

Niagara University

SUMMER SESSION May 29 - July 7, 2001
Mon. & Wed. 6:00-9:30 p.m. DN 208

Course Instructor

Instructor: C.Rahn, Ph.D.
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A. Course Number and Title

EDU 674A Consultation in Counseling

B. Number of Credits

Three(3) Credit hours

C. Required Course Text and Case Study Supplement :

1)Dougherty, M.A. (2000). *Psychological consultation and collaboration in school and community settings*. (3rd ed.). Wadsworth/Thompson Learning, 10 Belmont, CA 94002-3098, USA.

2)Text Supplement: Dougherty, A.M. (2000). *Psychological consultation and collaboration . A casebook*. (3rd ed.) Wadsworth/Thompson Learning, 10 Belmont, CA 94002-3098, USA.

D. Consultation As Part of Counselor Training:

Instruction in counselor education is founded upon commitment to the beliefs that individuals are valuable, responsible, and capable and that human service professionals should work to create the conditions in which people prize themselves as human beings and act accordingly. The role of consultant process of consultation reflects this commitment. It is a helping relationship which acknowledges mutual respect in the parties involved. It is a problem-solving process involving a variety of key decision points. A generic model is presented to students so that they may have a general reference from which to determine effective consultation practice and explore several different models of consultation.

E. General Course Objectives Regarding Participant Competencies:

This course has be structured to provide participants with the following:

- knowledge of consultant and consultee characteristics and behaviours that influence the helping process.
- skill to explain and evaluate the consultation process
- skill to explain internal and external factors affecting consultation relationships
- knowledge of basic terms and concepts
- knowledge of the general model of consultation
- general knowledge of several specific models of consultation

F. Course Methods and Activities

1. Reading and discussion of text material and selected articles.
2. Simulation and role-play of various strategies and techniques.
3. Mini lectures with discussion.
4. Consultation Project: paper and class presentation.
5. Quiz (basic terms & concepts)
8. Student-generated Case Study: Case Study Seminar

G. Topical Outline of the Course:

1. Definition of basic terms.
2. Roles of consultants, consultees, and client systems.
3. Characteristics of the consulting relationship.
4. A generic model of consultation.
5. Problems and barriers to consultation.
6. Selection of target populations for consultative intervention.
7. Types of consultative interventions.
8. Evaluation of consultation.
9. Professional, legal and ethical issues in consultation.
10. The general nature of organizations.
11. Models of consultation: Organizational; Mental Health; Behavioural; and School.

H. Course Requirements

1. Evidence of regular class participation- e.g. verbal discussions; case reviews; mini-assignments etc.
2. Consultation Project: Paper and in-class presentation.
3. One in-class Quiz on basic terms and concepts of the generic consultation model.
4. Student-generated Case Study on Consultation: Paper and in-class presentation.
5. Weekly reading assignments from the text which may include case studies for analysis.

I. Evaluation

Please note that students must successfully complete all components of the evaluation in order to receive a passing grade.

- 1) 35 % Consultation Project & Paper
- 2) 15 % Quiz
- 3) 20 % Constructed Consultation Case & Presentation
- 4) 30 % Class participation: in-class exercises & case study reviews etc

TOTAL 100 %

1. Consultation Project & Paper

Select *ONE* of *two* options. The two options are: 1)an interview with a practicing consultant -OR- 2) prepare an in-service presentation of your choice which may be used in your role as consultant in your present (or future) position. Keep in mind that this project is not only a major portion of your grade for this course, but

is also meant to be the entry for EDU674 in your general degree portfolio (samples from each university course that you completed in your graduate degree).

Select ONE option a) OR b).

Evaluation Objective: To assess participants application of course content regarding consultation to community practice within the guidelines of the assignment.

a) Interview a Practicing Consultant

- Contact a professional consultant in a human service agency (e.g. school, mental health center) to arrange an interview date around the second week of June. You should be developing the interview format over the first two weeks of the course. The interview should be kept general so that the consultant need not refer to any specific case. The interview should allow you to discuss how this particular consultant carries-out his/her role within the agency or community in which they work. The interview should be either audiotaped or videotaped. Therefore, you must obtain a signed informed consent form from the person before you interview. The consent form as well as the audio OR videotape will be required with the submission of your paper.
- Prepare your interview to include the following:
 - Who is the consultant? (His/her educational background; area of specialty)
 - The client system?
 - A detailed description of what happens at each stage of consultation:
 - Roles of each party ?
 - Nature of the problem ?
 - Methods by which each step was accomplished?
 - Problem-solving skills used?
- A critique of your performance in the interview in terms of:
 - Relationship skills
 - Communication skills
 - Professional behaviour skills
 - Problem-solving skills in managing any situations either during the interview or in arranging it
- A statement including a developed discussion of
 - what you would have done differently
 - what you learned about consultation from this experience
- The completed paper should be summarized to be between 6-10 typed, double-spaced pages.

