### CNE 738: HUMAN DYNAMICS AND CONSULTATION SKILLS
Course Number is offered to Educational Leadership Students seeking a Doctoral Degree.
College of Education
Department of Educational Leadership & Counseling

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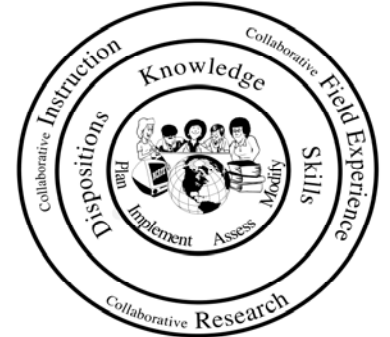
Enhancing The Future
Through Educator Preparation

Text/Readings: *REQUIRED TEXTS:*
Kowalski, T. J., (2008). Public Relations in Schools. Upper Saddle River: NJ Pearson Education, Inc. ISBN 0-13-174797-5

Recommended
Brown, D., Pryzwansky, W., & Schulte, A. (2001). Psychological consultation: Introduction to theory and practice. Needham Heights, MA: Allyn and Bacon.

Seagal, S., and Horne, D. (1997). Human dynamics. Waltham, MA: Pegasus Communications.

Texas Education Agency. (1998). A model developmental guidance and counseling program for Texas public schools. Austin, TX: Author
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Course Description: This online course for Developing effective human relations and communications skills is critical for preparing for interactions with teachers, parents, students, staff, school board, and other community members. Students will learn to improve communication skills by applying principles of human dynamics, systems thinking, and consultation skills to human relationships.

Standards Matrix:

Course Objectives and Student Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment
Develop basic understanding of effective counseling skills that can be applied in educational leadership activities.	Demonstrate understanding and ability to apply basic counseling skills by identifying specific skills applicable to professional scenarios	Respond with appropriate counseling skills to professional scenarios
Demonstrate an understanding of effective consultation skills that can be applied in education leadership activities.	Complete assigned readings Class presentation of a consultation topic	Demonstrate an understanding of the consultation process through electronic intervention
Develop skills associated with competent and operative	Discuss factors that affect one's professional performance and	consultation and conferencing discussion board

conferencing and consultation with diverse populations (i.e., students, parents, teachers, etc)	demonstrate an understanding of interventions that respect the integrity of individuals and result in healthy progression of relationships	
Understand principles to establish a "new paradigm" within structured organizations.	Read *A Systems Theory Approach to Paradigm Shifts* (www.geocities.com/Athens/Parthenon/9442/paradigm.htm) Research paradigm shifts within organizational systems and write a paper identifying three universal principles concerning new paradigms	Participate in Leadership Conference
Understand General Systems Theory and the application to organizational systems.	Describe the system where you are employed Evaluate the dynamics of change within the organizational system	Complete written assignment
Understand the process for developing and evaluating educational programs (e.g. comprehensive counseling program, school academic programs, etc.)	Meet with school, district or agency leaders/supervisors for developing and evaluating a program or initiative that addresses an identified need	Service Learning Project
Engage in self-assessment and professional growth through attending a professional meeting, conference, workshop, etc.	Write a reflection paper addressing the professional development benefits gained	Written assignment
Striving toward the highest level of professionalism by adhering to & modeling professional, ethical, & legal standards.	Read and discuss Code of Ethics and Standard Practices for Texas Educators	Respond to ethical dilemma challenges
Using reflection, self-assessment, & interactions with cohort members to promote personal professional development	Participate in self-assessment assignment	Complete a professional development plan Online Discussion Board

Web addresses for educational standards:
SBEC: Standards for the School Counselor Certificate:
http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc
NCATE: **http://www.ncate.org**

Course Format: This course will include but not limited to – online Discussion Boards, experiential learning/Service Learning experiences, reflections, professional development via conference participation, and other electronic communication methods

Course Requirements: Students will be evaluated for this course based on the following assignments:

