



EDF 6166
Consulting Skills for Staff Development
85116 001
Fall 2026

Instructor Name

Kahlila Lawrence

University Course Description

Knowledge and skill training for consulting with organizational clients to solve educational problems and design learning environments or programs.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Weekly meetings via in-person class sessions.

Student Learning Outcomes

By the end of this course, school psychology graduate students will be able to:

- a. Demonstrate familiarity with the similarities and differences between the medical and behavioral, ecologically-based consultation models/approaches

- b. Demonstrate familiarity with the core characteristics common to the most frequently used consultation models
- c. Demonstrate familiarity with the basic conceptual components within a collaborative model of consultation
- d. Demonstrate understanding of the relationship between the affective (interpersonal/communication), cognitive (content knowledge), and behavioral (problem solving) components of the consultative process
- e. Demonstrate an understanding of consultation as a systematic problem-solving process and its role in data-based decision-making relative to the delivery of services
- f. Demonstrate familiarity with the concepts of social validity and intervention integrity and their influence on the consultative problem-solving process
- g. Demonstrate the skill to identify and explain techniques and strategies, as well as personal and socio-cultural variables (e.g., race, gender, power) that influence the implementation, process, and outcomes of consultation
- h. Demonstrate familiarity with treatment acceptability, readiness, capacity, feasibility, contextual ("fit") and other variables that may impact implementation and outcomes
- i. Demonstrate familiarity with basic concepts in system-level consultation and their relationship to individual consultation
- j. Demonstrate familiarity with group process variables and their implications for group consultation and systems change
- k. Demonstrate familiarity with strategies for organizational analysis and an awareness of how organizational variables can influence the performance, behavior and mental health of students and other clients or stakeholders
- l. Exhibit behaviors at all times that are consistent with the following professional work characteristics; adaptability, punctuality, communication skills, respect for human diversity, effective interpersonal relations, ethical responsibility, initiative and dependability
- m. Demonstrate problem identification/analysis skills within a problem-solving model of consultation through consultee interview and direct assessment of student outcomes
- n. Demonstrate indirect intervention implementation skills within a problem-solving model of consultation through consultee training, direct assessment of treatment integrity, and appropriate follow-up strategies
- o. Demonstrate problem evaluation skills within a problem-solving model of consultation through consultee interview and direct assessment of student outcomes
- p. Demonstrate familiarity with the use of technology in locating conceptual and empirical information about specific topics relevant to consultation (e.g., multicultural competence), in making presentations to school staff to influence role expectations, and in conducting behavioral analyses of consultation performance

Course Objectives

Objectives (3) for this course include the following:

1. Develop a conceptual understanding of effective consultation and its relevance to the role of the school psychologist.
2. Understand the client, consultee, and organizational/systems context that influence the implementation and outcomes of consultation.
3. Demonstrate the knowledge and skills necessary to deliver effective consultation services.

For school psychology students, the knowledge base and professional competencies developed through this course address the goals of the School Psychology Program as indicated below. The course objectives relating directly to desired competencies and Program Goals are noted in the table below:

COMPETENCIES	PROGRAM GOALS	OBJECTIVES
Competencies for Practice in Health Service Psychology (APA CoA)	Program Goals for School Psychology Practice (NASP Domains)	Course Objectives
Research	Research and Program Evaluation	1a, 1b, 3d, 3e
Ethical and legal standards	Legal, Ethical, and Professional practice	2a, 3a
Individual and cultural diversity	Diversity in Development and Learning	1d, 2a
Professional values, attitudes, and behaviors	Legal, Ethical, and Professional practice	3a
Communication and interpersonal skills	Consultation and Collaboration	2a
Assessment	Data-based Decision-Making and Accountability	2b, 2e, 3b, 3d

COMPETENCIES	PROGRAM GOALS	OBJECTIVES
Intervention	Interventions and Instructional Support to Develop Academic Skills; Interventions and Mental Health Services to Develop Social and Life Skills; School-wide Practices to Promote Learning; Preventive and Responsive Services	3c
Consultation and interprofessional/interdisciplinary skills	Consultation and Collaboration; Family- School Collaboration Services	1c, 1d, 1e, 1f, 2c, 2d

Required Texts and/or Readings and Course Materials

Newman, D. S., & Rosenfield, S. A. (2024). *Building competence in school consultation: A.....developmental approach* (2nd ed.). Routledge.

