beginning administrators as problem solvers, critical thinkers and decision-makers.
2. To prepare beginning administrators as facilitators of teachers and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self – appraisal techniques and goals settings for a strong personal commitment.

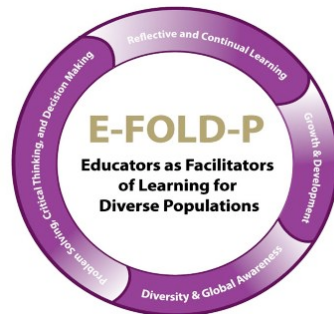
**E-FOLD-P (Conceptual Framework)
(Educator As Facilitator For Diverse Populations)**

To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.

To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.

To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.

To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



TRUEOUTCOMES

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both ECourse and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net

COURSE GOALS & OBJECTIVES

Development of the Human Services Professional as an Inviting, Reflective Decision-Maker

Instruction in counselor education is founded upon commitment to the beliefs that individuals are valuable, responsible and capable and that human service professionals should work to create the conditions in which people prize themselves as human beings and act accordingly. As inviting, reflective decision-makers, human service professionals value human potential and purposefully design policies, processes and programs that facilitate the realization of that potential.

This commitment is reflected in this course in a variety of ways, as the following examples demonstrate. The professional-in-training learns that consultation and collaboration are first and foremost helping relationships that have as their foundation the dignity and respect of the parties involved. Consultation and collaboration are characterized as problem-solving processes that involve a variety of key decision points. A generic model is provided for students in a "cognitive map" upon which they can reflect when attempting to determine effective practice.

Multicultural Focus

This course includes a unit on consultee characteristics (including race and gender), discusses the skills and attitudes necessary for working with cultural diversity, reviews relevant literature and research, and cites implications for the effective practice of consultation.

Course Goals and Overview

1. Definition of pertinent terms
2. Roles of consultants, consultees, collaborators and client systems
3. Characteristics of consultation and collaboration relationships
4. A generic model of consultation/collaboration
5. Problems and barriers to success
6. Selection of target populations for intervention
7. Types of interventions
8. Evaluation of consultation/collaboration
9. Professional, legal and ethical issues
10. The pragmatic issues related to working within an organizational context.

Program Management and Implementation

The following specific learning outcomes are developed in this course:

- A. The professional-in-training will demonstrate as related to the effective practice of consultation and collaboration:
- B. Knowledge of trends and changes in society including educational, political, sociological, economic, and technological influences, conflicts within society and methods of resolution, and responses to change.
- C. The skill to explain the impact of major societal changes and trends on individuals and groups in society.
- D. The skill to apply principles of intervention to facilitate coping among individuals and groups confronting societal changes.
- E. Knowledge of consultant and collaborator characteristics and behaviors that influence helping processes including verbal and nonverbal behavior and personal characteristics, and construct and skills.
- F. Knowledge of consultee/fellow collaborator characteristics and behaviors that influence helping processes including verbal and nonverbal behaviors and personal traits, characteristics, capabilities, and life circumstances.
- G. Knowledge of consultation theories including major theories, proponents, advantages and limitations, factors considered in application and behavioral manifestation.
- H. Knowledge of basic and advanced helping skills used in consultation and collaboration including philosophies and theoretical bases, proponents, advantages and limitations, factors considered in applications, and behavioral manifestations.
- I. Knowledge of implementation of helping process related to consultation and collaboration including goal setting, process control behaviors, determination of process parameters, responsibilities, and approximate behaviors, methods of evaluation and effectiveness.
- J. The skill to explain consultant/collaborator orientation to helping processes.
- K. The skill to explain consultant/collaborator verbal and nonverbal behavior in helping processes.
- L. The skill to explain and self-evaluate levels of helping skills as they relate to consultation and collaboration.

