

**Department of Counseling & Special Education, CSU, Fresno**  
**COUN 242 Parent Education, Pupil Advocacy & Consulting (3 units)**

**Master Syllabus in Compliance with CTC Standards 2001**

**Prerequisites**

COUN 174 and 200 or equivalent. Emphasis on current theory and methods of parent education, pupil advocacy, and consulting. Examination of current models in each area including ethical standards, legal concepts, and professional responsibility.

**Required text**

Doughtry, Michael (2009), *Psychological Consultation And Collaboration In Schools And Community Settings*(5<sup>th</sup> ed.). Brooks/Cole, Carnegie Learning

Doughtry, Michael (2009), Casebook; *Psychological Consultation And Collaboration In Schools And Community Settings*(5<sup>th</sup> ed.). Brooks/Cole, Carnegie Learning

(I will provide articles)

**Recommended text**

The ASCA National Model For School Counseling Standards Programs (2<sup>nd</sup> Edition-2005)

**Course Description and topics**

This course will review current theories and methods in the field of psychological consultation. While reviewing theories and methods in psychological consultation, attention will be placed on parent education and pupil advocacy including ethical standards, legal concepts, professional responsibilities, and the National Model for School Counseling Programs. Specific topics will include:

1. Introduction, definition, and history of consulting.
2. Consultation and the National Standards for Counseling
3. Issues related to the theoretical and applied aspects of consultation.
4. Cross-cultural consultation.
5. The stages and processes of consultation.
6. Evaluation as an integral component of consultation.
7. Mental health consultation.
8. Behavioral approaches to consultation.
9. Organizational change through consultation.
10. Consultation with parents.
11. Consultation with teachers.

**Course objectives**

Students who successfully complete this course will be able to demonstrate the following:

1. Develop methods of working with school staff and parents, which include planned prevention programs to help alleviate school failure and promote ways

- of increasing pupil successes in K-12 school settings. CTC 4, 8, 10, 13, 17, 19, 21, 23, 27, 28
2. Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, and classroom management skills for teachers, school discipline models and strategies for teachers. CTC 2, 5, 9, 10, 13, 14, 21, 24, 26
  3. Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods. CTC 2, 7, 10, 16, 26, 27, 30
  4. Investigate procedures for developing methods to be used in formulating pupil advocacy programs. CTC 4, 6, 7, 10, 12, 18, 26, 27, 30
  5. Design and apply appropriate parent education program for specific population group. CTC 2, 4, 10, 24, 27
  6. Recognize and apply appropriate legal concepts and legal procedures in working with consultees. CTC 6, 10, 18
  7. Pursue professional development in consultation and apply concepts to both public and private sectors. CTC 10, 18
  8. Identify the cultural issues in developing and applying methods of consultation services. CTC 3, 10

### Course Requirements (Assignments)

1. **Reading assignments:** Complete textbook readings from the chapters assigned in the tentative schedule.
2. **Class attendance:** The attendance of class will be recognized as a part of the course grade since class participation is an integral part of a consulting and parent education course. (see attached guidelines)
3. **Review of three journal articles:** Each student will select three current articles for review for the class. Article One on consulting; Article Two on parent education; and Article Three on child advocacy. (see attached guidelines) CTC 7, 22, 30
4. **Interview a consultant and make a report to the class:** Each student will be asked to make a personal visit to a consultant, a parent educator or a child advocacy expert and make an oral report to the class plus write a single spaced, typed interview of the visit. (see attached guidelines) CTC 19, 23
5. **Group presentation:** Each student will be assigned to a group in the class. Theoretically, the group will act as consultants and the rest of the class will become the consultees. This will encourage you to develop a workshop type of presentation, which will provide an atmosphere of learning for the consultees. The setting from which you present may represent public or private organizations; workshop materials will be prepared in advance for the consultees. The workshop will take 1.5 to 2 hours. (see attached guidelines).
6. **Professional Development:** Each candidate will attend a school counseling (or related) conference, workshop or in-service. Students will provide the agenda and submit a one-page summary of their professional development experience. CTC 18

