



CED 7305: Counseling and Consulting Services in Community Agencies

COURSE INFORMATION

Section:
 Semester/Year: Winter 2022
 Division: TBF
 Class location: N/A
 Class day/time: N/A
 Credit hours: 3
 Class type: Asynchronous Online

FACULTY CONTACT INFORMATION

Name: Dr. Shadin Atiyeh
 Office Address: #327
 Office Hours: M, Tu, 5-7:30 pm
 Telephone: ext 78853
 E-mail Address: shadin.atiyeh@wayne.edu

TABLE OF CONTENTS

1. [Accessibility](#)
2. [Course Description](#)
3. [Course Materials](#)
4. [Outcome Alignment](#)
5. [Grading System](#)
6. [Assignments & Exams](#)
7. [Course Schedule](#)
8. [Class Policies](#)
9. [Attendance Policy](#)
10. [Religious Holidays](#)
11. [Student Disability Services](#)
12. [Counseling Resources](#)
13. [Sexual Misconduct \(Title IX\)](#)
14. [Academic Dishonesty](#)
15. [Course Drops & Withdrawals](#)
16. [Student Services](#)
17. [Class Recordings](#)
18. [Online Courses](#)
19. [Technology Access & Support](#)
20. [Privacy and Confidentiality](#)
21. [MTTC Preparation](#)
22. [Data Collection](#)

Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

Accessibility: <https://wayne.edu/accessibility>

International Students: <https://oiss.wayne.edu>

Student Disability Services: <https://studentdisability.wayne.edu>

LGBTQ+ Resources: <https://pride.wayne.edu/student-resources>

Course Description

Consultation theory and processes in human service agencies and post-secondary educational institutions. Roles and functions of counselors in program and proposal development, conflict management, organizational administration and evaluation of services, public relations, and community referral processes.

Method(s) of Instruction: Online conferences and Online discussions

Course Materials

Required Textbook(s):

Dougherty, Michael, (2009) Psychological Consultation and Collaboration in School and Community Settings, Belmont, Ca., Brooks/Cole (Sixth Edition)

Course Outcome Alignment with Assignments (& Standards)

| Course Learning Outcomes | Course Assignment(s) | Standards (State, National, Accrediting) |
|-------------------------------------|----------------------|--|
| 1. Students will develop personally | Final Project | CMHC: A.1., A.3., A.5., A.8., B.2., |

| | | |
|---|----------------------|---|
| <p>and professionally as reflective, innovative professionals who have the commitment and competence to help clients, colleagues, and themselves acquire knowledge, skills, and understandings necessary to participate in, and contribute to, the quality of service in a complex changing society.</p> | | <p>C.1., C.2., C.3., C.4., C.5., C.8., C.9., D.2., D.4., D.5., D.9., E.4., F.1., F.3., H.4., J.2. CACREP Standards SC: A.3., C.1., C.2., C.3., C.4., C.5., C.6., D.3., F.1., G.1., G.3., M.1., M.2., M.3., M.4., M.5., N.3., O.1., O.2., P.7.</p> |
| <p>2. Students will obtain an understanding of consultation and collaboration theories, consultation and collaboration methods, and skills by <i>increasing</i>: (a) the students' ability to discriminate among the <i>various models of consultation and collaboration</i>, particularly those where the consultant-consultee approaches are useful; (b) the students' <i>knowledge and technical skills</i> in consultation and collaboration and leadership, and the <i>application of these skills</i>; (c) the students' <i>knowledge of consultation and collaboration methods</i> including <i>consultation stages and processes, evaluation of effectiveness, and ethical and legal considerations</i>; (d) the students' <i>sensitivity and awareness of cultural, ethical, age, gender, physical disabilities, socioeconomic and value differences</i> and how they affect consultation and collaboration issues; (e) the students' <i>knowledge of the status of research on different consultation and collaboration techniques</i> and processes and the relevant <i>research on their validity and usefulness</i>; (f) the students' <i>competence in the interpretation and application of the legal requirements and ethical codes</i> related to practice consultation and collaboration.</p> | <p>Final Project</p> | <p>CMHC: A.1., A.3., A.5., A.8., B.2., C.1., C.2., C.3., C.4., C.5., C.8., C.9., D.2., D.4., D.5., D.9., E.4., F.1., F.3., H.4., J.2. CACREP Standards SC: A.3., C.1., C.2., C.3., C.4., C.5., C.6., D.3., F.1., G.1., G.3., M.1., M.2., M.3., M.4., M.5., N.3., O.1., O.2., P.7.</p> |
| <p>3. Students will <i>develop their own working theory</i> of consultation and collaboration learn methods of evaluation of the effectiveness of</p> | <p>Final Project</p> | |