M. The skill to explain internal and external factors affecting the consultation and collaboration relationships.

N. The skill to apply basic and advanced skills in consultation and collaboration processes.

O. The skill to state the rationales of the appropriate use of consultation and collaboration processes.

P. Knowledge of methods and skills of leading large group consultation /collaboration activities.

Q. Knowledge of appropriate ethical standards.

R. Skill in differentiating between consultation and collaboration and determining when to use either.

COURSE CONTENT

The course will include:

- Assigned Chapter Readings
- Group Presentations
- Email correspondence with the instructor
- (3) Discussion participation with the instructor and other students.
- (3) TrueOutcomes Assignment
- (4) Quizzes
- Final E

COURSE REQUIREMENTS AND GRADING

Your final grade will be based on the following formula:

1. Final Exam	50 points
2. 4 Quizzes @ 25 points each.....	100 points
3. Group Presentation	45 points
4. (4) Online Discussions @ 15 points each	60 points
5. W. R. Parker Conference	30 points
6. (3) TRUEOUTCOME Artifact Paper@ 15 points each.....	<u>45 points</u>
	<u>330 pts.</u>

The **final grade** resulting from the sum of the above components will be converted into letter grades according to the following scale.

GRADING MATRIX

- A = 330 – 280**
- B = 279 – 229**
- C = 278 – 228**
- D = 277 – 227**
- F = 226 and below**

Bibliography of Suggested Readings

See annotated bibliography at end of each chapter of the required text.

Policy on Incomplete

Please plan your time wisely. I try to avoid giving incompletes except for medical reasons.

Weekly Topics

1. Overview of Course
2. Consultants and Consultees, Collaboration and Collaborator
3. Entry
4. Diagnosis
5. Implementation
6. Disengagement
7. Practice of Generic Model
8. Ethical, Professional and Legal Issues in Consultation
9. Pragmatic Issues Related to Working in an Organizational
10. Mental Health Consultation
11. Behavioral Consultation
12. Organizational Consultation
13. School Consultation/Collaboration
14. Nominal Group Technique (Experiential)

DESCRIPTION OF COURSE PROJECTS:

1. **Group Presentation:** Each student is expected to participate in a group presentation over assigned chapter. Your textbook will serve as a resource for your presentation.

2. TrueOutcomes Assignment:

Each student is required to complete three (3) TrueOutcomes assignments paper and upload them into TrueOutcomes website. The topics will be given in class and or in the ECourse assignment link. **REMEMBER: These assignments must have** a cover page (with student's name, course number/name, semester/year, and professor's name) and be 5 pages typed (including cover page), double-spaced, 12 pt. font size with an APA editorial style of writing, and a bibliography.

3. **ECourse discussions:** ALL students are required to participate in all online discussions that are scheduled, and be prepared to engage in rich and robust discussions regarding the learning topic(s). ECourse reply to classmates must be respectful, analytical, and succinct. Everyone is expected to observe and follow basic on-line decorum [e.g., no shouting (i.e., **WRITING IN ALL CAPITAL LETTERS**), avoid pejorative language, no large attachments, confidentiality, common courtesy, and proof-read your response or e-mail, etc.).

Disability Statement:

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) or Office of Disability Services at (936) 857-2610/2620, early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

ACADEMIC MISCONDUCT

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

The success of this class depends on your overall classroom participation. I strongly encourage you to ask questions, make comments, and share your personal experience pertaining to the materials discussed. On the other hand, having conversation irrelevant to the class material and other attention-seeking behavior can prove very disruptive for the class. *Please obtain a copy of the PVAMU Catalog* to familiarize yourself with the academic information, student policies, rules and regulations of PVAMU. Or you may go to this website to read/print catalog at <http://www.pvamu.edu/pages/231.asp>

Plagiarism, cheating, and other forms of academic dishonesty are strictly prohibited by the PVAMU policy and the rules of this class. Please see pages 96-100 for information on University Policy on Academic Honesty.

FORMS OF ACADEMIC DISHONESTY

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

NON-ACADEMIC MISCONDUCT

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to

conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

SEXUAL MISCONDUCT

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

STUDENT'S RESPONSIBILITIES

1. Being an active participant in the educational process.
2. Reading the textbook and other assigned materials **PRIOR** to class meetings; participate in classroom discussions and activities.
3. Satisfactory completion of all assigned projects.
4. Satisfactory performance on all activities.
5. Being familiar with the student responsibilities contained within the current *PVAMU Catalog* at <http://www.pvamu.edu/pages/231.asp>

American Psychological Association (APA)

All assignments are required to be in APA style/format. Papers will be penalized for failure to follow APA style. University and Graduate School policies relating to plagiarism will be strictly enforced. Any paper showing evidence of plagiarism will be given ZERO points.

