

CSD 5942 Syllabus: Collaboration, Consultation and Intervention
Tuesdays 4.00-6.30PM; 3 crdhrs
Fall 2017

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Office Hours: Tuesday 2:00-4:00; Wednesday 12:00-2:00 and by appointment

Course Description: The purpose of this course is to introduce students to the process of collaboration, consultation and intervention within the school counseling environment. Emphasis is placed on the school counselor's role in working with school staff, parents, and community members to promote the academic, career, and personal/social development of students.

Course Objectives: School counselors-in-training will:

1. Examine models of school-based collaboration and consultation. (5.G.1.d)
2. Examine the school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. (5.G.2.b)
3. Discuss school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. (5.G.2.e)
4. Explore characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g)
5. Discuss signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (5.G.2.i)
6. Discuss community resources and referral sources (5.G.2.k)
7. Understand techniques to foster collaboration and teamwork within schools. (5.G.3.l)
8. Discuss strategies for implementing and coordinating peer intervention programs (5.G.3.m)

Required Texts

Brigman, G., Mullis, K. F., Webb, L.M., White, J. (2004). *School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel* (2nd Ed.). Hoboken, NJ: Wiley, John & Sons.

Kanel, K. (2012). *A guide to crisis intervention*. Belmont, CA: Brooks/Cole.

Readings posted to Desire2Learn

Suggested Texts for your Practice:

Juhnke, G., Granello, P., & Granello, D. (2010). *Suicide, self-injury, and violence in schools: Assessment, prevention, and intervention strategies*. Hoboken, NJ: Wiley, John & Sons.

Kempwirth, T., & Power, K. (2011). *Collaborative consultation in schools: Effective practices for students with learning and behavior problems*. Upper Saddle River, NJ: Pearson.

Kerr, M. (2009). *School crisis prevention and intervention*. Upper Saddle River, NJ: Pearson.

Teaching Philosophy: Education is a growth process consisting of two mutually inclusive variables: educating and learning. Students are not regarded as passive recipients of knowledge. Rather, they are encouraged to participate actively and develop the ability to independently problem solve. I am provided opportunities to learn from students, especially regarding effective teaching strategies, theory conceptualization, and progressive intervention application. Learning objectives of all are more effectively accomplished when both roles are actively engaged.

Method of Instruction: Students will be exposed to the educational process via class dialogue, presentations, written papers, consultation, experiential activities, and through websites related to counseling. Discussion, case study, and cooperative learning are instructional methods used.

Due Date Policy: Written assignments are to be turned in on time. Five points will be deducted per day that the assignment is not submitted. Treat due dates like professional deadlines. **All assignments should be in APA style.**

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. **Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).** To encourage original and authentic written work, **all** written assignment created in this course **must** be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Turnitin login: 15892300

Password: CSD5942

Questions and Grievances: Please talk with me directly if there is a problem, misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Number One Rule in Crisis Intervention Work: Effective crisis interventionists practice self-care.

In the second half of class, the materials covered are often emotionally charged with details, images, sounds, and loss. It is imperative to monitor yourself for reactions for these reasons:

- You may experience feelings of shock, disbelief, and disorientation as you learn about crisis situations. It is necessary to cover actual details so you might have an opportunity to experience your reactions in a learning environment, not a crisis venue, so that you may have an opportunity to process your reactions in an immediately supportive environment.
- Material may trigger traumatic stress reactions from previous life experiences. It is very important that you realize these events and have an established self-care plan for coping with these NORMAL REACTIONS. If you do not, you may be vulnerable to loss of therapeutic boundaries with clients. Seeing a counselor is suggested for self-care and to practice therapeutic boundaries.
- If materials/topics are too intense, you will need to communicate your needs to me.

Grading Scale: The Department of Counseling and Higher Education uses the university grading scale. Please refer to the current *Graduate School Catalog*.

Student Evaluation:	Points	Due Date
Attendance and Attitude	35 points (2.7 per class)	Weekly
Grant Application	40 points	10/03
Creative Project	40 points	10/10
Influence Project	40 points	11/14
Crisis Management Plan	75 points	11/28
Final	50 points	12//05
Total: 280 points		

Attendance and Attitude Policy: (35 points) Attendance is necessary for co-constructing a deeper meaning. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected. If you must be absent, it is your responsibility to acquire material covered and be knowledgeable of any expectations discussed. Excessive absences (more than one unexcused) will result in a reduction of grade. Behaviors including but not limited to asking to leave class early, extensions for papers, excuses for not being prepared will not be tolerated. Treat class as you would treat your future career.

