**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7810

**Course Title:**  Consultation Theory and Practice

**Credit Hours:**  3 Semester hours

**Prerequisites:** None

**Corequisites:** None

**2. Date Syllabus Prepared:** Fall 2009, updated January 2010

**3.** **Text(s):**

**Required:**

Brown, D., Pryzwansky, W., & Schulte, A. (2006). Psychological consultation and collaboration: Introduction to theory and practice (6th Ed.). Boston, MA: Pearson.

Kampwirth, T.J. (2006). Collaborative consultation in the schools. (3rd ed.).

Upper Saddle River, NJ: Merrill.

**4. Course Description:**

Overview of consultation theories, models, practices, legal and ethical standards, and interdisciplinary approaches in school and mental health counseling settings.

**5. Student Learning Outcomes:**

1. Identify and describe the major historical developments in human services consultation, and differentiate consultation from counseling, supervision, advocacy, and teaching\*
2. Identify and describe the major theoretical frameworks and associated techniques of consultation, including Mental Health/Triadic Consultation, Systems-level consultation, and Collaborative Behavioral Consultation\*
3. Identify and describe the stages of consultation processes and methods for collaboration with a variety of consultee types (parents, teachers, other mental health professionals, etc.)\*
4. Identify, describe, and demonstrate characteristics of effective consultants\*
5. Identify and describe the role that multicultural and diversity issues play in consultation, including appropriate and effective methods of social justice advocacy\*
6. Identify, describe, and select appropriate and effective methods of data collection and service evaluation within a consultation framework \*
7. Identify, describe, and apply ethical, legal, and professional issues related to the provision of consultation services\*

Please note: \*refers to CACREP 2009 standards

**6.** **Course Content Outline:**

**Week 1: Orientation**

**Week 2: Consultation and the Helping Relationship**

**Week 3 and 4: Levels and Stages of Collaboration and Consultation**

**Week 5 and 6: Theoretical Basis of Consultation**

**Week 7 and 8: Required Competencies of Consultants**

* **Culturally Competent Consultation**
* **Ethical and Legal Issues in Consultation**

**Week 9: Identification of Consultation, Collaboration, and Team Roles**

* **Consultee as a Variable**

**Week 10:** Triadic Mental Health Consultation

**DUE: Consultation Proposal**

**Week 11:** Behavioral Consultation

**Week 12:** Systems-level Consultation

**Week 13:** Consultation with Parents & Schools

Week 14 and 15: Monitoring and Evaluating Consultation

Week 16: DUE: Consultation Project Demonstration, Students will share their demonstrations in lieu of a final exam

**7. Assignments/Projects:**

**Midterm and Final:** A midterm and final will be used to assess knowledge of the theories, models, and processes involved in consultation and collaboration in school and mental health counseling settings.

**Consultation Proposal:**

As clinical mental health counselors, school counselors or school psychologists, we often need to consult and collaborate with other professionals (i.e., social workers, speech/language pathologists, occupational therapists, physical therapists, teachers, nurses, other) or other experts external to the organization (i.e., community mental health, psychiatrists, clinical psychologists, pediatricians, neurologists, other) to work together for the benefit of the client, family, classroom, and/or organization. A central premise of consultation is that two professionals with different areas of expertise can engage in more effective problem-solving than would be possible if either worked alone. This project will require students to utilize a collaborative-consultation model to define and analyze a problem, develop hypotheses, generate solutions, and evaluate outcomes. This will be accomplished through consultation with other professionals through seeking their guidance, support, and assistance. Students will be expected to submit a written report on several aspects of the consultation process and present their case and experience to the rest of the class in an a case demonstration

Students will submit a proposal for a consultation that they could perform in an organization that they have worked for or with (including current places of employment). Your consultation proposal is worth 100 points. The proposal must include:

