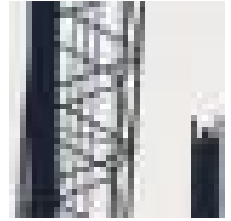


Psych. 6340

Consultation in the Schools



Summer-2023 Syllabus

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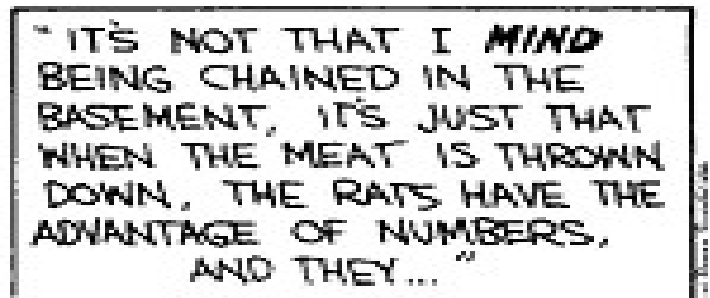
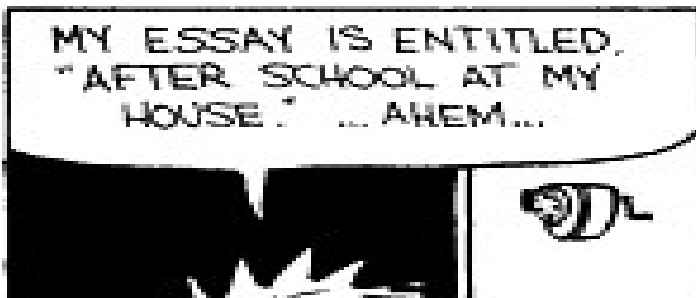
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Course Overview:

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



Course Objectives:

Psychology 6340: *Consultation in the Schools* is designed to provide students with a general framework for understanding and practicing consultation and to apply the theoretical material to case studies. The following concepts will be covered:

1. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
2. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
3. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
4. Theories, models, and strategies for understanding and practicing consultation
5. Strategies to promote client understanding of and access to a variety of community-based resources
6. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
7. Models of school-based collaboration and consultation
8. School counselor roles as data driven leaders, advocates, collaboration and systemic change agents in P-12 schools
9. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
10. School counselor roles in school leadership and multidisciplinary teams
11. Techniques to foster collaboration and teamwork within schools
12. Refugee Issues and the effect within schools

Grading Overview:

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

Grading Scale

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
Below a 70 %	F

Below a C- is unheard of in my class if you attend and participate.

Text:

Required: How to Win Friends and Influence People, any Edition, Dale Carnegie; Pocket Books, NY

Motivational Interviewing for School Counselors, 2017, Reagan North; Published by, Reagan North

Multiple Articles that I will provide

Expectations:

- 1- Be here! I know it is Summer. If you can't make class, please make arrangements to watch on Zoom or to get information. Tests will be based on in class discussions as well as reading. (Which brings us to #2)
- 2- Read the assignment before class (not during).
- 3- Participate in the discussion. You are graded by participation.
- 4- Correct/Contradict me if necessary. Divergent opinions are the heart of Counseling.

