

Loyola University Chicago
School of Education
CPSY 435: Selected topics
Advanced School Counseling and Consultation

Spring 2011

Mondays 4:15-6:45 p.m.
Corboy Law Center, Room 526

INSTRUCTOR

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Office Hours: By appointment only

COURSE DESCRIPTION

CPSY 435 introduces the attitudes, concepts, and skills of indirect service delivery through consultation. This course is designed to produce consultation and organizational development skills that will facilitate effective professional school counseling practice. Reflection on the practice of consultation is also developed, as well as competencies for practice within a multiculturally diverse society. This course examines the differences between direct and indirect service delivery models, their goals and provides a perspective on the school as a culture and culminates with developing the knowledge and skills of a problem solving consultation process, examining challenges within the context of classrooms and schools.

COURSE OBJECTIVES

1. Develop and understanding of the school as a culture and the relationship of organizational and contextual factors to the consultation/intervention process.
2. Learn the professional procedures for initiating a consultative relationship.
3. Analyze the organizational structure of the setting in which consultation/intervention is planned.
4. Develop knowledge and skills in the interpersonal/communication/multicultural areas needed for effective consultation.
5. Develop knowledge and skills in the interpersonal areas needed in the problem solving process.
6. Develop knowledge and skills in the consultation process.

REQUIRED TEXTS

Kampwirth, T. J. (2005). Collaborative consultation in the schools: Effective practices with learning and

behavior problems. 3rd edition. Upper Saddle River, NJ: Merrill-Prentice Hall.

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*. 2nd edition. New York: The Guilford Press.

ARTICLES AVAILABLE ON BLACKBOARD

Amatea, E.S., Daniels, H., Bringman, N., & Vandiver, F.M. (2004). Strengthening counselor-teacher-family-connections: The family-school collaborative consultation project. *Professional School Counseling, 8*, 47-55.

Baker, S.B., Robichaud, T., Dietrich, V., Wells, S., & Schreck, R. (2009). School counselor consultation: A pathway to advocacy, collaboration, and leadership. *Professional School Counseling, 12*, 200-206.

Bemak, F., & Chung, R. (2008). New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling and Development, 86*, 372-382.

Brown, J.V. (2010). *Saving the freshman*. Retrieved from <http://www.acteonline.org>

Constantine, M., & Gushue, G. (2003). School counselors' ethnic tolerance attitudes and racism attitudes as predictors of their multicultural case conceptualization of an immigrant student. *Journal of Counseling and Development, 81*, 185-90.

Dahir, C.A., & Stone, C.B. (2009). School counselor accountability: The path to social justice and systemic change. *Journal of Counseling and Development, 87*, 12-20.

Dodson, T. (2009). Advocacy and impact: A comparison of administrators' perceptions of the high school counselor role. *Professional School Counseling, 12*, 480-487.

Epstein, J.L., & Van Voorhis, F.L. (2010). School counselors' roles in developing partnerships with families and communities for student success. *Professional School Counseling, 14*, 1-14.

- Fusick, L., & Bordeau, W.C. (2004). Counseling at-risk Afro-American youth: An examination of contemporary issues and effective school-based strategies. *Professional School Counseling, 8*, 102-115.
- Goldring, L. (2002). The power of school culture. *Leadership, 32*, 32-35.
- Hanna, F.J., & Green, A. (2004). Asian shades of spirituality: Implications for multicultural school counseling. *Professional School Counseling, 7*, 326-333.
- Hipolito-Delgado, C.P., & Lee, C. C. (2007). Empowerment theory for the professional school counselor: A manifesto for what really matters. *Professional School Counseling, 10*, 327-332.
- Scheel, M.J., & Gonzalez, J. (2007). An investigation of a model of academic motivation for school counseling. *Professional School Counseling, 11*, 49-56.
- Schwallie-Giddis, P., Anstrom, K., & Sardi, V. (2004). Counseling the linguistically and culturally diverse student: meeting school counselors' professional development needs. *Professional School Counseling, 8*, 15-23.
- Weinstein, C., Curran, M. & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice, 42*, 269-276.

UNIVERSITY POLICIES

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning

students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Professionalism in the Service of Social Justice: As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge base and skills as a school counselor in an ethical and reflective manner in order to promote the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Technology: In this course, you will use technology to aid you in communicating information and locating resources. It is expected that students will integrate technology with assignments as appropriate. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will also be able to locate journal articles on the course BlackBoard website.

Diversity: Your department and program are committed to issues of diversity including, but not limited to: race, gender, sexual orientation, social class, ethnicity, ability, and status. This class is designed to facilitate your development as a multiculturally competent professional who is able to work effectively with diverse clients and communities.