Creative Project (40 points) (5.G.2.b, k; 5.G.3.1): Student will create song lyrics, video, trifold poster, brochure, webpage, or another creative project (approved by instructor) that informs stakeholders on the role of school counselors and provide information on how they can help students with their academic, career, and social/emotional development. The project should be culturally sensitive and developmentally appropriate.

Influences Project (40 points) (5.G.2.b, e, g, i, k; 5.G.3.1, m): This project consists of 2-3 students creating a 30-40 minute presentation for students or teachers on a topic that negatively influences student functioning. Potential topics may include: violence, eating disorders, substance use, self-harm, bullying, etc. Choose either students or teachers as the focus group and make the information relevant for that group. A minimum of six references is required

- Provide an overview or background on the topic area chosen. Define the topic, provide some background, and include relevant statistics regarding current prevalence rates.
- Discuss what the target audience should do to help those struggling or if the individual is struggling him/herself. What can you, as the school counselor do to help?
 - o Suggested strategies/techniques discussed may include resources within the school for teachers or students, or community resources available.
 - o Ensure information is presented clearly, in a logical order and done so in a manner that allows the audience to digest what you are telling them (not just lecture).
 - o Include cultural and developmental considerations.
- The focus should be on educating on the topic, how to support the individual, interventions used by the school, and how the school counselor is used as a resource.
- A **handout** must be given that highlights from the presentation
 - o Information should include ‘helpful tips’ or ‘need to know information’
 - o Include a resource guide with **community asset map** for at least 6 local area supports
- **Reflection. (Due Wednesday 11:59pm)** Following the presentation discuss:
 - o What went well? What did not go well?
 - o What would you change next time and reasoning?
 - o What was the most difficult part of presenting?
 - o How did your partner/group collaborate and who was responsible for what?

Grant Application (40 points) (5.G.2.b, k; 5.G.3.1): With increasing budget cuts, grant writing is essential. As a school counselor you have both the leadership and the skills to pursue various grant opportunities that can be used to fund the needed programs and services.

- Find a grant (from the list or on your own) that you could apply for as a professional counselor that would fund a portion of a counseling program or need within the school.
 - o State the name of the grant and organization, dollar amount, and deadline
 - o Provide a summary of how your school's needs fit with the purpose of the intended grant and discuss specifically how you would spend the money.
 - This need can be found by speaking with stakeholders at the school or investigating the school's IIRC.
 - Spending breakdown should be included
 - o Complete grant application; include a copy of completed grant and the website
 - o Discuss your reactions to the grant writing process.
 - How were you feeling before writing the grant and how did it change as you progressed through the process?
 - How has this process informed your future grant writing experience?
 - What would you change or do differently in the future?

Crisis Management Plan and Reflection (75 Points) (5.G.2.b, e, k): Students will evaluate the crisis plan at their internship setting (or school approved by instructor). Students will:

- Determine if key factors (prevention, preparedness, response, recovery) are included
 - o Students will summarize strong areas as well as make suggestions for items that should be included in the crisis plan of the school
- Students are to interview the school counselor and report on
 - o Crisis training provided at the school (for students, staff, teachers, admin)
 - o Crisis training the school counselor received (site, academically, continuing ed)
 - o Materials available to stakeholders (teachers, administrators, students, parents)
 - o Who he/she consults with before, during, and after a crisis/trauma response
 - o What resources he/she uses within the community.
- Following the evaluation of your site's protocol, reflect on your own perceptions of crisis/trauma counseling. In this self-reflection, answer the following questions:
 - o What models of crisis counseling fit with you most?
 - Be sure to define the model and note why models are important for the field
 - Explain what the model covers or stages of progression
 - What about this model fits you and your counseling style
 - o What are your hopes and fears relating to crisis counseling?
 - o What traumatic event or issue will be most difficult for you to counsel through and what might you do to prepare yourself?
 - o What will you do for self-care in the aftermath of a trauma or hearing about an experience from a student? Outline a specific self-care plan to prevent burn out and highlight areas to bolster in times of crisis. How will you hold yourself accountable to this plan?

