



The Graduate Counseling Program
Course Syllabus

Daytona Campus

Course	COUN 5820 – Consultation and Supervision												
Term, Day, Time	Summer, May 31 st – August 1 st , 2008; Tuesdays, 5:00 – 9:00 p.m.												
Instructor	Name: Mark C. Hamilton, M.A., Ed.S. Phone: 407-468-7887 Email: mcham08@gmail.com												
Catalog Description	COUN 5820: Consultation and Supervision: This course examines consultation theory and practice as employed by counselors working and supervising in mental health facilities, educational institutions, and other counseling settings. The various forms of consultation and supervision will be explored, examining the framework for consultation with other professionals, educators, parents, and administrators.												
Course Level Outcome Objectives	<p><i>Upon successful completion of this class students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the roles, functions, preparation standards, credentialing, licensure and professional identify of community counselors and the relationships with other human service providers (CACREP CC-A.2: II.K-1.b). 2. Demonstrate understanding of the relationships between community counselors and other mental health professionals serving in a variety of practice and supervisory settings (CACREP CC-B.1). 3. Demonstrate understanding of the theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems (CACREP CC-B.3). 4. Demonstrate knowledge of public and private policy processes, including the role of the professional counselor in advocating on behalf of both the client and the profession (CACREP II.K-1.f). 												
Materials	<p>Required Text:</p> <p>Brown, D., Pryzwansky, W., & Schulte, A. (2006), <i>Psychological Consultation and Collaboration: Introduction to Theory and Practice</i>, Sixth Edition, ISBN #0-205-41179-7 Allyn and Bacon.</p>												
Grading	<table border="1"> <thead> <tr> <th>COURSE REQUIREMENTS:</th> <th>% OF GRADE</th> </tr> </thead> <tbody> <tr> <td>Class Participation – group activities, discussions, role playing, critical thinking, etc.</td> <td>20%</td> </tr> <tr> <td>Group Presentation (1)</td> <td>10%</td> </tr> <tr> <td>APA Style Paper (1)</td> <td>20%</td> </tr> <tr> <td>Short Response Papers (2)</td> <td>10% (5% each)</td> </tr> </tbody> </table>			COURSE REQUIREMENTS:	% OF GRADE	Class Participation – group activities, discussions, role playing, critical thinking, etc.	20%	Group Presentation (1)	10%	APA Style Paper (1)	20%	Short Response Papers (2)	10% (5% each)
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Quizzes (5)	20% (4% each)
Exams (2)	20% (10 % each)

Taking the numerical score from the formula above and converting it to the appropriate letter grade from the chart determine the student's letter grading for the course. The Graduate Catalogue provides the guidelines and grading options.

Letter Grade	Numerical Score	Description
A	96-100%	Superior graduate work
A-	91-95%	Superior graduate work
B+	87-90%	Satisfactory graduate work
B	82-86%	Satisfactory graduate work
B-	78-81%	Satisfactory graduate work
C	70-77%	Marginal work
F	69 & below	Unsatisfactory work
I	Incomplete	Incomplete work
ZF	Unfinished	Permanent grade for unfinished incomplete grade which is treated as an F
W	Withdrew	Withdrawn from the course

Activities

- Read all assigned chapters for each class on time.
- Participate in class activities, discussions, expressing ideas, listening, interacting with guest speakers, role playing, and other educational group activities.
- Prepare and present important concepts and information from an assigned chapter, as an *active* group member. A group presentation includes the following:
 - PowerPoint slides on a disk, to be turned in to the instructor after the presentation, along with handouts for the instructor and all students;
 - Questions for post-presentation review and for use in the Chapter Quiz, and
 - Participation and instruction to the class by all group members.

	<ul style="list-style-type: none"> • Write one 6-8 page paper, using APA Style, on the topic determined by the instructor. All papers must be turned in on time for full credit. Late papers turned in before or on the following class date are accepted and automatically docked 5% before they are graded. Late papers are not accepted any time <i>after</i> the subsequent class one week after the due date. • Write two 250 word critical thinking papers based on prompts provided by the instructor. • Take all five announced Quizzes on the scheduled dates. • Take the Midterm & Final Exams on the scheduled dates. Each exam covers approximately half of the text and is based only on quiz material and material presented or reviewed by the instructor in class.
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive</p>

	<p>behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
Course Policies	<p>Attendance at <u>all</u> class sessions is expected.</p> <p>All students must be active participants in group presentations and perform at the same effort level as all other group members. Any students who do not participate equally should be reported to the instructor by fellow group members and their grades will be adjusted accordingly.</p> <p>Late papers will be accepted only if prior arrangements have been made with the instructor and will be given reduced points. Papers will only be accepted late at the next class meeting. No papers will be accepted later than one class meeting.</p>
Weekly Schedule	<p>Review the nine meetings of our summer class schedule below and be prepared accordingly. Read Chapter One of the course text before our first meeting. Also, bring a copy of the course text, the course syllabus, and note-taking materials to the first class meeting. "Educational group activities" will sometimes involve guest speakers (4 to 6), class discussions, and innovative activities that contribute to course outcome objectives.</p>
DATES	CLASS MEETING ACTIVITIES
June 3 Class Meeting 1	<ul style="list-style-type: none"> • Introduction. • Review of course objectives and requirements, including brief comments on library resources and APA Style Writing, the format to be used for all papers turned in to the instructor. • Pretest regarding perceptions of consultation. • Presentation of important concepts of <u>Chapter One</u> and selected <i>issues</i> in consultation and collaboration. • Group selections for future group presentations and exchange of contact information. • Educational group activity. <p><u>ASSIGNMENTS for June 10:</u></p> <ul style="list-style-type: none"> • Read chapters Two and Three, • Review notes for Chapter One Quiz