Disability Statement:

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) or Office of Disability Services at (936) 857-2610/2620, early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

University Class Attendance Policy: (from the PVAMU Graduate Catalogue, 1998-2001, pg. 71)

1. Class Attendance- Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive videos. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or being assigned a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms.

2. Excused Absences- Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES, and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are responsible for all oral and written examinations as well as all assignments whether absence is excused or unexcused.
3. Unexcused Absences- Accumulation of one week of unexcused absences constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirements when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

Student Academic Appeals Process:

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
 - 56K modem or network access
 - Internet provider with SLIP or PPP
 - 8X or greater CD-ROM
 - 64MB RAM
 - Hard drive with 40MB available space
 - 15" monitor, 800x600, color or 16 bit
 - Sound card w/speakers
 - Microphone and recording software
 - Keyboard & mouse
 - Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0
- /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Technical Support:

Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Discussion Netiquette:

PVAMU is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion, and values. I encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene as I monitor daily the dialogue in the course.

Conduct within courses should be guided by common sense and basic etiquette. The following are good guidelines to consider:

Never post, transmit, promote, or distribute content that is known to be illegal.

Avoid overtly harassing, threatening, or embarrassing fellow learners. If you disagree with someone, respond to the subject, not the person.

Refrain from transmitting or distributing content that is harmful, abusive, racially or ethnically offensive, vulgar, sexually explicit, or otherwise. Class/section norms of conduct may vary, but there is no place where hate speech is tolerated.

In sum: Be polite.

Have any questions about Netiquette? You can always follow the ancient karmic law to avoid any action that you would not wish visited upon yourself, or you can consult a web site that covers the topic of Netiquette in depth:

<http://www.etiquette.net/index.html>

American Psychological Association (APA):

All assignments are required to be in APA style/format. Papers will be penalized for failure to follow APA style. An APA style guide can be located at the following link:

<http://www.tamu.edu/pvamu/library/HowDoI/Citation.html>

Graduate Catalog Grading Web Location:

PVAMU Graduate School Grading Policy can be found in the Graduate School Handbook and can be found online at: <http://www.pvamu.edu/pages/231.asp>

Access to Learning Resources:

PVAMU Library:

Phone: (936) 261-1500

Web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:

Phone: (936) 261-1990

Web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

COURSE CHECKLIST

CNSL 5043 Consultation

Week 1 Checklist (Jun 06)

_____ **Lecture** Chapters 1 & 2 in textbook.

_____ Explore your class website to familiarize yourself with all posted assignments and discussions.

_____ Review **Assignments & Rubrics** as they relate to course content.

_____ Introduce yourself to your Classmate via Discussion Link

Week 2 Checklist (Jun 13)

_____ Lecture Chapters 3 & 4 in textbook

_____ *Complete Discussion 1 and upload information by 11pm in ECourse*

Week 3 Checklist (Jun 20)

_____ **Class Presentation** on Chapters 5 & 6

_____ *Complete Quiz 1 Covering Chapters 1 - 3*

Week 4 Checklist Jun 27)

_____ **Lecture** Chapters 7 & 8 in textbook

----- *TrueOutcomes Artifact due by 11pm in TrueOutcomes*

Week 5 Checklist (July 5)

_____ *Holiday*

Week 6 Checklist (July 11)

_____ Class presentation on Chapters 9 & 10

_____ Complete **Quiz 2 Chapter 4 – 6**

_____ *Complete Discussion 2 and upload information by 11pm in ECourse*

Week 7 Checklist (July 18)

_____ Class presentation on Chapters 11 & 12

----- **TrueOutcomes Artifact due by 11pm in TrueOutcomes**

Week 8 Checklist (July 25)

_____ Class presentation on Chapters 13

_____ Complete **Quiz 3 Chapter 7 –9**

----- **Take Home Quiz 4**

Week 9 Checklist (August 1)

