HPC 6620: SCHOOL-BASED CONSULTATION
PSC Specialty CACREP Core Course
The Department of Human Development & Psychological Counseling
Appalachian State University
Summer 1, 2015

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Course Description:
This course is designed for school counselors, school psychologists, and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. This course will include a review of consultation models and theories of both an individual (triadic) and group nature. Included within the course will be opportunities for role-plays, which reflect actual consulting situations. Emphases will be placed on behavior problems in the school and home, academic deficits, and family stress.

Required Text:

Course Objectives:
- To foster an awareness of yourself and others within the context of consultation;
- To understand the major theoretical approaches, stages of development, dynamics, and techniques of a consulting relationship;
- To identify consulting styles and problem-solving strategies used in professional school-based consultation;
- To demonstrate an understanding of and adherence to the ethical guidelines in working in a consulting relationship;
- To become aware of multicultural implications in providing school-based consultation for diverse populations;
- To develop knowledge and skills to enhance students’ academic, personal, emotional, career, and other developmental needs;
- To promote and pursue professional growth as a team leader while preparing to assess, intervene, advocate, and work with students, families, school personnel, and the larger community in a collaborative manner.

Course Competencies:
(as outlined by the CACREP 2009 Standards, Section III Professional Practice for PSC)

COLLABORATION AND CONSULTATION
M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (as assessed by the Exam).
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community (as assessed by the Leadership Facilitation and Consultation Role Play assignment).

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 (as assessed by the Leadership Facilitation and Consultation Role Play assignment).

4. Understands systems theories, models, and processes of consultation in school system settings (as assessed by the Exam).

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (as assessed by the Leadership Facilitation and Consultation Role Play assignment).

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them (as assessed by the In Class Assignment).

N. Skills and Practices

2. Locates resources in the community that can be used in the school to improve student achievement and success (as assessed by the Community-Based Consultation Services Resource Notebook assignment).

Multicultural Focus:

HPC 6620 involves discussions regarding the influence of cultural dynamics such as race/ethnicity, gender, sexual orientation, religious affiliation and spirituality, age, ability, class, and nationality within the process of consultation. Development of consultant sensitivity and responsiveness to diversity will be encouraged in the consultation process.

Performance Evaluation Criteria (Required Assignments):

1. **Text Exam:** The development of consultation skills begins with an understanding (through knowledge) of consulting processes and dynamics taught in the required text. The exam will assess this knowledge via case scenario essay questions, short answer questions, and/or multiple choice questions. (Evaluates CACREP objectives: M1 and M4). Due: June 15 (30 points possible).

2. **Leadership/Presentation Facilitation:** Important aspects of the consultation process include the demonstration of leadership and questioning/facilitation skills of the consultant. In this facilitative leadership exercise, each student will facilitate the class in a discussion of an assigned and pertinent subject. Each class facilitation/presentation (to include time for class discussion) will last 90 minutes. Grading for this assignment is outlined in the rubric and will measure the student’s modeling of the consultant role throughout throughout the class presentation and discussion. See attached rubric. (Evaluates CACREP objectives: M2, M3, and M5). Due: June 15 (be ready to present on June 15 – Dr. VanHorne will notify you of a specified date on which you will actually present to the class by June 15) (30 points possible).

3. **Attendance and Participation (as judged by the Professional Behavior Standards Tool):** Given the interactive nature of this course, attendance and full participation are necessary and mandatory in order to gain knowledge and demonstrate that knowledge in/of consultation theory and practice (please see attendance policy below). Due: points
earned daily throughout the course (13 for attendance; 27 for participation; 40 total points possible).

**Assignment rubric:** Each of the eleven areas of the PBS (see PSC Handbook) is evaluated for each student for each class meeting. Points are earned according to the following: 1 attendance point per class for full attendance in class, 2 PBS points per class. (3 possible points per class over 13 class meetings = 39 points). PBS points are earned on an all-or-nothing basis; no PBS points can be earned if a student is absent from any portion of the class. The evaluation tool (the 11 areas and rubric) describing points that may be earned for the different levels of professional behaviors is given in the PSC Handbook. (Evaluates CACREP objectives: M1, M5, and M6).

**Participation in HPC 6620 includes:**

a. On-time attendance and preparation for each class.
b. Having completed readings prior to class.
c. Quality participation in class discussions and group work.
d. Turning in all work when it is due.
e. Participating in class in a manner that is consistent with the PBS Standards (PSC Handbook).

Active Professional Participation and Demonstration of Professional Behaviors: The rigors of graduate training in counseling involve more than simply being able to earn an “A” or “B” in course material. It is recognized that adult learners have many things going on in their lives and that setting priorities is often challenging. As a counselor-in-training, this challenge becomes self-evident early in one’s graduate school life and remains throughout most individuals’ professional career. Learning to balance responsibilities within the context of one’s life is an essential part of developing into a competent and trustworthy clinician. With this in mind, students must review the performance standards contained in the Professional School Counseling Program Handbook, received during orientation in the first semester of the program.