* 1. A rationale for your consultation effort, including a description of the problem or issue you will address. Identify the consultee and the identified client(s). 10 points
  2. A description of the model of consultation you will use as a guiding framework (i.e., Mental Health, Behavioral, Systems-Level, etc.). 20 points
  3. A plan for how you will gain access to the consultee and establish a consulting relationship (joining). 10 points
  4. Your assessment and/or diagnoses plan for clarifying the problem or issue. 10 points
  5. Operational definition of the problem(s). 5 points
  6. Stated goals that are observable and measurable. 10 points
  7. Intervention strategies and descriptions for how they will be implemented. \*Cite sources for your interventions. 10 points
  8. Describe how you will evaluate the success of your consultation. 10 points
  9. Describe how you will terminate and follow up. Identify any pertinent ethical issues that could affect your consultation. 5 points
  10. Include references in APA style. 5 points
  11. Include a one-page contract for your consultation. 5 points

**Consultation Project Demonstration**:

Each student will be paired up with a partner to form a dyad to role-play and demonstrate the identified problems selected for your individual consultation proposal. Students will tape record (preferably videotape) a 10-minute role-play where one of you acts as the consultant and one as the consultee. The consultant is to ask the consultee about various aspects of the problem situation. When reviewing your session, what domains did you touch on in your assessment of the problem (i.e., consultee characteristics, client characteristics, environmental characteristics, etc.)? What domains and factors within domains did you ignore? It is recommended that the dyad discuss the same problem situation with others in the class and ask what types of information they would ask for from a consultee when assessing a similar situation. After the problem has been defined, you will need to set goals, select strategies and a plan for intervention, and determine a plan for evaluation. The videotape will be shared with the rest of the class. Your Consultation Project Demonstration is worth 100 points.

**8. Rubrics and Grading Scale:**

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

Midterm = 25%

Final = 25%

Consultation Proposal = 25%

Consultation Project Demonstration = 25%

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Total = 100%

Grading scale:

A= 90 or above

B= 80 - 89

C= 70 - 79

D= 69 – 60

F = below 60

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

Additional Texts

[Psychological Consultation and Collaboration in School and Community Settings](http://www.amazon.com/Psychological-Consultation-Collaboration-Community-Settings/dp/0495507806/ref=sr_1_4?s=books&ie=UTF8&qid=1284394946&sr=1-4) by [A. Michael Dougherty](http://www.amazon.com/A.-Michael-Dougherty/e/B001IQXB6U/ref=sr_ntt_srch_lnk_4?qid=1284394946&sr=1-4) (Hardcover - Feb 14, 2008)

[Buy new](http://www.amazon.com/Psychological-Consultation-Collaboration-Community-Settings/dp/0495507806/ref=sr_1_4?s=books&ie=UTF8&qid=1284394946&sr=1-4): ~~$140.95~~ $121.13

[Casebook of Psychological Consultation and Collaboration in School and Community Settings](http://www.amazon.com/Casebook-Psychological-Consultation-Collaboration-Community/dp/0495507822/ref=sr_1_5?s=books&ie=UTF8&qid=1284394946&sr=1-5) by A. Michael Dougherty (Paperback - Feb 8, 2008)

[Buy new](http://www.amazon.com/Casebook-Psychological-Consultation-Collaboration-Community/dp/0495507822/ref=sr_1_5?s=books&ie=UTF8&qid=1284394946&sr=1-5): ~~$70.95~~ $51.59

[Consultation Skills for Mental Health Professionals](http://www.amazon.com/Consultation-Skills-Mental-Health-Professionals/dp/0471705101/ref=sr_1_6?s=books&ie=UTF8&qid=1284394946&sr=1-6) by Richard Sears, John Rudisill, and Carrie Mason-Sears (Hardcover - Dec 2, 2005)

[Buy new](http://www.amazon.com/Consultation-Skills-Mental-Health-Professionals/dp/0471705101/ref=si_aps_sup?s=books&ie=UTF8&qid=1284394946&sr=1-6): ~~$90.00~~ $77.34

**Consultation – Community Counseling**

Still referring to the case you provided, identify one key professional or family member of the client whom you believe would benefit from the services of a consultant.  Placing yourself in the role of consultant to this person and using pertinent consultation theory, describe how you would approach consultation.  Issues to consider include: descriptions of the type of consultation and your role; discussion of the model applied and why it was selected; stages of consultation and what is likely to occur (e.g. challenges, interventions, assessment) with regard to the situation described; discussions of ethical considerations; and identification and discussion of relevant cultural issues.  Please support your discussions with pertinent citations from the professional literature.