Journal articles also will be assigned as readings throughout this course. Each reading reference will be available at the end of this syllabus and may be obtained through the online USF Library.

How to Succeed in this Course

Class attendance is required. Students are expected to attend all classes, except when there are compelling reasons and unavoidable circumstances (e.g., religious observance, severe illness, etc.). In the case of an emergency, students are to contact me as soon as possible. Situations will be handled on a case-by-case basis. It is my intention to help facilitate your success in this course, so please do not hesitate to proactively communicate any barriers to this goal.

Class participation is required. It is critical that all students are active participants in class activities and discussions. Due to the collaborative nature of the class, it is essential that students are willing to remain present, engage in discussions about their thoughts, ideas, experiences, and understanding of the topics reviewed. Students who are not able to attend two or more classes, are

frequently late to class, or do not consistently engage in course discussion may be subject to course failure.

Weekly readings. As a graduate student, I expect that you will read every assigned reading. The readings are intended to provide essential information related to indirect service delivery in schools. Class lectures/discussions are meant to present ideas, clarify details, and discuss areas for emphasis regarding the readings. Class lectures/discussions are also a great opportunity for you to ask questions that you have generated during the readings. Furthermore, students are expected to take their own notes during class. Please refer to the following resources to strengthen your study skills: This one-page handout details what the study skills behaviors of top students look like:

<http://bit.ly/successfulstudentbehaviors>

*This 18-page PDF provides 101 individual tips for effective study skills and note-taking: <http://bit.ly/studyskillstips>

Civility & Respectful Behavior, Ethical Conduct. To create and preserve a classroom setting that optimizes teaching and learning, all students share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Comments or behavior that disrupts the learning process may lead to disciplinary action and/or removal from class. Also, students should remain mindful of the following:

- Students should arrive to class prepared and on time. Students should be in their seats with materials easily accessible and ready to engage.
- View class time and assignments as an opportunity to learn.
- Ask questions to promote success and mastery.
- Assist your peers in demonstrating their best by remaining attentive, asking questions, and being willing to share the information that you know in class.
- Classroom discussion is meant to allow everyone to hear a variety of viewpoints. Discussions should remain civilized, respectful to everyone, and relevant to the current topic. This can only happen if students maintain respect for each other's differences.
- Value diversity through the use of non-sexist, gender-inclusive, ability-inclusive, racially- and culturally-sensitive, person-first, and professional language during class discussions, course-related field work, and on all written assignments.
- Any discussion from class that continues on a listserv, class discussion forum, group text forum, etc. should adhere to professional standards for

- school psychologists (including the language used and topics discussed).
- Proactively seek assistance from the professor when in need. Students are encouraged to engage in proactive and professional communication with me if they are faced with a situation that is perceived as a barrier to their academic or professional success. I will make time to hear the concern and will attempt to provide constructive feedback as appropriate. However, it is important that students understand that they are responsible for taking the initiative to problem-solve their own concerns. I may recommend or provide additional support as deemed appropriate.

Professional Conduct. The highest levels of ethical and professional conduct are expected of all school psychologists in training. At USF, students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as field settings. The following Professional Work characteristics, as identified by the National Association of School Psychologists, are expected: adaptability, communication skills, respect for human diversity, effective interpersonal relations, ethical responsibility, and initiative and dependability.

Electronic Devices. While engaged in learning, students may utilize a laptop device for notetaking and for in-class activities that are permitted by the university supervisor. However, students are not permitted to work on other, unrelated tasks (e.g., completing unrelated assignments for this course or other courses, surfing the web, typing emails, texting or chatting with classmates, uploading documents to Canvas, etc.). Overall, the use of electronic devices for any other purpose during class time, without permission from the university supervisor, is not permitted. Unauthorized use of electronics may negatively impact a student's progress.

Grading Scale

All grades will be posted on Canvas as they become available. The following grading scale will be used to determine your final grade:

%age	Letter Grade	Points
Grading Scale (%)		Total Points
94-100	A	475 – 500
90-93	A-	450-474

%age	Letter Grade	Points
87-89	B+	425-449
84-86	B	400-424
80-83	B-	375-399
77-79	C+	350-374
74-76	C	325-349
70-73	C-	300-324
67-69	D+	275-299
64-66	D	250-274
60-63	D-	225-249
0-59	F	0-224

Grade Categories and Weights

Participation (50 points). Class participation is vital to your learning and success in the course. You will be unable to participate in class discussion if you have not completed the readings for each week. Thus, it is critical that you come to class prepared to contribute to discussions of each reading. Your participation grade will be based on the quantity and quality of your in-class discussion. My teaching style is collaborative and closely resembles a large group discussion of the weekly topic based on the assigned content. Participation may include asking questions, answering questions, providing commentary or critique on the readings, and extending the discussion by incorporating new information or connecting concepts. In whichever manner students participate, the goal is to be respectful while contributing to the appropriate topic. Finally, if you do not attend class, you are unable to participate; therefore, your participation grade is linked to both your attendance and active participation. Participation will be monitored each class and grades will be assigned at the end of the semester.

