

# **Minnesota State University Moorhead**

## **SPED 664: Theory and Process of Consultation and Collaboration**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course offers applied training in advanced practical aspects of professional consultation, collaboration, conflict resolution and crisis preparedness. Theories of conflict resolution and consultation will be addressed as well. This course takes a transdisciplinary approach using case studies and professional reflection for increased efficacy in assessment, intervention, and evaluation of special needs and at-risk students/clients and their caregivers. This class includes online discussion, electronically submitted assignments, independent reading, online group presentations, and weekly reflections of course materials and readings.

### **B. COURSE EFFECTIVE DATES: 08/24/2009 - Present**

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Theories of consultation and collaboration
2. Stages of consultation
3. Models of consultation and collaboration
4. Communication skills
5. Crisis planning
6. Collaboration planning
7. Conflict resolution

#### **D. LEARNING OUTCOMES (General)**

1. Students will be familiar with basic processes and implications of consultation and collaboration applicable to special and general education, school psychology and counseling.
2. Students will be able to apply the various aspects of stages of consultation to their current educational situations.
3. Students will be able to describe and address collaboration issues when working with paraprofessionals, parents, and other educational team members.
4. Students will be able to critically evaluate, develop, and facilitate crisis intervention and prevention strategies and plans for contemporary issues in education.
5. Students will be able to describe and apply the interactive dimensions, roles, and expectations of the interactive team, including appropriate communication skills of effective interactive teaming.
6. Students will be familiar with professional literature relative to effective consultation and collaboration.
7. Students will know and regularly apply vocabulary appropriate to the field of consultation and collaboration.
8. Students will be able to critique the use of consultation skills and interactive teaming approaches through the examination of case studies.
9. Students will be able to address contemporary issues that educators may face (e.g., diversity and prejudice, bullying, RTI, inclusion) both in and outside the school through collaborative and consultative processes.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted