MHS 6600 - CONSULTATION: THEORY & PRACTICE

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

CATALOG DESCRIPTION
An introduction to various models of consultation with an opportunity to develop skills in working with consultees in a variety of settings.

REQUIRED TEXT
Readings as assigned.
You are expected to access library resources to complement the textbook

RECOMMENDED TEXT

COURSE OBJECTIVES
Upon completion of the course, the student will:
1. Develop an understanding of concepts, purposes, processes, and theories of consultation as they apply to the school setting.
2. Understand consultant and consultee characteristics that influence helping processes, including age, gender, and ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientations, and skills.
3. Gain understanding regarding ethical, legal, and other current issues in consultation.
4. Assess and develop one’s professional, personal, and leadership skills, interests, styles, and values, and understand how these apply to consultation.
5. Gain self-confidence and self-awareness in applying theory to practice through establishing a consultative relationship, leading a psycho educational group, and presenting a mini-workshop.
6. Broaden one’s knowledge base with regard to behavior, developmental crisis, and at risk behavior as consultation topics.
7. Integrate technological strategies providing resources to promote informed academic, career, and personal/social choices.
8. Develop methods and strategies for empowering parents, families, and communities to act on behalf of their children.
9. Develop the knowledge and skills needed to conduct programs that are designed to meet the academic, social, and career needs of students.
10. Develop tools such as needs assessments and program evaluations and use them to effect program modifications.
11. Use consultative strategies, guidance activities, partnerships with parents and teachers, and community resources to promote successful student development and achievement and to enhance a positive school climate.
**Florida DOE Subject Area Competencies:** 1.6, 1.9, 5.1, 5.2, 5.3, 5.5, 5.8, 10.3  
**CACREP: General:** K.1.h, K.2.b, K.3.c, K.5.a, K.5.b, K.5.c, K.5.e, K.5.f, K.5.g, K.6.e, K.8.d  
**School:** A.4, A.9, B.2, B.4, C.2.f, C.3.a-d.

**CONTENT AREA OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction/Requirements</td>
<td>Chap.1, 2</td>
</tr>
<tr>
<td></td>
<td>Theories/Models/Processes of Consultation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building a Knowledge Base</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At-Risk and Developmental Theory</td>
<td>Adlerian</td>
</tr>
<tr>
<td></td>
<td>Behaviors/School, Family, and Community Intervention</td>
<td>Theory</td>
</tr>
<tr>
<td></td>
<td>Case Consultation with Parents And Teachers</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Using Student Records/Technology to Support Academic &amp; Career Decision Making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Consultation</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Client/Consultant Factors</td>
<td>Chap 4</td>
</tr>
<tr>
<td></td>
<td>Effecting the Consultative Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Consultation</td>
<td>Chap. 2</td>
</tr>
<tr>
<td></td>
<td>Behavioral Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshops and Education</td>
<td>Chap. 5</td>
</tr>
<tr>
<td></td>
<td>Programs for Teachers</td>
<td>Albert:  See note</td>
</tr>
</tbody>
</table>

*Note: Cooperative Discipline (Albert) readings will support course content throughout the semester and should be read no later than mid point in the semester.*

- Workshops and Education  
- Programs for Parents  
- **Parent Education Materials**  
- Review (in class)

**Resource Collection Due**  
(Bring one to highlight)
Cooperative Discipline
Peer Coaching Model/
Team Building

No Classes – Spring Break

Conferencing with Parents and
Teachers

Cooperative Discipline

Team Consultation

Team Observations Due

Cooperative Discipline

Teacher Advisory Programs

Classroom Meetings

Cooperative Discipline

Crisis Intervenion/Schoolwide
Plans supporting Academic
and Social Competence of Students

Cooperative Discipline

Legal and Ethical Issues

Community Consultation/
Empowering Families and
Communities

Book Reviews Due

Assembly of Resource Collections

Programs Needs and Evaluation

Paper in Content Area Due

Workshop Presentations

At Risk and Developmental Topics

Final Exam

EVALUATION CRITERIA AND PROCEDURES

• Attendance and participation in class, discussion of cases, exercises, and skills
  practices are critical. Students are responsible for attaining any information and/or
  materials missed due to absence. However, due to the nature of the course, it will be
difficult to make up some experiences.
• Completion of assignments by due date.
• Final exam.
Projects in this class require regular planning from the beginning of the semester. You will need to allocate time each week outside of class for their completion.