	<ul style="list-style-type: none"> • Read the chapter for one’s group presentation and be prepared to work as part of a group to develop and present a “PowerPoint” presentation at an upcoming class meeting (either on the 3rd, 4th, 6th, 7th, or 8th class meeting).
June 10 Class Meeting 2	<ul style="list-style-type: none"> • Quiz on Chapter One • Presentation of important concepts of <u>Chapter Two</u>. • Group work creating presentations and questions for upcoming Chapters. • Presentation of important concepts of <u>Chapter Three</u>. • Educational group activity. <p><u>ASSIGNMENTS for June 17:</u></p> <ul style="list-style-type: none"> • Read Chapters Four and Five, • Review notes for Quiz on Chapters Two and Three, • Begin work on <u>Required APA Paper that is due on July 8</u>. • Finalize Power Point presentations for Chapters Four and Five.
June 17 Class Meeting 3	<ul style="list-style-type: none"> • Quiz on Chapters Two and Three. • Student presentation of important concepts of Chapter Four with discussion. Student groups use Microsoft PowerPoint, distribute handouts for the class, and prepare together 15 post-presentation questions. Each presentation should include 10-15 (max) slides and last about 20 minutes. At the end of each chapter presentation, the group reviews the main concepts with the class by using their prepared questions in a second PowerPoint presentation along with handouts for students. • Presenters turn in the PowerPoint presentation and the 15 questions to the instructor on a disk. Several of these questions will be used in a Quiz of the material for the entire class at the beginning of the next class meeting. • Student presentation and discussion of important concepts of Chapter Five. • Educational group activity (Guest Speaker). <p><u>ASSIGNMENTS for June 24:</u></p> <ul style="list-style-type: none"> • Read Chapter Six. • Write Critical Thinking Paper #1. • Continue work on Required APA Paper. • Finalize Power Point presentation for Chapter Six.
June 24 Class Meeting 4	<ul style="list-style-type: none"> • Critical Thinking Paper #1 due at beginning of class. • Quiz on Chapters Four and Five. • Student presentation and discussion of important concepts of Chapter Six. • Presentation of selections from Chapter 12 • Educational group activity. • Review of important concepts for the Midterm. <p><u>ASSIGNMENTS for July 1:</u></p>

	<ul style="list-style-type: none"> • Review for Midterm Exam on Chapters One through Six and selected materials from Chapter 12. • Continue work on Required APA Paper.
July 1 Class Meeting 5	<ul style="list-style-type: none"> • Midterm Exam on Chapters One through Six and Twelve. • Educational Group Activities (Guest Speaker). <p><u>ASSIGNMENTS for July 8:</u></p> <ul style="list-style-type: none"> • Complete Required APA Paper. • Read Chapters Seven and Eight. • Finalize Power Point presentations for Chapters Seven and Eight.
July 8 Class Meeting 6	<ul style="list-style-type: none"> • Turn in Required APA Paper at beginning of class. • Student presentation and discussion of Chapter Seven. • Educational Group Activity. • Student presentation and discussion of Chapter Eight. <p><u>ASSIGNMENTS for July 15:</u></p> <ul style="list-style-type: none"> • Read Chapters Nine and Ten. • Review for Quiz on Chapters Seven and Eight • Write Critical Thinking Paper #2. • Finalize Power Point presentations for Chapters Nine and Ten. • Review for Quiz on Chapters Seven and Eight
July 15 Class Meeting 7	<ul style="list-style-type: none"> • Critical Thinking Paper #2 due at beginning of class. • Quiz on Chapters Seven and Eight. • Student presentation and discussion of Chapters Nine. • Educational Group Activity (Guest Speaker). • Student presentation and discussion of Chapters Ten. <p><u>ASSIGNMENTS for July 22:</u></p> <ul style="list-style-type: none"> • Read Chapter Eleven. • Review for Quiz on Chapters Nine and Ten.
July 22 Class Meeting 8	<ul style="list-style-type: none"> • Quiz on Chapters Nine and Ten • Student presentation and discussion of Chapter Eleven. • Presentation of highlights from Chapter 13 • Review of important points for the Final Exam. <p><u>ASSIGNMENTS for July 29:</u> Review for Final Exam on Chapters Seven, Eight, Nine, Ten, Eleven, and additional selected materials from the instructor.</p>
July 29 Class Meeting 9	<ul style="list-style-type: none"> • Final Exam on Chapters Seven to Eleven. and Chapter Thirteen. • Posttest regarding perceptions of consultation. • Educational Group Activities. • Course evaluation.
Additional Information	<p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all</p>

class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

Conduct:

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit much focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit much focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

PURCHASING TEXTBOOKS--Most textbooks can be purchased through **MBS Direct**. Check the syllabus for textbook information. Give MBS Direct the campus location (for the purpose of ordering books the campus is **Space Coast Campus**, course name, number and section number (i.e. Space Coast Campus, COMP5000/64) and most important, the **title, author, edition, and ISBN** of the book you are ordering. MBS Direct will buy back your book at the end of the term should you elect not to retain it as a reference book. Order by phone or online. Orders should be placed no earlier than 4 weeks prior to the start of the term.

MBS Direct: 1-800-325-3252

MBS Direct Website: www.mbsdirect.net/webster

Monday-Thursday, 7am-10pm (Central Time)

Friday, 7am-6pm (Central Time)

Saturday, 8am-5pm (Central Time)

Sunday, noon-4pm (Central Time)

In order to meet the course objectives this syllabus may be modified at the discretion of the instructor without approval of the students.

Original approved by:

Dr. Calvin D. Fowler Academic Dean Space Coast Region, May 14, 2008