1. <u>Attend a professional development activity</u>-participants will attend the Summer Leadership Conference June 27th, entitled *"Catch the Spirit: The Zeitgeist of Becoming a 21st Century Educational Leader"* (**or** comparable professional development activity) sponsored by the College of Education Department of Educational Leadership and Counseling, June 27, 2008 at Region VI Educational Service Center, 3332 Montgomery

Road, Huntsville, TX 77340. Student Advanced Registration $15 [registration at ww2.shsu.edu/mall01wp/ (use lowercase letters)]
Write a **Reflection Paper** on what you learned about leadership and relationships – **50 points**

2. <u>Participate in Weekly Discussion Board</u> Activities –#1) June 2-10; #2) June 9-17; #3) June 16-24; #4) June 24-30
   25 points each=100 points
   ONLINE PARTICIPATION POLICY:
   Use of good "Netiquitte" is essential in an online environment. Please observe the following rules of common courtesy:
   a) Check the course website frequently and respond appropriately and on the subject.
   b) Focus on <u>one subject per message</u> or <u>use pertinent subject titles</u>.
   c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING1
   d) Be professional and careful with your online interactions. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
   e) Cite all quotes, references and sources.
   f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
   g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
   h) All postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in counseling, diversity and leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above "Netiquette" guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom.)

3. Develop <u>a Group Wikki</u> on Leadership and Consultation-Go to www.Wikispaces.com
   Each group my have two to four members. The topic will relate to any aspect of leadership, communication and consultation with a focus on school improvement or academic student achievement
   Due date-on or before June 27
   50 points
4. <u>Plan a Service Learning Project</u> for future implementation in the school or appropriate agency that addresses a real systemic issue
   Service Learning Plan-due Thursday, June 15 (before June 16) –   **40 points**
   Service Learning Agreement-Thursday, June 22 –   **10 points**

Beginning and ending reflections-   **50 points each**
Evaluation of the Service Learning Project
        With Outcome Measures -June   **50 points**

                        Total   150 points
5. Complete a <u>Personal Professional Development</u> Plan-**due Monday, June 30th**; 100 points

Course Evaluation: Students will be evaluated for this course based on the following point system:

Total possible points = 400

   Grade of A = 360 – 400
   Grade of B = 359 – 320
   Grade of C = 280 – 319
   Grade of F = 279 or below

Disability Statement:
Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Appendix 1

Service Learning

Definition—a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired; Definition by what it does for the student—structured way that connects classroom content, literature and skills to community needs, students will: (1) apply academic, social and personal skills to improve the community; (2) make decisions that have real, not hypothetical, results; (3) grow as individuals, gain respect for peers, and increase civic participation; gain a deeper understanding of self, the community and society; develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while and through helping others. (Kaye, 2004, pg. 7).

Kinds of Service Categories:

1. *Direct Service*—Students' service directly affects and involves the recipients. The interactions are person-to-person and face-to-face, such as tutoring younger children or working with parents related to prevention or intervention to enhance academic success
2. *Indirect Service*—Indirect activities do not provide service to individuals but benefit the school, community or environment as a whole. One example might be conducting a workshop on classroom strategies for helping students prepare for success in college for the faculty.
3. *Advocacy*—The intent of advocacy is to create awareness of or promote action on an issue of public interest. Related activities include writing letters or and public speaking on topics related to policy or intervention/prevention regarding school policy or programs) for children.
4. *Research*—Research activities involve students in finding, gathering, and reporting on information in the public interest. For example, students may develop surveys or conduct formal studies, evaluations, experiments or interviews on leadership topics related to children, parents, teachers or other stakeholders.