UP TO:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20</td>
</tr>
<tr>
<td>Parent/teacher consultation</td>
<td>15</td>
</tr>
<tr>
<td>School based observation</td>
<td>15</td>
</tr>
<tr>
<td>Review and presentation of parenting materials</td>
<td>10</td>
</tr>
<tr>
<td>Lead Cooperative Discipline session for “teachers”</td>
<td>20</td>
</tr>
</tbody>
</table>

Complete the following in the chosen content area:

- Paper                                          30 points
- Resource collection                            20 points
- Book review                                    20 points
- Workshop for teachers (in class)               20 points

Final exam                                       30 points

TOTAL                                            200 points

Point totals will be used to determine grades.

- A = 190-200 points
- A- = 180-189 points
- B+ = 174-179 points
- B = 168-173 points
- B- = 160-167 points
- C+ = 154-159 points
- C = 148-153 points
- C- = 140-147 points
- Below 140 - Failing

METHODS OF INSTRUCTION
This course is designed to provide a hands on approach to developing the knowledge and skills school counselors will need to function as effective consultants in schools. A foundation is laid through the introduction of theory, consulting approaches, and their application in the school setting. A “tell, show, do” model is used to teach, demonstrate, and supervise consultative experiences within the classroom. Video tapes, observations of counselors in the field, and case discussions also provide opportunities for application of content.

BIBLIOGRAPHY


---

**Paper: Knowledge Base for Consultation**

Select one of the following areas to explore. Selection needs to be confirmed with the instructor as no more than one student may choose each topic. Review at least 10 professional publications and cite them as references using APA form.

Use this paper to become familiar with professional journals and resources that help to build your knowledge base, making you a more effective counselor and consultant.

The following should be addressed in the paper:

I. The extent of the problem
II. Behavioral characteristics
   (be sure to include those that would impact school success)
III. Counselor role as a consultant dealing with this issue
IV. Suggested strategies for teachers/parents working with this issue at home and in school
V. Conclusions
VI. References (APA form)

Divorce          Sexual abuse
Death/Loss       Working teens
Suicide          Children of Alcoholics
ADHD             Angry youth
Adolescent drug use Teen pregnancy
Step families    Overweight youth
Eating disorders You may suggest another area with
Isolated youth approval of the instructor

**Note:** The topic you chose for your paper will be the same topic you will use for your resource collection, book review, and workshop. It should also be noted that peers should receive a copy of each in addition
Resource Collection

This assignment will provide an opportunity for you to explore resources within a given content area. These resources will include professional books and/or journals, materials available for parents and teachers, and Internet cites. A copy should be provided to peers in addition to the instructor copy.

The following should be included for this task.

I. Identification of topic along with a paragraph explaining the need for counselors to be ready to consult on this topic.
II. At least 10 professional books/journals in APA style with brief annotation (3-4 sentences) as to what each contributes to the counseling professional’s role as a consultant.
III. Include a listing of five resources that would be available to parents from the popular literature. Again, provide a brief annotation that includes the intended audience and what they might hope to gain from reading this book (knowledge, skills, strategies, etc…).
IV. Five resources that would be available to teachers with a brief annotation as to what each might contribute.
V. Five Internet resources. This should also include complete Internet addresses. Annotate these to include intended audience and contributions as noted above.

Book Review

Review one of the books on your resource list from the popular literature that is meant to be read by parents. Again, this will broaden your knowledge base when referring resources to parents. Submit a copy to peers in addition to the instructor copy.

Be sure to include the following in your two page (double spaced) review:

I. Bibliographic information to include title, author, date of publication, and publisher.
II. Topic it addresses.
III. Intended audience.
IV. General overview.
V. Specific contributions – what particular knowledge, insight, skills, or strategies can be gained from reading the book? Give examples. How does the author go about sharing these? This should be the main segment of your review.
VI. Recommendations for using this book as a resource for parents.
Workshop

Each student will develop a workshop that demonstrates knowledge of a specific content area as well as knowledge of workshop development.

Directions:  Develop a workshop using the outline below.  Additional information can be found in Consultation in the Schools and should be used to clarify what is to be addressed in each section.