Consultation Process Activities. Students will be expected to complete a full problem-solving consultation case as part of the requirements of this course. The purpose of this project is to give students the opportunity to receive feedback on their consultation/interpersonal skills as well as to assess professional decision making and examine integration of course content into consultant behavior. We

will devote time each class to check in on how your cases are progressing, answer questions, brainstorm ideas, and troubleshoot any issues you may be having.

Regarding the nature of the case, your consultee should be a caregiver or educator (e.g., classroom teacher, etc.). The client should be a child in general education (elementary or middle) who is exhibiting at-risk behavior challenges. Once your consultee and client are identified, you will conduct the following four activities as part of your consultation case project:

Problem Identification Interview (PII; 60 points). This will be your initial meeting with the consultee to identify and define the primary referral concern. I will provide you with a semi-structured interview form that you will use to guide your PII. Students are expected to submit their completed PII form and a detailed summary of the meeting on Canvas. Grades will be assigned based on the clarity and quality of the summary, the completeness of problem identification, and the identification of actionable next steps in processing the case.

Problem Analysis Interview (PAI; 60 points). This will be your second meeting with the consultee to review preliminary data and discuss treatment options. Consultants are expected to arrive to this meeting with the consultee with direct assessment data of the primary referral concern. I will provide you with a semi-structured interview form that you will use to guide your PAI. Students are expected to submit their completed PAI form and a brief summary of their meeting on Canvas. Grades will be assigned based on the clarity and quality of the summary, the quality of the data used to guide the PAI, and the identification of actionable next steps in processing the case.

Treatment Plan (45 points). This activity does not involve a semi-structured interview with your consultee, although you will need to make time to discuss what will be done to

support the client. For this assignment, you will submit a written copy of the plan that has been generated based on all of the data collected during the PII and PAI stages of the process. It should include the following information:

- Client information
- Consultee information
- Brief summary of the primary referral concern
- Intervention protocol/Details
- Evidence of scientific support for intervention
- Interventionist training procedures
- Plan to monitor/address treatment fidelity
- Plan to monitor treatment outcome (progress monitoring)

Problem Evaluation Interview (PEI; 60 points). This activity is the final interview

between you and your consultee. Consultants are expected to arrive at the meeting with a summary of the case and a visual presentation of the outcome data for their consultee.

The purpose of this meeting is to troubleshoot the intervention plan, evaluate its effectiveness thus far, and discuss fading consultation services. I will provide you with a semi-structured interview form that you will use to guide your PEI. Students are expected to submit their completed PEI form and a brief summary of their meeting on Canvas. Grades will be assigned based on the clarity and quality of the summary, the data used to evaluate intervention effectiveness, and the identification of actionable next steps in processing the case.

Consultation Case Reflection (125 points). For this presentation, please reflect on the questions below. Reflect thoroughly on each question, providing detailed responses that provide clarity regarding what occurred. Please be as thorough as possible. If there are unanswered questions or limited details provided, points may be deducted.

1. What was the focus of this consultation? Provide context so we understand who the consultee and client are.
2. What was planned/done (intervention plan) to remedy the student's concerns?
3. What were the outcomes of the intervention plan (provide a graph sharing the data that has been collected to date)? Were

- these outcomes favorable, unfavorable, or is there not enough evidence to make a determination at this time? Please explain.
4. What challenges or barriers were encountered throughout this consultation case? In addition to the impacts of weather and timely practicum placement challenges, were there any additional challenges related to the school site, staff's way of work, teacher or student characteristics, etc.? How did you (and perhaps others) attempt to problem solve?
 5. What factors helped to facilitate your ability to engage successfully with this consultation case. Were you pleasantly surprised by anything that occurred during this consultative relationship? Include any and all successes, even if this case is still ongoing.
 6. After experiencing this consultation case and knowing what you know now, what would you have done differently?
 7. What are two ways that you have grown as a consultant? Please explain.
 8. As we close out the Fall semester and prepare for the Spring semester, what next steps will you take as the consultant for this case?
 9. What advice would you give to a graduate student who will take this course in the future?