Final (50 points) (5.G.1.d; 5.G.2.b, e, g, i, k; 5.G.3.1, m): There will be a final over selected course material in a multiple choice and short answer format.

TENTATIVE SCHEDULE

Date	Topic	Readings/Assignments	CACREP	Objective
08/21	Introduction to collaboration from a systems perspective Grant writing	Vernon & Rainey, 2010	5.G.1.d 5.G.2.b	1, 2
08/28	Role as a consultant Student development	Brigman Ch 1 Baker et al., 2009 Epstein & Voorhis, 2010 Paisley, 2001	5.G.1.d 5.G.2.b, g 5.G.3.1	1, 2, 4, 7
09/04	Ethical and Legal Considerations Typical Issues Faced	Brigman Ch 3 and 5	5.G.1.d 5.G.2.b 5.G.3.1	1, 2, 7
09/11	Basic Collaboration and Consultation(C & C) Models	Brigman Ch 2 Kahn, 2000 Kempworth, 2009 (Ch 2)	5.G.1.d 5.G.2.b 5.G.3.1	1, 2, 7
09/18	Models Continued Peer Programming Interventions	Brigman Ch 8 Peer Interventions West & Idol, 1993	5.G.1.d 5.G.2.b 5.G.3.1, m	1, 2, 7, 8
09/25	Family C & C Teacher C & C	Brigman Ch 4 and 7 Davis & Garrett, 1998 Mullis & Edwards, 2001	5.G.1.d 5.G.2.b, k 5.G.3.1	1, 2, 6, 7
10/02	Administrative C & C Community C & C	Brigman Ch 9 and 10 Griffin & Farris, 2010 Grant Due	5.G.1.d 5.G.2.b, k 5.G.3.1	1, 2, 6, 7
10/09	Crisis Prevention and Response Impacts of Crisis Emergency Management Plan	Kanel Ch 1 School Crisis Initiative, 2003 Crisis Intervention, 2002 Creative Project Due	5.G.2.e, g	3, 4
10/16	Collaboration Models for Crisis Preparedness and Response Cultural Sensitivity	Kanel Ch 4 and 6 Everly, 2000 (CMB) Sylvia & Klotz, 2006	5.G.1.d 5.G.2.b, e 5.G.3.1	1, 2, 3, 7
10/23	Suicide, Homicide, Self-Harm, Psychotic Crisis, Substance use	Kanel Ch 5 White Kress et al., 2006 Fineran, 2012	5.G.2.g, i, k	4, 5, 6
10/30	Eating Disorders, Gang Violence, Familial Changes, Death/Dying	Kanel Ch 7 and 8 Maskell & Scott, 2012 Omizo et al., 1997	5.G.2.g, k	4, 6
11/06	Developmental Crisis Cont: Depression, Anxiety, PTSD Flex day	Kanel Chapter 9 Auger, 2005 McLoone et al., 2006	5.G.2.g, k	4, 6
11/13	Influence Project	Influence Project Due		
11/20	Thanksgiving No Class			
11/27	Interpersonal violence Identifying student resilience	Kanel Ch 10 Protivnak & McRoberts, 2011 Masten et al. 2008 Rak & Patterson, 1996 Crisis Management Plan	5.G.2.g, k	4, 6
12/04	Final	Final in Class	All	All
12/11	Closure and give final back			

