Course Overview and Method of Instruction

This course will provide you with an overview of consultation and collaboration theory and process. Students will gain a foundation for facilitating change in human systems, as well as consultation with families, schools, colleges, and community agencies. This course will utilize reading from the required textbook, journal articles and other selected publications, lectures, discussion, and various activities to help students learn and apply the basics of consultation and collaboration to professional practice.

Required Textbook


Additional readings may be assigned throughout the semester.

Knowledge and Skill Outcomes

The following consultation course outcomes are taken from CACREP’s projected 2016 standards. The focus of these outcomes is to prepare students for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant.

1. Summarize the roles and functions of counselors working as consultants and collaborators (II.F.1.b)
2. Define and differentiate between consultation and collaboration (II.F.1.b, II.; CMHC C; SC C)
3. Discriminate between the various consultation models and theories (II.F.5.c; II.F.3.b)
4. Explain how systems theory applies to consultation and collaboration (II.F.5.b)
5. Summarize the processes and stages of consultation (II.F.5.c)
6. Identify and apply skills and characteristics of consultants and collaborators (II.F.5.c)
7. Identify and describe unique aspects of school based consultation (SC C)
8. Summarize assessment and evaluation considerations pertinent to consultation (CMHC C; SC EE)
9. Explain how ethical and legal issues apply to consultation and collaboration (II.F.5.c)
10. Identify special issues relevant to consultation and collaboration (II.F.5.c)

Student Performance Evaluation Criteria
Assignment 1: Consultation Case Study

Rationale: This 4-part assignment is designed to meet CACREP knowledge and skill outcomes listed above. Students are encouraged to customize their project appropriate to their mental health or school counseling specialty.

The following 4-part Consultation Case Study requires that you choose a consultation model and apply it to a hypothetical case scenario. You are encouraged to select one of the major consultation models that are covered in our textbook: Mental Health Consultation, Cognitive Behavioral Consultation, and Solution-Focused Consultation. You also may choose from any of the other significant consultation models found in the literature.

The primary rationale of this assignment is that you have an opportunity to practically apply a consultation model to a consultation-related scenario that you may encounter in your future as a professional counselor. The 4 parts of the assignment include creating a hypothetical scenario, conducting a literature review, applying a consultation model and creating an intervention plan, and describing the rationale of your model application and intervention plan.

Assignment 1a: Case Scenario

Instructions: Create a hypothetical consultation-related scenario that you anticipate experiencing in your future work setting. First, consider which consultation model you will apply to your problem scenario. Then, review the questions listed below from Brown, Pryzwansky, and Schulte (2011, p. 118) to guide your creation of a case scenario. Elaborate upon your answers to create a 1- to 3-page hypothetical case scenario. This paper should be double-spaced, with 12 point Times New Roman or Arial font and 1-inch margins.

Brown, Pryzwansky, & Schulte (2011, p. 118)
Client Characteristics
- What client behaviors are of concern?
- How are client cognitions contributing to the problem?
- If the client is a child, are there developmental issues that must be considered?
- How does the client perceive the consultee?
- What cultural factors need to be considered in developing a definition of the client’s difficulties?

Consultee Characteristics
- Is the problem one of lack of knowledge, skill, objectivity, and/or confidence?
- How does the consultee view the problem?
- What are the consultee’s expectations for self and client?
- What intervention skills does the consultant possess?
- What types of treatment are acceptable to the consultee?

Environmental Characteristics-Immediate Environment
- What aspects of the environment are reinforcing or maintaining the client’s behavior?
- What resources are available that could be used in resolving the problem?
- What constraints in the immediate environment must be considered?

Environmental Characteristics—Larger Environment
- Are there structural aspects of the environment that are contributing the problem?
- Are there factors outside of the immediate environment that are affecting client behavior?
• Are the changes proposed for the client or consultee consistent with organizational norms and expectations?
• Are the proposed changes and change strategies culturally adaptive for this client and consultee?

Grading rubric: Written assignment

Assignment 1b: Literature Review

Instructions: Using the scenario that you created in Assignment 1a, conduct a mini literature review to advance your understanding of the scenario (e.g., the setting, the consultee, the client, cultural issues, social justice issues). Select 3 peer-reviewed articles (i.e., articles from Wake Forest’s online library, including those from PsychInfo, Eric, and PubMed). Examples of article topics may include consulting with parent or teacher groups for the purpose of advocating for children with autism; consulting with primary care physicians for the purpose of advocating for clients with mental health needs; or consulting with leaders at the National Board of Certified Counselors on their international efforts to train mental health facilitators. This is only a short list of examples. You are encouraged to choose articles that connect with your personal and professional interests around the subject of consultation. If you are uncertain about the applicability or the appropriateness of your articles, please ask your instructor.

After reading your articles, summarize the findings and implications for counselors working as consultants. Include in your summary of each article the following subheadings:

1) General summary
2) Synthesis of how the article connects with our readings on consultation theories
3) Limitations of the article
4) Implications for counselors working as consultants
5) Implications for consultees/clients

Each article summary should be written in 1 to 2 pages, double-spaced, with 12 point Times New Roman or Arial font and with 1-inch margins. However, your article reviews will be submitted as one file. Remember to clearly label each article.