| | | |
|---|---------------|---|
| their approach and ultimately be able to integrate theoretical concepts and consultation and collaboration skills. | | |
| 4. Students will experience <i>individual and/or group consulting</i> in a field setting. | Final Project | CMHC: A.1., A.3., A.5., A.8., B.2., C.1., C.2., C.3., C.4., C.5., C.8., C.9., D.2., D.4., D.5., D.9., E.4., F.1., F.3., H.4., J.2. CACREP Standards SC: A.3., C.1., C.2., C.3., C.4., C.5., C.6., D.3., F.1., G.1., G.3., M.1., M.2., M.3., M.4., M.5., N.3., O.1., O.2., P.7. |
| 5. Students will practice <i>special skills learned in the course</i> . These include active listening, behavioral assessment, goal-setting, referral and critical thinking skills. | Final Project | CMHC: A.1., A.3., A.5., A.8., B.2., C.1., C.2., C.3., C.4., C.5., C.8., C.9., D.2., D.4., D.5., D.9., E.4., F.1., F.3., H.4., J.2. CACREP Standards SC: A.3., C.1., C.2., C.3., C.4., C.5., C.6., D.3., F.1., G.1., G.3., M.1., M.2., M.3., M.4., M.5., N.3., O.1., O.2., P.7. |

Grading System

| | |
|----|---------|
| A | 93-100% |
| A- | 90-92% |
| B+ | 88-89% |
| B | 84-87% |
| B- | 80-83% |
| C+ | 78-79% |
| C | 74-77% |
| F | <74% |

| Assignment/Exam | Points |
|-----------------|------------|
| Discussions | 100 (25x4) |
| Midterm | 120 |
| Service Project | 100 |
| Final Project | 80 |
| TOTALS | 300 |

Grading polices for tests, assignments, and attendance: No late assignments will be accepted. Assignments must be submitted through Canvas. Make sure you organize your semester and time well.

Course Assignments and Exams

Midterm: 120 pts

This is an untimed essay midterm. You may use your textbook and notes, but your answers must be in your own words. You will have one attempt.

Final Project: 80 pts

Role play and submit a recording of at least 15 minutes of a brief initial interview with the consultee/fellow collaborator to: (a) explore the organization's or individual consultee's needs; (b) formulate priorities for the consultation/collaboration experience; (c) clarify expectations related to this experience; and, (d) start the process of building a relationship with the consultee/fellow collaborator.

Write up your session according to the following format using APA format:

Who the Consultee/Fellow Collaborator Was

Who Constituted the Client-System

The Nature of the Problem Dealt With

A Description of What Happened at Each Stage of Consultation/Collaboration

- Goal of the stage
- Roles each party took on
- What transpired

A Critique of Your Performance in Terms of:

- Relationship skills
- Communication skills
- Professional behavior skills
- Skills in working with diverse populations/organizations
- Problem solving skills

A Statement About How You Would Do Things Differently If You Had to Do It All Over Again

A Statement of What You Learned About Consultation/Collaboration from this experience

Service Project: 100 points

Volunteer at least 10 hours at a new organization. Write up a paper on your experience discussing your impressions of the organization, the problems they are addressing, areas of need for advocacy, coordination efforts, and a critique of your performance entering the organization and exiting the organization.

Discussions

Post a response to discussion board and at least 1 response to a peer.