Competencies in the area of demonstration of professional behavior include, but are not limited to: Preparedness, Timeliness/Follow-Through, Attendance, Active Participation, Affirmative Interpersonal Behavior, Honesty, and Integrity. Professional classroom performance reflective of professional behavior standards include, but are not limited to: Openness to new ideas, Flexibility, Cooperation with others, Willingness to accept and utilize feedback, Awareness of own impact upon others, Ability to deal with conflict appropriately, Ability to accept personal responsibility, Ability to express feelings effectively and appropriately, Ability to adhere to legal and ethical guidelines of the profession, Initiative and motivation, and Self-awareness. Students’ academic, behavioral, interpersonal, and professional performance will be evaluated regularly in the context of demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. This is true in this seminal course, but also in all PSC-specific courses. Please note that no late assignments are accepted in this course.

For the purpose of this course, degrees of ‘professional participation’ are defined as follows:

**Satisfactory** – Spanning from proactive to reactive participation: leading, originating, informing, challenging, supporting, and offering follow-up contributions that are relevant and of value, relying on the leadership and study of self or others. (Earns up to 2 points of professional behaviors credit)
Minimally Acceptable – Passive participation: present, awake, alert, attentive, but not actively involved. (Earns 0 points of professional behaviors credit)

Unsatisfactory – Uninvolved: absent, present but not attentive, involved with technology rather than persons present (cell phones, etc), sleeping, irrelevant contributions that inhibit the progress of discussion. (Earns 0 points of professional behaviors credit)

Attendance Policy:
Due to the interactive nature of the information presented through in-class activities, discussions, readings, and lectures, it is required that you attend class. Because of the high degree of importance placed on these core learnings, you may not be absent without incurring reduction of points subtracted from your final grade for EACH absence. More than one absence will result in a failing grade for HPC 6620, regardless of academic good standing. Tardiness or early leaves will be noted and accrued toward absences. If you know you will be absent from a class meeting, please inform me personally through a meeting, email, or phone message. Should a student need to miss a class due to a religious holiday and/or observance, please contact the instructor in accordance with the ASU Religious Observance Policy:

Evaluation and Grading:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>30 pts</td>
</tr>
<tr>
<td>Leadership Facilitation</td>
<td>30 pts</td>
</tr>
<tr>
<td>Attendance</td>
<td>13 pts</td>
</tr>
<tr>
<td>Participation and Professional Behaviors</td>
<td>26 pts</td>
</tr>
</tbody>
</table>

100 Total

Appalachian State Graduate School Grading Scale:

- A = 95-100
- A- = 90-94
- B+ = 86-89
- B = 83-85
- B- = 80-82
- C+ = 76-79
- C = 73-75
- C- = 70-72
- F = Below 70

Readings:


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**TENTATIVE COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Topic/Agenda</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 15</td>
<td>Exam on the Readings</td>
<td>All Readings: Full Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Articles: see list above</td>
</tr>
<tr>
<td>June 16, 17, 18, 19</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>June 22, 23, 24, 25, 26</td>
<td>Presentation</td>
<td></td>
</tr>
</tbody>
</table>

* The content and dates outlined in this Syllabus are tentative and subject to change — you will be notified of such changes with advance notice.*
Inclement Weather: In the event of serious weather problems that could affect the safety and well-being of students and/or the instructor traveling from off-campus, the instructor will consult with the department chair and make a decision regarding whether class will be held. In the event that class is postponed, students will be contacted by email. Students are responsible for checking messages before leaving for class. As a last resort, and only in those cases where checking email or reaching other classmates is impossible, students may text the instructor via cell phone to inquire about class. Classes postponed due to inclement weather will be rescheduled or compensated for through other arrangements or assignments.

6.3 Student Absences From Class / 6.3.1 General Attendance Policy

6.3.1.1 It is the policy of Appalachian State University that class attendance is an important part of a student’s educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Since attendance policies vary from professor to professor, students should refer to the course syllabus for detailed information. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or classes.

In addition, faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence from class.

Faculty, at their discretion, may include class attendance as a criterion in determining a student’s final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

A student who does not attend a class during one of its first two meetings may, at the discretion of the academic department, lose her or his seat in that class. Further, if a class meets only one time per week—e.g., a laboratory or an evening class—the student must attend the FIRST meeting of that class or risk losing her or his seat.

