

Spring 2017
CNS 786: Consultation and Program Development
Wake Forest University Department of Counseling
Day and Time: Wednesday, 9:00-11:30 am
Location: Carswell 205

Instructor: Mark B. Scholl, PhD, LMHC
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Course Content :

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.

Learning Outcome Objectives:

Upon successful completion of this course, you will be able to:

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

Methods of instruction:

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 texts and readings:

Scott, D., Royal, C. W., & Kissinger, D. B. (2015). *Counselor as consultant*. Thousand Oaks, CA: Sage Publications.

Additional readings may be assigned throughout the semester.

Student performance evaluation criteria:

Includes grade weights by assignment, grading scale & late assignments policy.

Summary of Learning Activities with grade weights:

Learning Activity	Points
Participation and Attendance	30
Quiz 1 (II.F.1.b;; II.F.3.b; II.F.5.b; II.F.5.c; CMHC C; SC EE)	25
Quiz 2 (II.F.1.b;; II.F.3.b; II.F.5.b; II.F.5.c; CMHC C; SC EE)	25
Quiz 3 (II.F.1.b;; II.F.3.b; II.F.5.b; II.F.5.c; CMHC C; SC EE)	25
Consultation Case Study: Full project (II.F.1.b; II.F.5.c; II.F.8.d; II.F.8.e; II.F.8.g)	
Consultation Case Study: Case Scenario 1a (25 pts)	25
Consultation Case Study: Literature review 1b (75 pts)	75
Consultation Case Study: Model application and intervention plan 1c (100 pts)	100
Total	305

Grading Scale Corresponding Points

Grading Scale	Corresponding Points
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	0-69

Description of Learning Activities:

- **Assignment 1: Consultation Case Study**

Rationale: This 3-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 3-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: Cognitive Behavioral Consultation, or 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 3 parts of the assignment include creating a hypothetical scenario, conducting a literature review, and applying a consultation model and creating an intervention plan.

Assignment 1a: Case Scenario (25 points)

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

Due: February 1

- **Assignment 1b: Literature Review (75 points)**

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

Due: February 8

- **Assignment 1c: Model application and intervention plan (100 points)**

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 your 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.

Grading rubric: Written assignment

Due: February 15

- **Quizzes (25 points each; 75 points total)**

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.

Dates: January 25, February 8, February 22

- **Participation and Attendance:**

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.

Students are expected to attend all of the classes. If an emergency arises, please contact the instructor.

Student Lead Discussion: Students will sign up for one class period to lead a 20-30 minute class discussion based on the weekly topic. Students may choose to incorporate a PowerPoint, videos, discussion prompts, reflection activities, or creative exercises in leading the discussion.

Schedule of Classes and Learning Activity due dates:

Date	Topics	Required Reading	Assignments Due
Jan 11 Week 1	Review syllabus	Syllabus	
Jan 18 Week 2	The foundation of consultation	Scott, Royal, & Kissinger Chapters 1 & 2	
Jan 25 Week 3	Consultation skills and stages	Scott, Royal, & Kissinger Chapters 3 & 4	Quiz 1 (Chapters 1-4) <i>Students Lead Discussion #1</i>

Feb 1 Week 4	Cognitive-behavioral consultation and Solution-focused consultation	Scott, Royal, & Kissinger Chapter 5 & 6	Assignment 1a: Case Scenario Due <i>Students Lead Discussion #2</i>
Feb 8 Week 5	Consultation in mental health and school settings	Scott, Royal, & Kissinger Chapter 8 & 9	Quiz 2 (Chapters 5, 6, 8, & 9) Assignment 1b: Literature Review Due <i>Students Lead Discussion #3</i>
Feb 15 Week 6	Consultation in organizational and career settings	Scott, Royal, & Kissinger Chapters 10 & 11	Assignment 1c: Model Application and Intervention Plan Due <i>Students Lead Discussion #4</i>
Feb 22 Week 7	Ethics and legal consideration in consultation	Scott, Royal, & Kissinger Chapter 7	Quiz 3 (Chapters 10, 11, & 7) <i>Students Lead Discussion #5</i>
Feb 22 Week 7	Ethics and legal consideration in consultation	Scott, Royal, & Kissinger Chapter 7	Quiz 3 (Chapters 10, 11, & 7) <i>Students Lead Discussion #5</i>

*This syllabus is subject to change at the professor's discretion.

Student Late Assignments Policy:

Assignments are due at the beginning of class on the date they are due otherwise they are considered late. You may be asked to submit an electronic version of your assignment along with a hard copy. Unless arrangements have been made with the course instructors, students who submit late assignments will receive a 10% grade deduction for each day beyond the due date.

Disability Accommodation Policy and Procedure: Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone:336-758-5929. Email: lacenter@wfu.edu.

Emergency Contingency Plan:

In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents will be made available online in a Sakai course website. It is suggested that all materials be downloaded. Student work can be submitted via the course website or via email. If Internet access is limited, work can be submitted via snail mail to the instructors address as listed below. If there is a continued need to cancel class, the due dates for assignments may be pushed back.

Academic Policies and Honor Code

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. Read the [Graduate Student Academic Honor Code](#), which can also be accessed on the [Graduate School website](#).

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.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

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 enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](#).