7. **Course examinations:** Two course examinations will be given during the course; students will be responsible for text materials, and course handouts. The midterm exam will consist of objective questions related to specific course objectives (from text assignments and class presentations). The final exam will present the student with two vignettes. In one vignette, the student will be required to design and apply an appropriate parent education program for a specific population group. In the second vignette, the student will be required to develop a specific method for working with school staff and parents around a program to alleviate school failure and increase pupil success. Students may use the Consultant Interview as a source of information for this requirement. CTC 19, 28

### Guidelines to complete course requirements

1. **Review of journal articles:** Use the following: (75 pts.).
  - a. include the full name of the journal.
  - b. include the full name of the article along with the author(s).
  - c. publication date of the journal, along with the volume number.
  - d. submit a double-spaced, one page, write up of the article.
  - e. cover: purpose of the article, how data was gathered and then present a summary of the results, including conclusions reached by the author(s).
  - f. write comments giving your opinion(s) of the article.
  - g. determine how the issue is being handled in another country – Global Perspective
  - h. use APA format, proofread before submission.
  - i. attach a copy of the article to your review

Each review will be assessed according to the following: (max. pts 25 @ article)

Include items a, b, c mentioned above.:	Poor	Fair	Good	Excellent (max. pts: 5)
Article purpose & summary:	Poor	Fair	Good	Excellent (max. pts: 10)
Personal comments:	Poor	Fair	Good	Excellent (max. pts: 10)

4. **Attendance:** (max. pts 75)
 

All classes attended:	100 %
One class missed:	95 %
Two classes missed:	90 %
Three classes missed:	80 %
More than three classes missed:	70 %

Two late arrivals of more than ten minutes will count as one absence.
5. **Consultant interview** (75 pts): Submit a double-spaced, two-page summary of your interview. The interview will address the following area: what programs and strategies does the consultant employ when working with school staff and parents to alleviate school failure and increase pupil success? The interview will include the following questions:
  - a. What specific programs and strategies are used by the consultant?

- b. What does the consultant see as the biggest problem(s) facing counselors in working with school staff, parents and students?
- c. What strategies does the consultant employ to overcome these problems?

The interview will be assessed according to the following: (max. pts 75)

Name of the interviewee:	Poor	Fair	Good	Excellent (max. pts: 5)
Position/district/grade level served:	Poor	Fair	Good	Excellent (max. pts: 5)
Summary of answers to the questions:	Poor	Fair	Good	Excellent (max. pts: 40)
Personal comments:	Poor	Fair	Good	Excellent (max. pts: 25)

- 6. Group presentation** (150 pts): CTC 10, 21, 29 Each group must develop and present a **consultation model for working with teachers, parents or administrators** in one of the following areas (groups may create a different scenario with the instructor's permission):
- a. A planned prevention/intervention program, i.e. drug abuse prevention, school drop out prevention, intervention with at-risk students, positive alternatives to gangbanging, increasing school success for elementary, middle, or secondary school students.
  - b. You are invited to lead the faculty and staff of a local elementary school through a conflict resolution session.
  - c. Prepare and present a classroom management plan, which might include such issues as a planned discipline program, classroom management skills, the classroom as a group, conflict resolution, and/or problem solving.
  - d. Develop a consultation model for working with teachers, parents or administrators.
  - e. Develop a consultation model for student advocacy.
  - f. You are asked to give a workshop on avoiding "burn out".
  - g. Develop a parent education model based on the theory of your choice.
  - h. Teach multiculturalism to students.
  - i. Design and implement a peer counseling/helping program.
  - j. Student Study Teams.
  - k. Strategies to motivate high school students.
  - l. Adolescent mental health.
  - m. Gang awareness and intervention.
  - n. School to work.
  - o. Effects of trauma on the learning and development of children.
  - p. Ways to develop effective relationships among teachers, staff, families and others within a multicultural and multi-linguistic context

Guidelines for your presentation: work together; avoid lecturing; action; have prepared materials; have fun; be creative; select a model and stay with it; make it replicable (by others); link your journal articles; plan ahead; borrow from others; cite your reference.