b) An In-Service Presentation

Select a specific topic e.g. self esteem; substance abuse; IEP planning and development ; teacher burn-out etc. It may relate to your future career interests and be a topic you may actually use in future (with some appropriate updating!) Our course text provides examples of consultation case presentation which will provide you with examples of how in-service presentations may be developed within a consultative model. For the purposes of this course, the following might work: If you are working in a school or agency, you might approach a consultant and develop an in-service for your school etc. -either with the consultant -OR- for the consultant. For this project you will include a detailed write-up of why the topic was selected and how it will be presented to meet the needs of the agency. Also include the working script and presentation notes for the in-service with overheads and hand-outs. Give some serious consideration to LCD laptop computer slide show presentations etc. The NU computer center has presentation programs such as Microsoft PowerPoint. Upon request, assistance is available to you to become familiar with these programs. If you select this option, please make arrangements with the instructor at least one week before your presentation. **Please note that access to the AV equipment cannot be guaranteed if this**

request is not respected. It is assumed that if you use the LCD, that you have the slide presentation software on your own laptop computer or are able to copy it on a 3.5 disc or CD.

- * Due to the time constraints of Summer Session, participants are requested to address the course project topic and option immediately and submit the attached form to the instructor week #2 of the course.

2. In-class Quiz

Evaluation Objective: To have student assess their own learning regarding key terms and concepts covered in the course.

This will be completed during class time as a review of terms covered in the course. The answers will be discussed in class and each participant will grade his/her own paper to be submitted to the instructor. Anticipated date of the quiz is indicated in the detailed schedule section of this hand-out.

3. Constructed Case Study & Presentation

Evaluation Objective: To assess application of student knowledge of consultative models; generic stages of the consultation process; problem-solving skills required in consultation. To provide students with active learning in generating and problem-solving using course concepts.

Students will construct a case to be solved using a consultative model. These will be presented during our Class Case Study Seminar(see detailed outline). The case should be typed with copies for the class.(Approximately 1-2 pages) Your typed solution should also be prepared (but not for hand-out). Given class size, this project may be completed in pairs or a group. These options will be discussed in class, after the course begins. Please note that subject area of this assignment **should not** be the same as the course project. Each student should mention the type of consultation model their case exemplifies and why it was selected. All cases will be submitted the evening of the seminar (see detailed schedule). **Students working in groups will receive one grade for the assignment which will be recorded for each student in the group.**

Regarding All Typed Submissions

One copy of your paper including a copy of any slides (copies of these may be printed 6 to a page in most software project programs). Black and white print of computer slide material is acceptable for submission. Also include any hand-outs etc. that were a part of the project.

- All papers are to be typed according to the American Psychological Association(APA) publication manual using a size 12 font. Headings may be typed with a larger font. Your paper should be securely attached at the upper left-hand corner. PLEASE DO NOT USE any binders or covers.
- If you wish to have your paper mailed to you at the end of the course, include a self-addressed envelope with appropriate postage. Papers will be mailed in the student's country of origin (assuming USA or Canada).

4. Class Participation

All participants are expected to attend each class. The instructor will consider particular interests of the group and questions from them in generating class exercises and follow-up discussions. Participation evaluation will also reflect support of other group members in their learning experience and presentations.

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Instructor: Carol Rahn PhD.
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(905) 984-8936
e-mail Rahn @ vaxxine.com

- * Please note that topics may change or vary slightly due to class size and group interest etc.
- * **NB. Please bring course text and case study supplement to each class.**

SCHEDULE

Reading (Course Text)

Week 1

Introduction To the Course and Overview of Consultation

- General Terms/Definitions Part I
- Consultant Roles (Compared to other human service activities)
- Generic Model of Consultation Part II
- Other Models of consultation PartIII (Overview)
- Discussion

Week 2

The Generic Model of Consultation

- Entry & Diagnosis Chapters 3-4-5-6
- Assigned practice/Discussion
- Implementation
- Disengagement
- Assigned practice/ Discussion

Week 3

- Ethics and Legal issues Chapter 7
- Organizational Consultation Chapter 8-9
- Mental Health Consultation Chapter 10
- Assigned Practice/Discussion

Class Quiz: Terms- The Generic Model of Consultation

Week 4 -Consultation Project Paper DUE Wed.

- Behavioral Consultation
- Assigned practice
- School Consultation
- Assigned Practice /Discussion

Chapter 11

Chapter 12

Week 5:

- In -Class Constructed Case Study Seminar

Case Study Papers Due End of Seminar

Week 6:

- Consultation Project Presentations
- Summary Review & Discussion

**EDU 674A Consultation
DUE WK #2**

Name: _____

Course Project Topic _____

Option Selected

- Interview
- In-Service
- Other? To be accompanied by a detailed proposal to meet the objectives of this assignment