



MHS 6601
Consultation for the Counseling Profession
84355 020
Fall 2026

Instructor Name

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University Course Description

A study of consultation theory and practice as used by counselors working in schools and mental health facilities, particularly with educators, other professionals, and parents, individually and in groups.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Online, asynchronous learning.

Student Learning Outcomes

Course Goals:

The major goal for this course is to facilitate the development of students' skills to conduct effective collaborative consultation with individuals and groups in the school counseling context. Students will learn consultation theory and its practices as used by

counselors working in schools. The purpose of this course is to explore, understand, and learn the methods of consultation, which enable the individual to become conduits of information and resources within the school community. Students will learn models of consultation and will and apply them to everyday situations.

Course Objectives

Course Objectives: Completing prescribed coursework and assignments in MHS 6601 will enable counselor education students to meet: Florida Educator Accomplished Practices (FEAP's), FL-DOE Competencies and Skills: School Counseling PK-12 (FL C&S, 17th ed), Council for Accreditation of Counseling and Related Educational Programs (CACREP 2016 standards).

1. Identify and practice the characteristics of effective collaborative consultation. (FEAP 2.e, 5.d; FL C&S 1.6, 5.1; CACREP 2.F.5.c, 5.G.1.d, 5.G.3.l.)
2. Student evidences development of her or his personal consultation model, based on the collaborative consultation philosophy (FEAP 2.e; FL C&S 5.1; CACREP 5.G.1.d, 2.F.5.c.)
3. Explain the theories and strategies which characterize and differentiate four major consultation models: mental health consultation, collaborative consultation, behavioral consultation, and organizational development. (FL C&S 5.1; CACREP 5.G.1.d, 2.F.5.c.)
4. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. (FEAP 5.d; FL C&S 5.2, 5.3, 5.5, 5.6; CACREP 5.G.2.b.)
5. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. (FEAP 5.d; FL C&S 5.2, 5.3, 5.5, 5.6; CACREP 5.G.2.b.)
6. Develop an understanding of the role of evaluation and research in consultation. (FL C&S 2.1, 8.4; CACREP 5.G.3.b.)
7. Develop an understanding of the major ethical and legal issues related to consultation. (FEAP 6; FL C&S 6.2; CACREP 5.G.2.n.)
8. Understands the array of biopsychosocial factors, including common medications, that affect student learning, behaviors, and achievement, and evidence supported interventions appropriate to the presenting concern (CACREP 5.G. 2.h; 5.G.3.d)

Required Texts and/or Readings and Course Materials

Kampwirth, T. & Powers, K. (2016). *Collaborative Consultation in the Schools, 5th Ed.* Pearson: Upper Saddle River, NJ. ISBN: 0-13-401964-4.

Supplementary (Optional) Texts and Materials

Additional articles to be used in class

Cholewa, B., Goodman-Scott, E., Thomas, A., & Cook, J. (2017). Teachers' perceptions and experiences consulting with school counselors. *Professional School Counseling, 20*, 77- 88.

Saunders, R., & Merlin-Knoblich, C. (2021). Implementing Large-Group Consultation in comprehensive school counseling programs. *Journal for Specialists in Group Work*. <https://doi.org/10.1080/01933922.2021.1945176>.

How to Succeed in this Course

There is a significant amount of reading in this course. Please read these by the date that topic will be covered in class. Occasionally we will be discussing this course's content in Internship and how it relates. **Be prepared to discuss the assigned readings with questions or comments.** This reading is not dense with facts but is general information about the importance of consultation in school counseling.

Grading Scale

Grading			
Score	Grade	Score	Grade
Grading Scale (%)			
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-

Score	Grade	Score	Grade
77-79	C+	0 - 59	F

Grade Categories and Weights

Grading Categories and Weights: Your grade in this course will be computed based on total points earned.

Online Discussions (3x15 each)	45
Consultation Role Play	30
MTSS/R.T.I. Observations	40
Training Workshop	70
Consultation Case Study	100
TOTAL	285

Assignments-

Online Discussions: You will submit a **post by Friday** of the given week by fully answering the question/s for the week. You will submit **2 responses to a peer by Sunday** of that week. Both are due by 11:59 p.m. eastern time. If possible, respond to a peer that has not been responded to yet and vary who you respond to each time. For each day the post is late, 20% will be deducted. The discussion will be closed on Sunday a.m. and not be reopened. Late responses will not be accepted. Each discussion is worth 15 points- 10 points for the post and 5 for the 2 responses.