APA STYLE

All papers must be written in according to the American Psychological Association's (APA) Publication Manual (6th edition). As students are preparing for careers as professional counselors, papers must be grammatically correct and reflective of this level of education. Please use Times New Roman 12-point font.

COURSE REQUIREMENTS

Class Attendance and Participation

Discussion, presentations, and simulations require your active participation. It is expected that you complete the readings and assignments scheduled for each class and to come to class prepared to discuss them. While each reading may not necessarily be explicitly discussed in class, each is relevant to our discussion and provides background to class activities. The class provides an opportunity to obtain feedback on your thinking and contribute to the learning of others. Participation will be considered when a final grade for the semester is determined.

Any student unable to attend class because of serious illness, hospitalization, a serious accident or other extenuating circumstance is responsible for notifying me in a timely manner. The above reasons with associated documentation are the reasons I will provide an opportunity for make-up points. Students are responsible for all other material covered in class.

Journals

Reflection is a critical part of this course. As assigned you will journal about your readings, class experiences, and school experiences; these journals will be handed in for review at the beginning of each class session. Journals should be single-spaced, 1-2 pages. (25 points total)

Graded Assignments

- Mid Term Exam: The exam will evaluate students' knowledge related to the models and stages of consultation, including an understanding of school culture. **DUE: MARCH 25** (40 points)
- School Culture Project: Class members will analyze the culture of their practicum site or another school setting. The observation and analysis of one of the following: a faculty meeting, an IEP meeting, a classroom lesson or an in-school assembly is required for this assignment. Students will prepare a 5-6 page paper including specific responses to a list of items/questions and then a discussion of their thoughts and ideas about the culture of their site. More information about the project will be given in class. **DUE: MARCH 14** (30 points)
- Class Environment Observation and Interview: Students will conduct an observation of a classroom to assess the impact of instructional culture on student learning. Students will interview the classroom teacher about the delivery of instruction to students in general, and the delivery of instruction to struggling students more specifically. Students will review the scope and sequence and curriculum materials that the teacher uses in the core content areas. A brief write-up and critical analysis of the interview and observation will be collected (4-6 pages). **DUE: APRIL 11** (20 points)
- Intervention Presentations: Students will present on an intervention (e.g. peer tutoring, verbal instructions) that teachers or parents could implement. The presentation will be graded on its content as well as format. **DUE: MAY 2** (20 points)
- Consultation Simulation and Case Analysis: Each student will develop a consultative relationship with a partner/class member to discuss a problem or concern of a student, child, or other

significant person. The student will meet with her/his consultee for three sessions and each session will be taped. The analysis will include:

- an analysis of the consultee and client's school/classroom/environment culture
- a discussion of the problem
- process notes of each session (at least 3 sessions required)
- a summary of the consultation process

More information will be discussed in class. **DUE: MAY 9** (40 points: 20 points each for process notes and analysis paper)

COURSE OUTLINE

Date	Topic	Assignment
1/17/11	Dr. Martin Luther King Jr. Day of Service—No class	
1/24/11	Introduction; Overview of class	
1/31/11	Bridging disparities in education; Definitions and models of consultation	Kampwith—Chapters 1 & 2; Articles: Dahir; Fusick JOURNAL 1 DUE
2/7/11	The culture of the school (the context)	Articles: Baker et al; Dodson; Goldring
2/14/11	The culture of the school: multicultural issues; collaboration	Articles: Bemak; Constantine; Hannah; Hipolito-Delgado; Schwallie-Giddis; JOURNAL 2 DUE
2/21/11	The consultation stages and process: entry; communication skills; contracting	Kampwith—Chapters 2, 4, & 5
2/28/11	The consultation stages and process: problem identification; communication and interpersonal relationships	Kampwith—Chapters 3 & 8 JOURNAL 3 DUE
3/7/11	Spring Break	
3/14/11	The consultation stages and process: analyzing the instructional environment form a cross-cultural perspective	Articles: Brown; Weinstein; SCHOOL CULTURE PROJECT DUE

3/21/11	Mid-Term—online	DUE: FRIDAY, MARCH 25 @4pm
3/28/11	The consultation stages and process: classroom observation; instructional assessment	Kampwirth—Chapters 6 & 7 Articles: Scheel
4/4/11	Research Day	
4/11/11	The consultation stages and process: in-class modeling and practice	CLASSROOM OBSERVATION AND INTERVIEW DUE
4/18/11	The consultation stages and process: goal setting; planning and conducting interventions	Rathvon—Chapters 1-5 JOURNAL 4 DUE
4/25/11	Parent Consultation	Articles: Amatea et al; Epstein JOURNAL 5 DUE
5/2/11	INTERVENTION PRESENTATIONS; class wrap-up; evaluation	
5/9/11	CONSULTATION SIMULATION AND CASE ANALYSIS PAPER DUE BY 4PM	