The process to be used:

1 *Preparation*-identifying a need, investigating and analyzing it and making a plan for action. The professor and student will work together to set the stage for learning and social action.
2 *Action* is the direct result of preparation. The plan can be carried out up to two weeks prior to the final exam. It is expected to be 3 or more clock hours
3 *Reflection* (in the form of a *journal)* is a vital and ongoing process in service learning that integrates learning and experience with personal growth and awareness. Using reflection, students consider ***how the experience, knowledge and skills you are acquiring relate to your own lives and your communities***; one entry per week required (may be hand written or electronic version retained)
   A **reflection** is a one page double-spaced written comment that refers to the topic and expresses your thoughts about past experiences or insights that have new meaning based on what you are learning. Reflections are designed to help you make better discussions or improve relationships when working with people, in particular, those who are culturally diverse.
4 *Demonstration (Presenting/Evaluation)*-provides evidence that students have gained and accomplished through their community involvement. Presenting will allow you to teach others and acknowledge what and how information/skills have been learned (Evaluation matrix will be provided).

Appendix II
Reflection Journals
Counseling Emphasis
There are a number of formats used for journaling required for the service learning project. For this class, your reflective journal will have three parts using the following sections: *Beginning and End.* You may continue to add to your Reflections anytime and only post (limit one to two pages) the portion on blackboard that you want your classmates see on the due dates. **The two entries are a sample of the process of thinking and writing about the experience**.

Beginning (covering the planning of the project)– Connecting the project with course content. In this section, you will answer at least **one of the following questions**: 1) How does this project relate to the roles and responsibilities of a professional counselor?; 2) How does this project relate to becoming a professional school leader; 3)How does this project relate to the leadership themes of consultation, creative problem solving, professional development , relationship building, human dynamics?; 4)How does the project relate to building effective school programs and relationship building or related interventions?

For school leaders----5) How does this project relate to the management system , the accountability system, or implementation of a an effective school program?
You may also include: an analysis of how the course content relates to the project; how you felt about the project after meeting with the school or agency personnel; events that puzzled you; how you analyzed the choices for the project; how the decision was made to select the project, etc.

End (covering your evaluation of the success of the project and any changes in thinking about the role of a school leader)-Connecting what you learned by planning the project and the actual outcome of the project (in other words, what was accomplished according to your evaluation?). What feedback (for example, by way of a *survey*, *focus group*, *quotes from the supervisor*, *teachers*, *administrators or others* you worked with) did you receive?
What do you know now that you did not know before? What did you learn? Apply the course material to the service learning experience. Did you experience any personal growth as a result of the experience?

Appendix III

Name _____

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Service Learning Plan

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1. **<u>Title of Project</u>**:

2. **<u>Describe the Service Needed</u>**:

3. **<u>Data or information source that indicates that the service is needed:</u>**
4. **<u>Preparation:</u>** Research; meetings with administrators or supervisors at the agency or school, etc

5. **<u>References Used (to date):</u>**

6. **<u>Planned presentation</u>**, **<u>report</u>**, **OR <u>dissemination of data from the project-</u>**(How will you communicate the information to interested stakeholders?)

7. **<u>Community/School/Agency Contacts</u>**:

Name of Agency or School _____

Name:_____

Address:_____

Email:_____

Telephone:_____

Sam Houston State University
Huntsville, Texas 77341

Date:_____

Name of Student_____   Telephone number _____

_____   _____
Name of Agency/School   Administrator/Supervisor

The Human Dynamics and Consultation (CNE 738) class in the College of Education, Department of Educational Leadership and Counseling is required to complete an academic service- learning project plan. The project must meet a specific need in the school/community and provide prevention and/or intervention information focused on any aspect of counseling and/or student academic achievement in the school or community.

The academic service project can provide direct approved service, indirect service, advocacy or giving information to improve academic achieve, school climate, or, intrapersonal/interpersonal relationships. Each graduate student enrolled is asked to:
1. Confer and comply with the requirements of your school/agency
2. Plan and implement the service learning project after your agreement and approval;
3. Make a report regarding the process and assessment of implementing the project
4. Reflect on whether it made a difference in their perspective of the needs in the school/community and how they can use their graduate training.

If you approve of the plan of this student, please sign below and send the copy back with the student. A copy is provided for your records with an approved plan signed by Dr. Parker.

If you have questions, please call Dr. Carol H. Parker (936.294.4414) or email cparker@shsu.edu for additional information.

Thank you in advance for your help in supporting this effort.

_____   _____
Approved School/Agency Representative   Date