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Consultation Role Play: You will create a role play going through the consultation process with a teacher. Refer to the evaluation form for the sections that need to be included. Make sure you include each of the 3 sessions. This is a “made up” scenario; but can be based on a real one.

- a. The issue may relate to a student, teacher, system, the effectiveness of the services offered, the skills of colleagues, conflict between two persons or groups, conflict among several persons or groups, or any other issue that might arise in your setting.
- b. The sessions should cover the three-step (3 meeting) consultation model: (a) explore the problem and share information; (consultant observes and/or collects further data); (b) decide on an intervention strategy; (c) discuss and evaluate effectiveness of that strategy and/or additional steps. You may modify these

steps as needed, but you should adhere to this basic model. Review the feedback form in the syllabus to make sure you include all steps.

- c. Your professor will evaluate you using the Consultation Class Role Play Evaluation: The Collaborative Model, provided in this document.

Consultation Class Role Play

Name of Evaluator _____ Evaluation Date _____

Student Conducting Consultation: _____

Student Consultee

Your instructor will analyze the role of consultant in the role play. Please remember this is a practice for your case study where you will be going through the process for real. Suggestions for improvement and strengths will be noted. The steps do not have to occur precisely in this order, and they do not need to be implicitly stated if the meaning is clear from the verbal interaction. This is an activity meant to help you grow and part of your grade.

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Rating scale

1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

You defined the consultee's problem clearly. You listened well.

1 2 3 4 5

You learned what the consultee has done up to this point.

1 2 3 4 5

You learned what the consultee wanted to happen.

1 2 3 4 5

You identified the outcome in observable, objectified behaviors.

1 2 3 4 5

You obtained or collected baseline data on the client's behavior.

1 2 3 4 5

You brainstormed possible interventions.

1 2 3 4 5

You offered creative interventions.

1 2 3 4 5

Consultee took the lead in choosing which intervention to implement.

1 2 3 4 5

You assisted the consultee in formulating the first step, and an outline of the steps to follow.

1 2 3 4 5

You encouraged and supported the consultee.

1 2 3 4 5

You presented a collaborative relationship throughout the consultation sessions.

1 2 3 4 5

You helped the consultee evaluate the effectiveness of the intervention (follow up).

1 2 3 4 5

Additional Comments

Observation of a M.T.S.S./R.T.I. Team:

The purpose of this assignment is to understand the student referral process and how professionals collaborate and consult to identify interventions for individual students. You will be required to observe a Student Study Team (MTSS) process from beginning to end at 2 different schools and provide a summary (approx. 4-5 pages) of the process of the meeting and respond to the following questions. You will also share this information in class. One well developed paragraph per question below will be the best way to lay out this paper.

- 1.) During the MTSS/R.T.I. meetings did each of the teams work collaboratively or not to think of interventions for students?
- 2.) How did the groups track interventions for the student/s?
- 3.) What were the dynamics within the groups? Was there one leader or shared leadership? Defined roles?
- 4.) What types of interventions were suggested? Did the school counselor suggest any?
- 5.) What follow up was discussed?
- 6.) What were some differences between the groups?
- 7.) What was the school counselors' role in the meetings at each school?
- 8.) How was this experience helpful in your understanding or knowledge base as a consultant in the school setting? What else did you find interesting or notable?

Note: Please consider issues of confidentiality while observing team meetings.

Consultation Case Study:

This case study should demonstrate your skills and approaches for establishing and maintaining a productive consultation relationship with other professionals. To complete this case study, you must **conduct three, thirty-minute consultations** with a colleague from your internship setting. The subject of your consultation should be a teacher with a student issue. Remember you are the consultant NOT the counselor in this assignment. Counseling should **not** be an intervention. These are teacher implemented interventions in a consultation. Write a report using the Consultation Case Study Report below and be prepared to share in class..

Consultation Case Study Report

Consultant Name _____

Consultee Name _____

Consultee Title and School _____

Consultee Relationship to Student _____

Student Identification (initials, grade) _____

Please describe the approach you used to address the following (a paragraph for each section):

Entry- how did you begin the process?

