

# Eastern Illinois University

## Revised Course Proposal

### Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5942
3. Short title: Collaboration
4. Long title: Collaboration, Consultation and Intervention
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2018
8. Catalog 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 will be 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.
9. Course attributes:  
General education component: None.  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive  
☐ Writing active
10. Instructional delivery  
Type of Course:  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:  
\_\_\_\_\_  
Mode(s) of Delivery:  
☐ Face to Face ☐ Online ☐ Study Abroad  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40
11. Course(s) to be deleted from the catalog once this course is approved. None.
12. Equivalent course(s): None.  
a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No
13. Prerequisite(s): CSD 5500, 5510, 5520, 5530.  
a. Can prerequisite be taken concurrently? ☐ Yes ☒ No  
b. Minimum grade required for the prerequisite course(s)? B  
c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No  
d. Who may waive prerequisite(s)?  
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)
14. Co-requisite(s): None.
15. Enrollment restrictions  
a. Degrees, colleges, majors, levels, classes which may take the course: Open only to students who have been admitted to the Department of Counseling and Student Development

**b. Degrees, colleges, majors, levels, classes which may not take the course:** EIU  
Undergraduate Student

**16. Repeat status:** x May not be repeated    \_\_\_ May be repeated once with credit  
**17. Enter the limit, if any, on hours which may be applied to a major or minor:** \_\_\_

**18. Grading methods:** x Standard    \_\_\_ CR/NC    \_\_\_ Audit    \_\_\_ ABC/NC

**19. Special grading provisions:**

\_\_\_ Grade for course will not count in a student's grade point average.  
\_\_\_ Grade for course will not count in hours toward graduation.  
\_\_\_ Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_  
\_\_\_ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:** None.

Supplemental Materials or Software \_\_\_\_\_  
Course Fee \_\_\_ No \_\_\_ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

\_\_\_ A community college course may be judged equivalent.  
x A community college may not be judged equivalent.  
Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. x Course is required for the major(s) of Counseling and Student Development  
\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
\_\_\_ Course is used as an elective

2. **Rationale for proposal:** To meet the current CACREP accreditation standards.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment restrictions: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

Writing active, intensive, centered: n/a

4. **General education assurances (answer N/A if not applicable)**

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

## **5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

### **Model Syllabus (Part II)**

Please include the following information:

#### **1. Course number and title**

a. CSD 5942, Collaboration, Consultation and Intervention

#### **2. Catalog description**

3. The purpose of this course is to introduce students to the process of collaboration, consultation and intervention within the School Counseling environment. Emphasis will be 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.

#### **4. Learning objectives.**

<b>Graduate Learning Goals</b>
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Examine models of school-based collaboration and consultation.	1, 2, 3
b) Examine the school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.	1, 2, 3
c) Discuss school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.	1, 2, 3
d) Explore characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	1, 2, 3
e) Discuss signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a	1, 2, 3

home where substance use occurs.	
f) Discuss community resources and referral sources.	1, 2, 3
g) Understand techniques to foster collaboration and teamwork within schools.	1, 2, 3
h) Discuss strategies for implementing and coordinating peer intervention programs.	1, 2, 3

## 5. Course materials.

- a. 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* (2<sup>nd</sup> Ed.). Hoboken, NJ: Wiley, John & Sons.
- b. Kanel, K. (2012). *A guide to crisis intervention*. Belmont, CA: Brooks/Cole.

## 6. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Introduction to collaboration from a systems perspective Grant writing	150 minutes	Vernon & Rainey, 2010
2	Role as a consultant Student development	150 minutes	Brigman Ch 1 Baker et al., 2009 Epstein & Voorhis, 2010 Paisley, 2001
3	Ethical and Legal Considerations Typical Issues Faced	150 minutes	Brigman Ch 3 and 5
4	Basic Collaboration and Consultation(C & C) Models	150 minutes	Brigman Ch 2 Kahn, 2000 Kempworth, 2009 (Ch 2)
5	Models Continued Peer Programming Interventions	150 minutes	Brigman Ch 8 Peer Interventions West & Idol, 1993
6	Family C & C Teacher C & C	150 minutes	Brigman Ch 4 and 7 Davis & Garrett, 1998 Mullis & Edwards, 2001
7	Administrative C & C Community C & C	150 minutes	Brigman Ch 9 and 10 Griffin & Farris, 2010 <b>Grant Due</b>
8	Crisis Prevention and Response Impacts of Crisis Emergency Management Plan	150 minutes	Kanel Ch 1 School Crisis Initiative, 2003 Crisis Intervention, 2002 <b>Creative Project Due</b>
9	Collaboration Models for Crisis Preparedness and Response	150 minutes	Kanel Ch 4 and 6 Everly, 2000 (CMB)

	Cultural Sensitivity		Sylvia & Klotz, 2006
10	Suicide, Homicide, Self-Harm, and Psychotic Crisis, Substance use	150 minutes	Kanel Ch 5 White Kress et al., 2006 Fineran, 2012
11	Eating Disorders, Gang Violence, Familial Changes, Death/Dying	150 minutes	Kanel Ch 7 and 8 Maskell & Scott, 2012 Omizo et al., 1997
12	Developmental Crisis Cont: Depression, Anxiety, PTSD	150 minutes	Kanel Chapter 9 Auger, 2005 McLoone et al., 2006
13	Influence Project	150 minutes	<b>Influence Project Due</b>
14	Interpersonal violence	150 minutes	Kanel Ch 10 Protivnak & McRoberts, 2011
15	Identifying student resilience	150 minutes	Masten et al. 2008 Rak& Patterson, 1996 <b>Crisis Management Plan</b>
16	Final Assessment		

## 7. Assignments and evaluation, including weights for final course grade.

Attendance and Attitude -	35 points
Grant Application -	40 points
Creative Project -	40 points
Influence Project -	40 points
Crisis Management Plan -	75 points
<u>Final –</u>	<u>50 points</u>
Total Points =	280 points

- Attendance and Attitude (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.
- Grant Application (75 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.
- Creative Project (100 points) (5.G.2.b, k; 5.G.3.1): Students 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.

- d. Influence Project (100 points) (5.G.2.b, e, g, k; 5.G.3.l, 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.
- e. Crisis Management Plan (75 points) (5.G.2.b, e, k): Students will evaluate the crisis plan at their internship setting (or school approved by instructor).
- f. Final (50 points) (5.G.1.d; 5.G.2.b, e, g, i, k; 5.G.3.l, m): There will be a final over selected course material in a multiple choice and short answer format.

#### 8. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

#### 9. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Attendance and Attitude	a-f
Grant Application	b, f, g
Creative Project	b, f, g
Influence Project	b, c, d, e, f, g, h
Crisis Management Plan	b, c, f
Final	a, b, c, d, e, f, g, h

**Date approved by the department or school: 2/14/18**

**Date approved by the college curriculum committee: 2/26/18**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: CGS:**