Group presentation will be evaluated according to the following:

QUALITY	C	B	A		
ORGANIZATION	1	2	3	4	5
USE OF VISUAL AIDES	1	2	3	4	5

QUALITY OF INFORMATION	1	2	3	4	5
STIMULATING & ENGAGING AUDIENCE	1	2	3	4	5
OVERALL QUALITY	1	2	3	4	5

7. **Professional Development** (100 points): Each student will attend a school counseling (or related) conference, workshop or in-service. Students will provide the agenda and submit a one-page summary of their professional development experience.
8. **Examinations** (250 points): First examination (100 points), Final examination (150 points)  
(See page four for examination specifics)

### Course grading

Category	Points	Percent of Grade
Journal Articles (3)	75	10
Class Attendances	75	10
Consultant Interview	75	10
Group Presentation	150	21
Professional Development	100	14
First Examination	100	14
Final Examination	150	21
<b>Total</b>	<b>725</b>	<b>100</b>

Letter grades will be based on the accumulated points listed in the following:

**A: 652-725 (90% and above)**

**B: 580-651 (80% -89%)**

**C: 507-579 (70% - 79%)**

### Counseling 242 - Fall 2010 - Tentative Course Schedule

Date	Topics CTC 9, 10, 28, 30	Reading Assignmmt	Due	Student / Group
8/24	<ul style="list-style-type: none"> <li>Introduction to course &amp; materials: a) syllabus b) class requirements c) introduction to topics d) group assignment and discussions</li> <li>National Counseling Standards</li> </ul>			
8/31	<ul style="list-style-type: none"> <li>Introduction and Overview</li> <li>National Standards Activity/Data Points</li> </ul>	Part I Ch. 1	• Journal article 1 on Consulting	
9/7	<ul style="list-style-type: none"> <li>Consultants, Consultees, and Collaborators</li> <li>Participation Activity</li> </ul>	Ch. 2		
9/14	Stages of Consultation – Entry Participation Activity	Part II, Ch. 3		
9/21	<ul style="list-style-type: none"> <li>Stages of Consultation – Diagnosis</li> <li>Participation Activity</li> </ul>	Part II, Ch. 4		
9/28	<ul style="list-style-type: none"> <li>Implementation Stage</li> <li>Participation Activity</li> </ul>	Ch. 5		

10/5	<ul style="list-style-type: none"> <li>• <b>Disengagement Stage</b></li> <li>• Participation Activity</li> </ul>	<b>Ch. 6</b>		
10/12	<ul style="list-style-type: none"> <li>• Ethical, Professional, and Legal Issues</li> <li>• Participation Activity</li> </ul>	<b>Ch.7</b>	<ul style="list-style-type: none"> <li>• <b>Consultant Interview:</b> written report, classmate share</li> </ul>	
10/19	<ul style="list-style-type: none"> <li>• <b>Organizational Issues</b></li> <li>• Mid-term Review</li> <li>• Participation Activity</li> </ul>	<b>Ch. 8</b>	<ul style="list-style-type: none"> <li>• <b>Journal article 2</b> Parent Education</li> </ul>	
10/26	<ul style="list-style-type: none"> <li>• <b>Mid-term Examination NCATE 1.2, 1.5</b></li> </ul>			
11/2	<ul style="list-style-type: none"> <li>• <b>Mental Health Consultation and Collaboration</b></li> <li>• Consulting Group Presentation <b>NCATE 1.6</b></li> </ul>	<b>Ch. 9</b>		Group #1 _____
11/9	<ul style="list-style-type: none"> <li>• <b>Behavioral Consultation</b></li> <li>• Consulting Group Presentation</li> </ul>	<b>Ch. 10</b> Handouts fr. Groups	<ul style="list-style-type: none"> <li>• <b>Professional Development Conference/workshop report</b></li> </ul>	Group #2 _____
11/16	<ul style="list-style-type: none"> <li>• <b>Organizational Consultation and Collaboration</b></li> <li>• Consulting Group Presentation CTC 9, 28</li> </ul>	<b>Ch. 11</b> Handouts fr. Groups		Group #3 _____
11/23	<ul style="list-style-type: none"> <li>• No Class</li> </ul>			
11/30	<ul style="list-style-type: none"> <li>• <b>School - Based Consultation/Collaboration</b></li> <li>• Consulting Group Presentation</li> </ul>	<b>Ch. 12</b> Handouts fr. Groups	<b>Journal Article</b>  <b>3</b>  Child Advocacy <b>NCATE 1.8</b>	Group #4 _____
12/7	<ul style="list-style-type: none"> <li>• <b>Final Review</b></li> <li>• <b>Potluck</b></li> </ul>			
12/14	<ul style="list-style-type: none"> <li>• <b>Final Exam</b> 8pm-10pm (applying a consultation model to a vignette) <b>NCATE 1.6, 1.8</b></li> </ul>		<b>Final exam</b>	

### Course organization

This course will be offered in the following clusters:

1. Review major issues in consultation.
2. Stages and processes, as well as evaluation, in the practice of consultation.
3. Reviewing the mental health model as well as the behavioral approaches
4. Consultation related to student advocacy.
5. Consultation with parents.
6. Consultation with teachers.