Journal Article (Dyad) Presentation

(100points). Students will be asked to put together a 15- minute presentation that they will give to the class in pairs. The content of the presentation should cover one peer-reviewed journal article related to at least one of the topics covered this semester. All students are required to get their article approved by me prior to putting together their presentation. Each dyad member should answer the following questions about the article:

- a. What school consultation issue is being discussed or investigated?
 - a. What are your thoughts about the ideas presented by the author(s)? Do you agree or disagree with them? Why or why not?
 - b. What new thoughts or ideas did the reading provoke in your thinking about school consultation?
 - c. How does the reading impact your idea(s) for future practice? For future research?
 - a. What more do you want to know regarding this topic?

Presentation grades will be assigned based on the completeness of the content (i.e., were the above questions answered), the accuracy of the information presented, and the quality of the presentation. Furthermore, students should be prepared to answer questions from the professor and/or

their peers about the content immediately following the presentation. Each presenter should be prepared to share thoughts that are agreed upon, in addition to each presenter's unique reflections.

The following assessments and activities will be used to calculate your final grade.

Assessment	Percent of Final Grade
Participation	10%
Consultation Process Activities	
Problem Identification Interview	12%
Problem Analysis Interview	12%
Treatment Plan	9%
Problem Evaluation Interview	12%
Consultation Case Presentation	25%
Journal Article (Dyad) Presentation	20%

Instructor Feedback Policy & Grade Dissemination

Once scores/grades are submitted for assignments, students will be able to access their scores by reviewing "Grades" in Canvas.

Major Topics and Course Schedule

DATE	TOPIC OF DISCUSSION	WEEKLY READINGS	DUE DATES
Date	Topic	Assigned Readings	Assignments Due
8/24	Introduction to Problem Solving Consultation	TBD	Dyad Partners Assigned in Class
8/31	Problem Identification	TBD	
9/7	Labor Day - No Class	---	
9/14	Consultant-Consultee Interaction	TBD	
9/21	Problem Analysis	TBD	

DATE	TOPIC OF DISCUSSION	WEEKLY READINGS	DUE DATES
9/28	Progress Monitoring	TBD	PII Due at 11:59pm
10/5	Treatment Acceptability; Social Validity	TBD	
10/12	Treatment Integrity	TBD	
10/19	Strategies to Initiate Implementation	TBD	PAI Due at 11:59pm Journal Article (Dyad) submitted to professor (by email) for approval
10/26	FASP Conference - No Class	---	
11/2	Strategies to Support Implementation	TBD	
11/9	Problem Evaluation	TBD	Treatment Plan Due by 11:59pm
11/16	Outcome Evaluation and Decision-Making; Teleconsultation	TBD	
11/23	Additional Consultation Models	TBD	
11/30	Journal Dyad Presentations	---	PEI Due at 11:59pm
12/7	Consultation Case Presentations	---	Consultation Case Presentations

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

First Day Attendance Policy:

To confirm their presence in the course, students will engage in an introduction activity. Completion of this required activity will confirm each student's first day attendance. Students who do not complete this activity run the risk of being dropped from the course.

Make-ups & Late Work Policy:

There are no make-ups for the reaction paper, group presentation, or any other assignments provided by the instructor. Papers turned in late 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. Papers will not be accepted if overdue by more than seven days.

Make-up Exams Policy:

If a student cannot be present for the final examination for a valid reason (validity to be determined by the instructor), a make-up exam will be given only if the student has notified the instructor in advance that they cannot be present for the exam. Make-up exams are given at the convenience of the instructor.

Extra Credit Policy:

Extra credit will not be provided within this graduate course.

Rewrite Policy:

Rewrites will not be offered within this graduate course.

Exam Retention Policy:

After exams/presentations are graded, the instructor will retain these exams/presentations in Canvas.

Group Work Policy:

Everyone must take part in a group project/presentation. All members of the group will receive the same score; that is, the project is assessed and everyone receives this score. Once formed, groups will not be altered or switched, except for extenuating circumstances approved by the instructor.

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

This course is offered via 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 Student Guides](#). You may also contact USF's IT department at (813) 974-1222 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)