

Eastern Illinois University  
**REVISED COURSE PROPOSAL**  
**CSD 5942**

**School Counseling: Collaboration, Consultation and Intervention**

Please check one:  New course       Revised course

**PART I: CATALOG DESCRIPTION**

1. CSD 5942

2. SC Collab/Consul/Int

3. School Counseling: Collaboration, Consultation and Intervention

4. 3-0-3

5. Term(s) to be offered:  Fall     Spring     Summer     On demand

6. Initial term of offering:  Fall     Spring     Summer    Year: 2012

7. Course description:

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

8. Registration restrictions:

a. Identify any equivalent courses **None.**

b. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530

c. Who can waive the prerequisite(s)?

No one     Chair     Instructor     Advisor     Other (Please specify)

d. Co-requisites: none

e. Repeat status:  Course may not be repeated.

f. Degree, college, major(s), level, or class 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.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes: None

10. Grading methods (check all that apply):  Standard letter     C/NC     Audit     ABC/NC

**11. Instructional delivery method:** (Check all that apply.)

- lecture    lab    lecture/lab combined    independent study/research  
 internship    performance    practicum or clinical    study abroad  
 Internet    hybrid    other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

Through readings, lecture, assignments and active class participation, students will

- a. examine and discuss the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
- b. examine and discuss strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
- c. examine and discuss how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
- d. examine and discuss systems theories, models and processes of consultation in school system settings.
- e. examine and discuss the various peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
- f. examine and discuss school and community collaboration models for crisis/disaster preparedness and response.
- g. examine and discuss the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.
- h. examine and discuss the potential impact of crises, emergencies, and disasters on students, educators, and schools and knowledge of the skills needed for crisis intervention.
- i. examine and discuss the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- j. examine and discuss strategies for helping students identify strengths and cope with environmental and developmental problems.

**If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

a. examine and discuss the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	<b>Parent Brochure/Webpage</b>
b. examine and discuss strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	<b>Final</b>
c. examine and discuss how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	<b>Parent Brochure/Webpage</b>
d. examine and discuss systems theories, models and processes of consultation in school system settings.	<b>Final</b>
e. examine and discuss the various peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring) and how to coordinate them.	<b>Final</b>
f. examine and discuss school and community collaboration models for crisis/disaster preparedness and response.	<b>Crisis Management Plan</b>
g. examine and discuss the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	<b>Crisis Management Plan</b>
h. examine and discuss the potential impact of crises, emergencies, and disasters on students, educators, and schools and knowledge of the skills needed for crisis intervention.	<b>Crisis Management Plan</b>
i. examine and discuss the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	<b>Influences Project</b>
j. examine and discuss strategies for helping students identify strengths and cope with environmental and developmental problems.	<b>Final</b>

- **Influences Project**: This project will consist of 1-2 students creating a 45 minute presentation for K-12 students on a topic that negatively influences student functioning. Topics include: abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, bullying, etc.
- **Parent Brochure/Webpage**: Students will create a brochure and webpage that informs parents on the role of school counselors as well as provides tips for parents on how they can help students with their academic career and social/emotional development.
- **Crisis management Plan**: Students will evaluate the crisis plan at their practicum/internship setting (or school approved by instructor). Students will determine if key factors are included in the plan as well as make suggestions for items that should be included in the plan.
- **Final Exam**: Students will be given a final exam over selected course material.

**3. Explain how the instructor will determine students’ grades for the course:**

Grades will be based on the following criteria:

Project	100 points
Brochure	100 points
Plan	100 points
<u>Final</u>	<u>100 points</u>
<b>Total Points</b>	<b>400 points</b>

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

N/A

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

N/A

**6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.**

NA

**PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

**Outline of the Course: 15 weeks of 150 minutes in class meetings.**

<b>Week</b>	<b>Lecture Topic</b>
1	Family-school-communication, collaboration and student development
2	School-community strategies to promote, develop, and enhance effective teamwork
3	Effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students
4	Systems theories, models and processes of consultation in school system settings.
5	Systems theories, models and process (continued)
6	Peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
7	School and community collaboration models for crisis/disaster preparedness and response.
8	The operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.
9	Crisis, disasters and trauma causing events – discussion of characteristics of various crises
10	Crisis, disasters and trauma causing events (continued)
11	Managing potential crises, emergencies, and disasters and the skills needed for intervention.

12	Factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
13	Factors (continued)
14	Strategies for helping students identify strengths and cope with environmental and developmental problems.
15	Presentations of Brochure/Webpage
16	Final

#### **PART IV: PURPOSE AND NEED**

**1. Explain the department’s rationale for developing and proposing the course.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Pre-requisites ensure proper preparation for higher level counseling practice in the field.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. None at graduate level.
- b. Revised course only.

**4. Impact on Program(s):**

Required for graduate students admitted to the M.S. in Counseling in the Department of Counseling and Student Development.

#### **PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

Dr. Rebecca Tadlock-Marlo

**2. Additional costs to students:**

No additional costs to students.

**3. Text and supplementary materials to be used (Include publication dates):**

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.). Wiley, John & Sons.

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

**PART VI: COMMUNITY COLLEGE TRANSFER**

N/A

**PART VII: APPROVALS**

**Date approved by the department or school: 1/18/12**

**Date approved by the college curriculum committee:**

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

**Date approved by CAA: CGS:**

**Student  
Success  
Center**  
<http://www.eiu.edu/~success/>  
**581-6696**



free, confidential services  
**counseling  
center**  
EASTERN ILLINOIS UNIVERSITY  
<http://www.eiu.edu/~counsctr/>  
**581-3413**

**Career  
Services**  
<http://www.eiu.edu/~careers/>  
**581-2412**

**Disability  
Services**  
<http://www.eiu.edu/~disability/>  
**581-6583**