Protocol for Evaluating Influence Project (40 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style/ English language	5 pts Appropriate grammar, spelling, sentence structure, punctuation of any materials given or shown; few APA errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, margins, headings, title page, font size & style, references; multiple errors made	1 pts Little attempt made for English language and APA; significant errors	0 pts No attempt made
Organization/ fluidity of presentation and time limit	5 pts Serious attempt made to talk with the audience not at the audience; content well organized, 30-40 min	3.5 pts Often spoke at the audience rather than with; content moderately organized; too much on a slide; 5 min over or under	1 pts Spoke at the audience and not organized; too much on a slide; more than five min over or under	0 pts No attempt made
Content	5 pts Superior ability to present synthesized information on background, history, definition, stats	3.5 pts Moderate ability to present information, some components missing	1 pts Poor ability to present information with many components missing	0 pts Not Presented
Strategies	10 pts Superior ability to present synthesized information on interventions, resources, cultural and developmental considerations	6 pts Moderate ability to present information, some components missing	3 pts Poor ability to present information with many components missing	0 pts
Handout creativity and asset map	10 pts Serious attempt made for creative and user-friendly handout; all 6 assets included	6 pts Difficult to read or understand material; 5 assets included	3 pts Limited information and not coherently organized; 4 assets included	0 pts No attempt made
Reflection	5 pts Superior ability to thoroughly discuss what went well/not, changes, difficulties, collaboration	3 pts Moderate ability to discuss components; sections incomplete	1 pts Limited ability to discuss components with sections missing	0 pt Not given

*Note: scores midway between the posted levels are possible for each criterion at instructor's discretion

Protocol for Evaluating Creative Project (40pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
English language and organization	10 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors; easily followed	6 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors; moderate difficulty following information	3 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors; very difficult to follow information	0 pts No attempt made
Creativity	10 pts Serious attempt made for creative, easy to read, understand or follow	6 pts Difficult to read, understand or follow material	3 pts Limited information and not coherently organized	0 pts No attempt made
Information	10 pts Superior ability to present information on role of school counselor with regards to academic, career social/emotional dev	6 pts Moderate ability to present information, some components missing	3 pts Poor ability to present qualities with many components missing	0 pts Not Presented
Cultural/ Developmental	10 pts Superior ability to integrate cultural and developmental considerations	6 pts Moderate ability to present information, some components missing	3 pt Poor ability to present qualities with many components missing	0 pts Not Presented

Protocol for Evaluating Grant Application (40 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Grant Description	5 pts Through discussion of grant to include name, organization, dollar amount, deadline	3.5 pts Moderate ability to describe grant components with some components missing	2 pts Limited ability to describe grant with multiple components missing	0 pts No attempt made, information not presented
Fit of Grant	5 pts Through discussion of how grant fits needs, how money will be used	3.5 pts Moderate ability to describe fit of grant; some components missing	2 pts Limited ability to describe fit of grant and spending breakdown not included	0 pts No attempt made, information not presented
Grant Completion	10 pts Grant completed and included. Full effort put into grant	5 pts Grant completed but one day late. Moderate effort put into grant	1 pts Grant completed but 2 days late; Little to no effort put into grant	0 pts No attempt made, information not presented
Reactions	5 pts Through discussion of feelings, how it informs practice, and changes	3.5 pts Moderate discussion of components with one section missing	2 pts Limited ability to describe components with two components missing	0 pts No attempt made, information not presented

Protocol for Evaluating Crisis Management and Reflection (75pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Key Factors	15 pts Through discussion of factors that are and are not in the crisis plan; suggestions made	10 pts Moderate ability to describe factors that are and are not in plan; suggestions made for some	5 pts Limited ability to describe factors that are and are not in the plan; suggestions not made	0 pts No attempt made, information not presented
Interview	15 pts Through discussion of supervisors training, materials available, consultation, resources	10 pts Moderate ability to describe training, materials available, consultation, resources; one component missing	5 pts Limited ability to describe training, materials available, consultation, resources; two components missing	0 pts No attempt made, information not presented
Model	15 pts Thorough discussion of model that most fits and reasoning	10 pts Moderate ability to describe model and reasoning; some aspects missing	5 pts Limited ability to describe model and fit with most components missing	0 pts No attempt made, information not presented
Hopes and Fears	5 pts Through discussion of hopes and fears with reasoning	3.5 pts Moderate discussion of components with one component missing	1 pts Limited ability to describe components with two components missing	0 pts No attempt made, information not presented
Overcome	5 pts Thorough discussion of most difficult to work through and how to prepare	3.5 pts Moderate discussion of components with one missing	2 pts Limited ability to describe components with two components missing	0 pts No attempt made, information not presented
Self-Care	5 pts Through discussion of prevention of vicarious trauma, self-care plan, and accountability	3.5 pts Moderate discussion of components with one section missing	2 pts Limited ability to describe components with two components missing	0 pts No attempt made, information not presented