6.3.1.2 A syllabus is to be prepared for each course and distributed at the first of the semester. The syllabus should include the following: an explanation of course goals and objectives, the name of the text and any other materials required of each student, the instructor’s office hours, an explanation of how the grade is to be determined, and an explanation of any additional reading, papers, projects and examination which the instructor expects to give or assign.

6.3.1.3 Syllabi for courses taught in the present and previous semester should be on file in the departmental offices and should be made available to students who request them. These syllabi would indicate the structure of courses as they are being or have been taught.

6.3.1.4 If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar’s Office with the recommendation.
6.3.1.5 The Student Health Services DOES NOT write medical excuses for students who miss a class for illness or injury. However, faculty may call Student Health Services at (828) 262-3100 to verify the day and time the student was seen. The nature of the student’s illness or problem will not be divulged unless the student has signed the appropriate release of medical information.

6.3.1.6 Classes prior to a university break or a state holiday end with the student’s last meeting time for the day preceding the break or holiday.

6.3.2 Attendance Policy Relating to Participation in University-Sponsored Activities

6.3.2.1 As an integral part of the academic program at Appalachian State University, the University sponsors and otherwise supports co-curricular programs, athletic programs, and other out-of-class activities such as field trips. Participation in such activities occasionally requires a student to miss one or more class meetings.

6.3.2.2 A student who expects to miss one or more class meetings because of participation in a University-sponsored activity has several responsibilities: the student (in person) will notify the instructor in advance of any absence; the student is expected to complete all work missed by making up the work in advance or by completing any compensatory assignment that may be required by the instructor; the student is expected to maintain satisfactory progress in the course; and the student (otherwise) is expected to maintain satisfactory attendance in the class if so required. In the event that a student anticipates that participation in a University-sponsored activity will require missing more than 10% of the class meetings, the student is required to discuss this matter with her or his instructor at the beginning of the semester and may be advised to drop the course.

6.3.2.3 If the above responsibilities are met, it is expected that the instructor will excuse the absence and permit the student to make up missed work in whatever manner the instructor deems appropriate.

6.3.3 Emergency Absences.

When a student is out of town and unable to return to campus due to hospitalization, death in the family, or other extenuating circumstances, the student or the student’s parents may contact the Office of Student Development to request that professors be notified as to the reason for the absence. This notification is conveyed to the appropriate departmental office as a matter of information only and does not serve as an official excuse for class absence. Only individual faculty members make this determination, and documentation may be requested by the faculty members. The Office of Student Development does not provide this service when notification is received after the absence has occurred. Also, if a student is in town, that student is responsible for notifying the individual faculty members that she/he will be missing class.

Disability Services: Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Academic Integrity Code:

I. Introduction

Appalachian State University’s Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines “user-friendly” procedures and mechanisms for resolving alleged
violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian’s faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

II. The Academic Integrity Code

Students attending Appalachian State University agree to abide by the following Code:

- Students will not lie, cheat, or steal to gain academic advantage.
- Students will oppose every instance of academic dishonesty.

Students shall agree to abide by the Academic Integrity Code when submitting the admission application. You may access the Academic Integrity Code at the following link:

http://studentconduct.appstate.edu/

Statement on Student Engagement with Courses: The following statement has been approved by the Faculty Senate and the Academic Policies and Procedures Committee: In its mission statement, Appalachian State University aims at “providing students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

APPENDIX A: ASSIGNMENT RUBRICS

Leadership/Presentation Facilitation Assignment:

<table>
<thead>
<tr>
<th>Obj</th>
<th>NAME: _____________________________ demonstrates that he/she:</th>
<th>Possible Points:</th>
<th>Student Earned:</th>
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<tbody>
<tr>
<td></td>
<td>Facilitated a presentation and discussion lasting 90 minutes on the assigned consultation subject</td>
<td></td>
<td>Yes/No</td>
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<tr>
<td></td>
<td>Discussion was meaningful to participants</td>
<td></td>
<td>Yes/No</td>
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<tr>
<td></td>
<td>Effective questioning strategies were used to elicit thoughtful responses from participants</td>
<td></td>
<td>Yes/No</td>
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<tr>
<td></td>
<td>Effective summaries were used to capture participants’ discussion and ideas and to link participant ideas and discourse</td>
<td></td>
<td>Yes/No</td>
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<tr>
<td></td>
<td>Participants were invited to engage in role plays or case studies in which they could put learning to applied case studies or scenarios</td>
<td></td>
<td>Yes/No</td>
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<td></td>
<td>M.2 Demonstrated knowledge of strategies to promote, develop, and enhance effective consultation relationships and partnerships within the school and larger community.</td>
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<td>M.3 Demonstrated 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.</td>
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<td></td>
<td>M.5 Demonstrated knowledge of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of students</td>
<td></td>
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<td></td>
<td>Total</td>
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