Include- explanation of your role, confidentiality, expectation of consultation/overall plan of process

Diagnosis/problem identification- what is the issue/s?

Include- open ended questions used-give examples, student characteristics, consultee characteristics, environmental characteristics (home and classroom), summary of problem

Implementation of interventions

Include- goals for consultee, goals for student, measurable objectives, intervention options, encourage consultee to choose, plan of implementation

Assessment of consultation effectiveness

Include- review of data and outcomes, decision of whether to continue that intervention or initiate another approach

Disengagement/termination

Include- decision related to original problem: were original objectives attained, termination

Estimate the success of your consultation (one **comprehensive** paragraph)

What were your strengths in this consultation? (describe at least **three** in detail)

What skills can you identify that you need to strengthen for the effectiveness of your consultations in the future?

How do you **specifically** plan to develop these skills?

Training Workshop:

A major aspect of consultation is teaching others skills or knowledge. Students will develop and present a training workshop **at least 30 minutes** long for teachers or parents. You will want to get this on your school's calendar as soon as possible. As an alternative assignment, you can do a presentation or a poster presentation at the FSCA convention to count for this assignment IF this is a fall semester course. Remember there are USF grants/funds to support your conference attendance IF you are presenting a poster AND if you submit soon enough. For the Training Workshop at your school option, a 5-6 page paper with the information in a-c below is required. For the FSCA poster option, upload your materials for this assignment (documents of what you put on your poster and a picture of you presenting).

- a. Use the syllabus Workshop Plan to develop your workshop and to guide your paper.
- b. Attach a short participant evaluation (develop your own evaluation form).
- c. Present a brief overview of your workshop to the class.

Headings to discuss in your paper

Date and location of workshop:

Length of presentation:

Number in attendance (at least 8):

Theme:

Include complete description for each of the following questions...

What need did the training address in the school?

How did you recruit participants to attend?

Targeted learning/behavioral outcomes: (Expressed in behavioral terms of what you wanted them to learn)

Presentation content: (Attach documents and explain the content)

Engagement activity/how you got the participants engaged in the topic/training (must have at least 1):

Experiential activity, interactive or hands on activity (must have at least 1):

How did you evaluate whether your participants achieved the behavioral outcomes you listed above? Include a blank copy of the participant evaluation distributed at the close of the workshop.

Provide a summary of the evaluation results and a reflection

*Include professional resources used to compile consultation/training

Major Topics and Course Schedule

Course Schedule

Week/Date	Readings and Topic	Due
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1

8/24	Introduction to class (Ch. 1)	None
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Course Obj 1-8

2

8/31	Consultation Models (Ch. 2)	None
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Course Obj 3

3

9/7 Communication Skills (Ch. 4) Online discussion

Course Obj 4

4

9/14 Work on role plays None

Course Obj 5

5

9/21 Ethical Issues (Ch. 5) Role Play due 9/23 11:59 p.m.

Course Obj 7

6

9/28 Prob. Solving Consultation (Ch. 3) None

Course Obj 2 Teacher consultation article

7

10/5 M.T.S.S./R.T.I. Online discussion

Course Obj 1-4

8

10/12 FSCA Convention (15th-17th) None

9

10/19 Solution Focused Consultation Observations Paper 10/21 11:59 p.m.

Course Obj 1-3

10

10/26 Academic Skills Problems (Ch. 7) None

Course Obj 1,4,5,8

11

11/2 Case studies in Consultation (Ch.10) Case Study 11/4 11:59 p.m.

Course Obj 1-8

12

11/9 Social/Emotional Prob. (Ch. 6) None

Course Obj 1,7,8

13

11/16 Systems Consultation (Ch.9) Online discussion

Course Obj 1-4 Large group consultation article

14

11/23 Thanksgiving week

15

11/30 Training Workshop discussion Training workshop 12/2 11:59 p.m.

Course Obj 1-8

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048).

A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private

conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Grading:

You can access your grades on Canvas at any time. All work submitted will be graded within 7 days.

Late Work Policy

There are **no make-ups** for discussion boards once they are closed. Late course assignments will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Student work will not be accepted if overdue by more than seven days.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas:

This course uses USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-4357 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including

faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the

assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent

resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)