Outline:  Your one to two page outline will provide evidence of your knowledge of the workshop format.  Remember, your classmates will be receiving a copy of your paper as well as the resource collection and book review you are putting together on this topic so you don’t have to cover it all.

I.  Warm-up
II. Ask Before Telling
III. Content Area (to include extent of the problem, observable behaviors, the consultative role of the school counselor including strategies that might be shared with teachers, and a good resource you’ve located)
IV.  Personalize and/or Practice
V.  Process and Summarize
VI. Evaluation (attach to outline as a second page)

Class Presentation:  You will have 40-50 minutes in class and will need to choose the concepts you will actually present.  This provides some flexibility but you must include evidence of each section as outlined above.  You will not receive full credit for this assignment if you exceed the time limit so plan accordingly!

Review/Sharing of Parenting Materials

You will be asked to review a set of parenting materials that has been provided to your group and pull together the following information.  You will need to be prepared to share your review with the class and develop a sample session.  This will be an in class assignment.

- Name of Program
- Theoretical Premise (major concepts)
- Intended Audience
- Contents of Kit
- Information Provided for Facilitator
- Session Format
- Summary of Session Content
- Helpful Hints
- Sample Session  (You will asked to plan)
Cooperative Discipline Session

You are to become familiar with Albert’s (1996) Cooperative Discipline concepts and materials. This should include:

- the three “C’s”
- the goals of misbehavior/natural and logical consequences
- characteristics/identification/intervention for attention seeking behaviors
- characteristics/identification/intervention for power seeking behaviors
- characteristics/identification/intervention for revenge seeking behavior
- characteristics/identification/intervention for avoidance of failure behaviors

You will be assigned to a small group of six students with each student presenting a session on one of the topics using the model learned in class. Students not presenting will complete the following feedback form and should be prepared to share their experience with the presenter/class. This will be done over a six-week period.

Name of Student Presenting:
Name of Student Providing Feedback:
Topic:
- Warm-up
  _____ The “warm-up” helped me get into the topic and got me ready to get involved. Example/Comments:

- Ask before telling
  _____ I was asked to share some of my own ideas before information was presented. Example/Comments:

- Personalize and practice
  _____ As information was shared, I was asked to think about, write, or share some of my own experiences as related to the topic at hand.
  _____ I was given an opportunity to practice what I was learning.
  Example/Comments:

- Process and summarize
  _____ At the end of the session, I was asked to reflect on my feelings and involvement. Example/Comments:

- Evaluate
  The most effective strategy I experienced today was:
  The least effective strategy I experienced today was:
Parent/Teacher Consultation

Arrange an opportunity practice a consultative experience with a teacher or a parent. Your tasks are to demonstrate those strategies/skills (as presented in class and in the Consultation in the Schools model) that contribute towards meeting the consultative goal(s), to write-up your experience, and be prepared to share them with classmates. Be sure to identify yourself as a student who is practicing skills.

Your one to two page write-up should include the purpose/goal(s) of the consultation (determined prior to the actual consultation) as well as what took place before, during, and after client contact that were aimed at reaching the goal(s). This is your chance to demonstrate your understanding of the entire consultative process.

The final paragraph of this write up should examine things you might do differently or strategies you might have included that may have contributed to the effectiveness of the consultation. This is a chance for you to reflect and demonstrate knowledge that will improve your next attempt.

School Based Observation

Meet with a school counselor to arrange an opportunity to observe or participate in a consultative experience with a team of professionals. Your tasks are to notice those strategies/skills (as presented in class and in the Consultation in the Schools model) that contribute towards the meeting of the consultative goal(s), write-up your observations, and be prepared to share them with classmates.

Your two page observation write-up should include the purpose/goal(s) of the consultation (determined prior to the actual consultation) as well as who was present (titles only) and what took place before, during, and after the team meeting that were aimed at reaching the goal(s). Include the logistics of setting up the consultation as well as follow-through plans. Be sure to notice the role of the school counselor in the team meeting process and how interactions and contributions were facilitated among the group members. This is your chance to demonstrate your understanding of the entire consultative process. Your write up should reflect all phases of the model.

The final paragraph of this write up should examine what went well (you might get impute from the school counselor on this one) and things you might do differently or strategies you might have included that may have contributed to the effectiveness of the consultation (this should reflect your thoughts, not the school counselors’). This is not meant to be evaluative but again, is a chance for you to demonstrate your knowledge of the process and what might have been missing.