_____ **TrueOutcomes Artifact (Experience Paper due by 11pm in TrueOutcomes**

_____ **Final Examination Review**

_____ **Take Home Quiz 4 Returned**

_____ *Complete Discussion 3 and upload information by 11pm in ECourse*

Week 10 Checklist (August 8)

_____ *Final Examination Comprehensive*

	CONSULTATION CLASS PRESENTATION SCHEDULED	
GROUPS	CHAPTERS	DATES
(A) 1. M. Johnson – G/ Leader 2. 3.	5. Implementing Stage	June 20, 2009
(B) 1. Collins –G / Leader 2. 3.	6. Disengagement	June 20, 2009
(C) 1. 2. 3.	7. Ethical Profession legal issues	June 27, 2009
(D) 1. Hanson -- G/Leader 2. 3.	8. Pragmatic Issues	June 27, 2009
(E) 1. Latawnya- G/ Leader 2. 3.	9. Mental Health Consultation	July 11, 2009
(F) 1. Courtney G/Leader 2. 3.	10. Behavioral Consultation	July 11, 2009
(G) 1. Natasha - G/Leader 2. 3.	11. Organizational Consultation	July 18, 2009
(H) 1. Fiona – G/Leader 2. 3.	12. School Based Consultation & Collaboration	July 18, 2009
(I) 1. 2. 3. (J). 1. 2.	13. Case Study Illustration of Consultation & Collaboration	July 25, 2009

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Academic Calendar – Summer 2009

May 25, Monday

- Memorial Day Holiday (**University Closed**)

June 1, Monday

- Dining Hall and Student Housing Opens
- Regular Registration (First and Second 5, and 10 week sessions)

June 2, Tuesday

- Instruction, Late Registration, and Add/Drop Period **Begins** (First 5 and 10 week sessions)

June 3, Wednesday

- **LAST DAY** for Late Registration, Add Courses, Change Major/ Certification or any Matriculation Change (First 5 and 10 week sessions)

June 5, Friday

- Census Date (4th Class Day: First 5 and 10 week sessions)
- **LAST DAY** to Drop Course(s) without Record (First 5 and 10 week sessions)

June 6, Saturday

- Withdrawal from Courses with record ("W") **Begins** (First 5 and 10 week sessions)

June 8, Monday

- Graduation Deadline for Summer 2009

June 9 – 12, Tuesday-Friday

- Late Graduation Application Deadline Period for Summer 2009

June 19, Friday

- Emancipation Day (**University Closed**)

June 26, Friday

- Withdrawal from Courses with record ("W") **Ends** (First 5 week session)

July 2, Thursday

- **LAST DAY to Withdraw from the University (From All Courses** (First 5 week session)

July 4, Saturday

- Independence Day (**No Saturday Classes**)

July 6, Monday

- Independence Day (**observed-University Closed**)

July 7, Tuesday

- First Summer Term **Ends** (First 5 week session)
- Final Examination (First 5 week session)
- Regular Registration (Second 5 week session)

July 8, Wednesday

- Instruction, Late Registration, and Add/Drop Period **Begins** (Second 5 week session)
- Final Grades Due for First 5 week session

July 9, Thursday

- **LAST DAY** for Late Registration, Add Courses, Change Major/Certification or any Matriculation Change (Second 5 week session)

July 13, Monday

- Census Date (4th Class Day – Second 5 week session)
- **LAST DAY** to Drop Course(s) without Record (Second 5 week session)

July 14, Tuesday

- Withdrawal from Courses with record ("W") **Begins** (Second 5 week session)

July 28, Tuesday

- Withdrawal from Courses with record ("W") **Ends** (Second 5 and 10 week sessions)

August 7, Friday

- **LAST DAY to Withdraw from the University (From All Courses)** (Second 5 and 10 week sessions)

August 10-11, Monday-Tuesday

- Final Exams for All Students (Second 5 and 10 week sessions)

August 12, Wednesday

- Final Grades Due for Graduating Candidates

August 14, Friday

- Second Summer Term **Ends** (Second 5 and 10 week sessions)

August 15, Saturday

- Commencement

August 18, Tuesday

- Final Grades Due for All Other Students