Grading rubric: Written assignment

Assignment 1c: Model application and intervention plan

Instructions: Building upon Assignments 1a and 1b, you will now apply your chosen consultation model to your hypothetical scenario by creating a model-based intervention plan. The content of this paper will depend on your scenario and consultation model but should include a thorough and professional model-based response to your scenario. Cite within your paper a minimum of 5 sources used to inform your model application and intervention. Your sources may include the textbook and the 3 articles you selected for you literature review, as well as an additional source providing information about your consultation model. All your sources should be scholarly works, such as peer-reviewed journals, textbooks, and other professional documents pertaining to your consultation model. This 2- to 4-page paper can be written in first person and should be double-spaced, with 12 point Times New Roman or Arial font and 1-inch margins.
Assignment 1d: Rationale paper

Instructions: Building on Assignment 1c, discuss your rationale for applying your selected consultation model and creating your intervention plan. That is, discuss why you chose the consultation model you chose and why certain interventions might be important to successful resolution of your hypothetical scenario. Include in your discussion any relevant interpersonal, cultural, organizational, ethical, and legal considerations. This paper can be written in first person. This is a 2- to 4-page paper and should be double-spaced, with 12 point Times New Roman or Arial font and 1-inch margins. Cite your sources as appropriate. You may use the same sources as you used in Assignment 1c or additional sources as appropriate.

Quizzes

Rational: The quizzes are designed to test your knowledge of the CACREP knowledge and skill outcomes listed above.

The quizzes will be 25 questions comprised of a combination of multiple choice and true/false.

Participation:

Participation will be graded based on your instructor’s evaluation of the following considerations relevant to being a professional counselor: professional behavior (e.g., turning assignments in on time without follow-up from your instructor, taking responsibility for learning, demonstrating commitment and effort in the quality of work submitted); respect and consideration for peers, instructors, and others; empathy; and awareness of impact on others. Your grade may be impacted by your participation level.

Academic Policies

Late assignment penalty
Submitting assignments late is discouraged. A 10% grade reduction will be given for every day an assignment is submitted after the original due date. Exceptions will be rare and awarded on a case-by-case basis.
Email
Correspondence and notices related to this course will be sent to your WFU email account or Sakai. You must check these accounts to receive notices related to the class.

Sakai
The syllabus, updates, announcements, reading materials, and other materials related to the course will be made available through the Sakai application. Please make sure you have access to Sakai by the second week of classes. If you have any problems, contact The Bridge at the ZSR Library 336-758-4357 or help.wfu.edu.

Student Responsibilities:
As a student taking this course, you are responsible for:
1. Regular class attendance and active participation in all classroom activities (discussions, presentations, exercises, etc.). Your attendance and active participation are critical to your own learning as well as the learning of your peers and the overall success of the course.
2. Completion of all required assignments and submission of completed assignments in accordance with established due dates.

Accommodations/Disability Statement:
Wake Forest University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor and the Learning Assistance Center (LAC) at the beginning of the semester. Students with disabilities must verify their eligibility through the LAC in 117 Reynolda Hall (336) 758-5929.

Academic Integrity
Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed on the Graduate School website at: http://graduate.wfu.edu/docs/academics/HonorCode.pdf.

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:
- Purchase of term papers turned in as one’s own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
• Falsifying records or the fabrication of information and/or citation in an academic exercise.
• Violation of computer policies.
• **Plagiarism:** appropriating or passing off as one’s work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other’s work. Plagiarism also includes electronic information of all types.
• Assisting someone in doing any of the above.

**Disaster Planning/Catastrophic Event**
In the event that the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to due dates of assignments and discussions. The instructor will be available by email or by phone, unless internet or phone are inaccessible.

**Weather Events**
In the event the University closes due to a weather-related event, all assignments and quizzes are due in accordance with the syllabus schedule. Students are responsible for checking Sakai announcements and email for instructions from the instructor.

**Other Academic Policies**
For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrollment, reinstatement, and student and faculty expectations, see the Wake Forest Student Handbook: [http://college.wfu.edu/counseling/forms/forms-for-current-students/](http://college.wfu.edu/counseling/forms/forms-for-current-students/)

**Grade weights by assignment**

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
<th>Due Date</th>
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<tr>
<td>Participation and Attendance</td>
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<td>Ongoing</td>
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<td>Quiz 1</td>
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<td>15</td>
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<td>Quiz 2</td>
<td>25</td>
<td>15</td>
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<td>Quiz 3</td>
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<td>Consultation Case Study: Literature review</td>
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<td>Consultation Case Study: Rational paper</td>
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<td>Jan 19, MLK DAY Week 1</td>
<td>Review syllabus</td>
<td>Syllabus</td>
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<td>Jan 26 Week 2</td>
<td>The foundation of consultation</td>
<td>Scott, Royal, &amp; Kissinger Chapters 1 &amp; 2</td>
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<td>Consultation skills and stages</td>
<td>Scott, Royal, &amp; Kissinger Chapters 3 &amp; 4</td>
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<td>Cognitive-behavioral consultation and Solution-focused consultation</td>
<td>Scott, Royal, &amp; Kissinger Chapter 5 &amp; 6</td>
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<td>Consultation in mental health and school settings</td>
<td>Scott, Royal, &amp; Kissinger Chapter 8 &amp; 9</td>
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<td>Consultation in organizational and career settings</td>
<td>Scott, Royal, &amp; Kissinger Chapters 10 &amp; 11</td>
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<td>Mar 2 Week 7</td>
<td>Ethics and legal consideration in consultation</td>
<td>Scott, Royal, &amp; Kissinger Chapter 7</td>
<td>Quiz 3 (Chapters 10, 11, &amp; 7)</td>
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*This syllabus is subject to change at the professor’s discretion.