Tentative Course Schedule

| Week | Content Areas | Reading & Assignments (Assignments due Wednesday of the week) |
|-------------|---|---|
| 1 1/10 | Overview of Syllabus Foundations <i>Extra Credit Meeting: Canvas Conference</i> | Syllabus Ch 1 |
| 2 1/17 | Consultants, Consultees, and Collaborators Overview of the Generic Model of Consultation and Collaboration <i>Discussion 1: You as Consultant</i> | Ch 2 Ch 3 |

| | | |
|------------|--|-------------------------------------|
| 3 1/24 | Entry Stage <i>Discussion 2: The System</i> | Ch 4 |
| 4 1/31 | Diagnosis Stage <i>Discussion 3: The Problem</i> | Ch 5 |
| 5 2/7 | Implementation Stage <i>Discussion 4: Recommendations</i> | Ch 6 |
| 6 2/14 | Disengagement Stage | Ch 7 |
| 7 2/21 | Pragmatic Issues of Working Within an Organization | Ch 8 |
| 8 2/28 | Mental Health Consultation and Collaboration <i>Extra Credit Meeting: Canvas Conference</i> | Ch 9 |
| 9 3/7 | Midterm | |
| 10 3/14 | Spring Break | |
| 11 3/21 | Behavioral Consultation and Collaboration | Ch 10 |
| 12 3/28 | Organizational Consultation and Collaboration | Ch 11 Service Project Due |
| 13 4/4 | School-Based Consultation and Collaboration | Ch 12 |
| 14 4/11 | Ethical and Legal Issues | Ch 14 |
| 15 4/18 | | Final Project Due |

Class Policies

Expectations for Students

Section subject to change based on student feedback. Updated section will be posted in Announcement in Canvas
This class is committed to building a learning environment in which students and instructor are open to feedback, manage time effectively, build trust with each other, follow through on commitments, include everyone, ensure access to learning and opportunities, share tools for success, collaborate, and tolerate ambiguity. The following are expectations for students that must be adhered in order to successfully complete this course.

- Know and adhere to the 2014 American Counseling Association Code of Ethics, applicable university, college of education, and program policies, and all applicable laws.
- Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
- Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
- Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
- Prepare for, participate, and be on time for all learning activities and discussions. Carefully read Syllabus and all information posted in Canvas. While I welcome any questions and concerns, please read all the available instructions first.
- Student writing is expected to be at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also

be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.

- Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor and other students, please begin and conclude your message with salutations and professional language. Proofread all emails or online postings before sending them.
- Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.
- Students must be able to regularly use a computer with internet access, webcam, microphone and speakers. Students will need to be familiar with Canvas and video recording software. For Canvas support see: <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>
- Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.
- Represent yourself as a student of Wayne State's Counselor Education Department with professionalism in the community.
- Follow the guidelines outlined in the document: Expectations for Online Engagement. Note this course is a fully online course and we have no scheduled course meetings. I am still available to you as an instructor and student engagement is important to me. You may communicate with me through the Canvas discussion boards, by WSU email, and/or online office hours. I check these regularly throughout the work week (M-F) and you can expect a reply within 2 business days at the latest.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symlicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered **“Responsible Employees”** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800-656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academics. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.

- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Class Recordings (Face to Face Instruction)

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. [WSU's Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.

Privacy and Confidentiality Rules

The University's shift to remote teaching has created some new privacy and confidentiality concerns. Recordings of classes taught via Zoom may capture students saying things they consider embarrassing. Zoom recordings often include views of the inside of students' residences, which many students consider to be private. Students have the right to be confident that video, audio, and still images of class sessions will not be viewed by anyone other than those who are enrolled in the course. To preserve the integrity of the course when it is taught in future semesters, the contents of quizzes and other class materials must be kept confidential.

For these reasons, every student enrolled in the course must agree to the following set of rules aimed at protecting privacy and confidentiality.

If you feel that you need to make your own recordings of class sessions, please contact me so we can discuss your situation individually.

* * *

I agree that I will adhere to the following rules in connection with my participation in [identify professor, course, and semester]:

- I will not record the audio or video of any online class session.
- I will not take a screenshot of any screen displayed as part of any online class session.

- I will not share any audio, video, or still image from an online class session with anyone who is not a student enrolled in the class.
- I will not share any material from quizzes [add other relevant materials here] with anyone who is not a student enrolled in the class.
- I will not share any recording of a class session made by the professor with any other person.

Signed: _____