Assignments

Date Objectives Covered	Readings Due	Assignment Given	Assignment Due	Points Possible
Week #1 June 27, 2023 Cognitive Dissonance School Counselor Roles Counselor as a Leader <hr/> Course Objectives: 1, 2, 10	Week #1 Readings Cognitive Dissonance Intro to Carnegie	Capstone Project: Assigned (Due all term) Refugee Issues in Counseling (Due Week #2) What are my Biases? (Due Week #2)	None	NA
Week #2 July 4, 2023 Crisis Teams/Intervention Resources Refugees Course Objectives: 1, 2, 6, 12 NO Class	Week #2 Readings (50 pts.) Carnegie: Part 1 Motivational Int.: Chap 1 (and bonus) pg. 4-41 Supporting Refugee Children and Youth Reaching out to Diverse Populations	Personal Genogram (Due Week #3) Sphere of Influence (Due Week #3) John Hattie Paper (Due Week #4)	Capstone Projects: <i>Projects Chosen</i> Refugee Issues in Counseling <hr/> What are my Biases? <hr/>	<hr/> /100 <hr/> /100
Week #3 July 11, 2023 Collaboration Models Mindfulness <hr/> Course Objectives: 7, 9, 10	Week #3 Readings (50 pts.) Carnegie: Part 2 Motivational Int.: Chap 2/3 (and Bonus) pg. 42-69 Resilience Breakthrough Intro-pgs1-21 (pages on Doc) Resilience: Freedom to Learn	What is RTI? (Due Week #4)	Capstone Projects: <i>Updated and given to Peers for review</i> <hr/> Personal Genogram <hr/> Sphere of Influence <hr/>	<hr/> /100 <hr/> /100 <hr/> /100
Week #4 July 18, 2023 Systemic Change Agents Data Driven Practices Mindfulness <hr/> Course Objectives: 1, 3, 8	Week #4 Readings (50 pts.) Carnegie: Part 3 Motivational Int.: Chap 4/5 pg. 70-100 College Choice and Diversity	Capstone Projects: <i>Peer reviews due and projects returned to Owners</i> Soft Skills Video Assign. (Due Week #5)	Capstone Project: <i>Peer Review Due</i> <hr/> John Hattie Paper <hr/> What is RTI? <hr/>	<hr/> /100 <hr/> /100 <hr/> /100
Week #5 July 25, 2023 Consultation Process Community Resources <hr/> Course Objectives: 3, 4, 5, 7, 9,	Week #5 Readings (50 pts.) Carnegie: Part 4 Motivational Int.: Chap 6/7 pg. 101-138 Working W/ Students in Poverty (Skim, read highlights and graphs)	Social Norms Assignment (Due Week #6)	Soft Skills Video Assignment <hr/>	<hr/> /100
Week #6 Aug 1, 2023 Techniques to Foster Collaboration within the School and Community <hr/> Course Objectives: 2, 4, 9, 10, 11	Week #6 Readings (50 pts.) Stop Programming Robots Motivational Int.: Conclusions pg. 139-end	What I learned from Carnegie (Due Week #7)	Capstone Project: <i>Final Projects Due</i> <hr/> Social Norms Assignment <hr/>	<hr/> /600 <hr/> /100
Week #7 Aug. 8, 2022 Final/Wrap up	Week #7 Readings (50 pts.) Practical and Effective Network Create a Career Networking sys.	Final Exam, in class	What I learned from Carnegie <hr/> Final Exam <hr/>	<hr/> /100 <hr/> /200
			Participation	/300
			Readings	/300
			Total =	/2500



Reading Assignments

Week #1 Before Class June 27, 2023-School Counselor Roles

Carnegie –Intro – (Preface, Why this book was written, 9 suggestions) pg. xiii-xxv
Cognitive Dissonance by Thomas Wiltbank

Week #2 due July 4, 2023-Crisis and Refugee

Carnegie –Fundamental Techniques on Handling People Part 1 pg. 3-50
Motivational Interviewing Intro, Chap 1 (and Bonus) by North pg. 4-41
Supporting Refugee Children and Youth-Tips for Educators NASP
<http://www.graniteschools.org/edequity/refugee-services-2/> (spend 30 min. on Refugee website.)
Reaching Out to Diverse Populations by Chris Ferguson

Week #3 due July 11, 2023-Resilience

Carnegie—Six Ways to Make People Like You Part 2 pg. 51-112
Motivational Interviewing by North Chap 2/3 pg. 70-100
Resilience Breakthrough Intro by Christian Moore pg. 1-21
Resilience: Freedom to Learn by Peter Gray

Week #4 due July 18, 2023-Mindfulness

Carnegie—How to Win People to Your Way of Thinking Part 3 pg. 113-201
Motivational Interviewing by North Chap 4/5 pg. 70-100
College Choice and Diversity by Patricia McDonough

Week #5 due July 25, 2023-Community Resources

Carnegie—Be A Leader Part 4 pg. 203-249
Motivational Interviewing by North Chap 6/7 pg. 101-138
Working with Students in Poverty by Ruby K Payne
(Skim, read highlights and graphs)

Week #6 due Aug 1, 2023-Collaboration

Motivational Interviewing by North Conclusion pg. 139-end
Stop Programming Robots by Eric Chester ACTE Magazine May 2012 pg. 18

Week #7 due Aug. 8, 2023-Networking

How to Create a Career Networking System by Linda Wilson
Practical and Effective Networking by Patricia Mabrouk

Summary of Assignments:

Reading:

Read each week and prepare for discussion.

50 pts. each week, based on Self-Evaluation



Capstone Project: Due:

Projects Chosen Due:	Week #2	July 4, 2023-100 pts
Peer Review Due:	Week #4	July 18, 2023-100 pts
Final Projects Due:	Week #6	Aug 1, 2023-600 pts

See the last page of the Syllabus for summary

Refugees Issues in Counseling: Due (Week #2)-100 pts

First, complete the Refugee Reading for Week #2 and review the Granite School District Refugee Information website: <https://serverefugees.org/>

Then, write a one page (Times Roman, 12 pt., double space, 1 in. margins) paper on your personal view of Refugee issues in Utah, and what counselors can do to be a positive impact.