### Methods of instruction

The following instructional methods will be utilized as appropriate:

1. Lecture and discussion.

2. Small group activities.
3. Case studies.
4. Student presentations.
5. Written materials from outside sources.

### **Knowledge base for course**

The knowledge base for this course contains the following four components:

1. **Philosophical and ideological:** The major philosophical component lies in clinical consultation, an approach used since the middle of the 19<sup>th</sup> century. Pioneering work by Caplan (1970) and early contributions from Lewin (1951), behavioral models (Bergan, 1977), and community psychology (Mannino & Shore, 1975; 1985) have shaped the current field. Ideally, it is believed that a person or a group can benefit from the input of a consultant when problems arise and solutions are needed to solve the problem. The way in which a person works with one person or a group of persons will enable action and/or permit positive change to emerge.
2. **Cognitive and reflective:** The functions of the consultant, which were initially derived from the clinical model, became much more active with the input of the behavioral approaches. The behavioral approaches assisted the identified problem(s) to become part of the cognitive domain. Since, from a social-learning perspective, it is recognized that problems are learned, it is not necessary to employ traditional psychodynamic labels, furthermore, it is also recognized that a person or group can make an effort to become aware of and change a set of triggering conditions, which can contribute to a forum for positive transformation. The reflective model will be emphasized in this consultation course. The model is collaborative and cooperative and depends largely on the listening skills of the consultant.
3. **Integration and application:** During the past years research in the fields of parent education, pupil advocacy, and consultation have proven to be fruitful in providing a method for integrating information from a variety of conditions and for the examination of various applied models. The term consultation is defined in several ways depending on the set of specific conditions. Consultation is viewed as being separate and distinct from advice giving, supervision, therapy, counseling, teaching, and organizational development differences are recognized between internal and external consultants. Research has provided useful interpretation for three consultative interventions: primary, secondary, and tertiary. There are now direct and indirect interventions and guidelines for the consultant and for the consultee.
4. **Diversity:** The American Counseling Association recognizes cultural diversities as important factors deserving increased awareness and understanding on the part of all professional personnel in counseling. Consultants who are involved in cross cultural settings will need to consider that cultural differences between the consultant and the consultee may produce some barriers to the successful operation of the process and act accordingly.

### **Course Policies**

1. This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
2. Please turn off your pagers, cellular phones, and other electronic devices during the whole class period.
3. No tape-recording of lecture without prior permission.
4. Students should not bring children, visitors or guests without prior permission.
5. All papers, projects, and exams are due at the beginning of class or at the time specified (see attached calendar). Late papers will automatically have the final score reduced by one point for each *day* (not class meeting) that the paper is late. No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!
6. **Writing Instructions:** Writing is an important skill for counselors to develop. Through writing, counselors will communicate their ideas to other professionals and clients, document the efficacy of their work to outside agencies, and present new ideas to further their practice. In addition, many of the communication skills used in writing are also used when communicating verbally and non-verbally with clients in the counseling setting. Therefore, students are expected to produce well-written, graduate-level papers and will be graded in accordance with this expectation. All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are expected to use a concise and professional writing style (see *APA Publication Manual*). Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. Students who would like extra assistance with their writing skills should contact the Writing Center in the English Department (278-2553).
7. **Computer use:** “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources. The University maintains a limited number of workstations in various labs to facilitate this access.



It proves the means to allow students access from their home environment to University computing and network resources and to the Internet” (CSU, Fresno, Schedule of Courses, Spring 2004, p.17).

8. Students will abide by the University's policy regarding cheating and plagiarism. For details, please refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).
9. Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).
10. For free tutoring services on campus, contact the Learning Center in the Peters Building Annex Trailers (phone 278-3052 or visit [www.csfresno.edu/learningcenter](http://www.csfresno.edu/learningcenter) ).

### **Honor Code**

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.