What are my Biases?: Due (Week #2)-100 pts

This Paper is not turned in. You will write a 1-page paper (Times Roman, 12 pt., double space, 1 in. margins) on your own personal biases. How do you see the world? Do you treat people differently based on gender, race, age, looks, etc.? Then answer the question, "How can I adjust to compensate for these biases?" Let me know on Canvas when you have completed this assignment. Only a statement "I completed this assignment" is expected.

Personal Genogram: Due (Week #3)-100 pts

Create a personal/influence Genogram (first names only). Either take a picture of it or include the file when you turn it in. With you in the center, choose at least 25 people around you. Who do you influence? Who influences you? This should include all areas of your life; personal, professional, ecclesiastical, etc. Talk to 4 people on your genogram (2 that you influence and 2 that influence you). Please use at least 2 people you are not related to. Where does the influence come from or go to? Write 1 to 2 paragraphs on what you learned.

Sphere of Influence: Due (Week #3)-100 pts

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

John Hattie Paper: Due (Week #4)-100 pts

John Hattie did landmark research on what works in Education? Write a 2-page paper (Times Roman, 12 pt., double space, 1 in. margins) on his research and how it applies to you as a counselor. Please focus your paper specifically on Hattie's effect size and the results you find interesting. Please site your references.

What is RTI?: Due (Week #4)-100 pts

Write one page (Times Roman, 12 pt., double space, 1 in. margins) on what RTI is, how it is changing schools, and how it will affect your future.

Soft Skills Video Assignment: Due (Week #5)-100 pts

Watch 7 of the 23 available Videos found at www.youtube.com/user/wasatchfrontCTE/videos
Answer the questions on the worksheet on each Video

Social Norms Experiment: (Due Week #6)-100 pts

Break 3 Social Norms. Write 1 paragraph on each experience.

Or

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

What I Learned from Carnegie: (Due Week #7)-100 pts

Write one page (Times Roman, 12 pt., double space, 1 in. margins) on your what you have learned and want to apply in your life from your study of Carnegie.

Tests: (In-Class (we will figure it out) Week #7)-200 pts

You will be given a Comprehensive Final on the Final day of class (8/10/2021).

Review guides/discussions will be made available.

PSY 6340 Capstone Project

Emily Hartung-TA- ehartung@alpinedistrict.org

The Capstone Project is an opportunity for students to compile their **Best** work in this program. Students will then improve it, have other students review it, improve it again from the review, and have it submitted to a website so that all students will have an ongoing resource to refer to on a variety of topics.

● **Capstone Project:**

- **3** Projects that you have created in other classes (presentation, classroom lesson, counseling website, group, etc.) that could be used by a Counselor (must be able to submit electronically).
- I recommend that you use 1 from Marietta Veeder's Portfolio Assignment
- NO literature reviews. NO action plans. NO staff presentations.
 - Revise and improve them with your current abilities and information
 - Projects must be applicable in the Counseling world
 - Projects must be in a format that is understandable and transferrable to other Counselors.
 - If it is a **Presentation**, it MUST have a script: either implemented directly into the ppt or written out separately in a doc to go along with it.
 - If it is for a **Group** - it must be planned for 30-45 minutes & include:
 - A script & outline
 - Goals/objectives for the group
 - Resources/materials needed
 - An icebreaker
 - If it is a website, it MUST include everything that is needed for a counseling department performance review: The school counseling website is updated regularly to provide accurate and timely resources to students, parents and other stakeholders. A full-year calendar is posted, updated regularly, and available to parents and students on the school counseling program webpage.
- **Peer Review**
 - Every Project must be reviewed by a peer
 - 1 peer review on each project
 - Peer must be in this program or a practicing School Counselor
 - You can only use the same person once, (so plan on two peers).
 - Each Student must review at least 2 projects from other students
 - Peer Review papers must be turned in to Emily Hartung (TA) and given to the owner of the project.
 - Revise and improve your projects after the Peer Review
- **Submit**
 - Must be submitted electronically
 - Final submission will be categorized and sorted into an open website that all students can have access to as an ongoing resource
- **Timeline:**
 - Week #1: Assignment given
 - Week #2: Projects chosen, updated and given to Peers for review (+includes worksheet)
 - Week # 4: Peer reviews due and projects returned to Owners
 - Week #6: Final Projects Due

This is an opportunity to create and showcase your best work. It is also an opportunity to have access to the resources of your peers as you begin your work as a Counselor. I encourage you to start early, review often, and improve your work so that it can be a reference for you and your colleagues for years to come.