



COUN 6890 - CONSULTATION

(All class materials are available on D2L.)

I. REQUIRED TEXTS:

- American Psychiatric Association (2000). **Desk reference to the diagnostic criteria from DSM-IV-TR**. Washington, DC: American Psychiatric Association.
- Dinkmeyer, D., & Carlson, J. (2006). **Consultation: Creating school-based interventions**. (3rd ed.). Philadelphia: Brunner-Routledge.
- Dinkmeyer, D., McKay, G., & Dinkmeyer, D., Jr. (1980). **Systematic training for effective teaching** (S.T.E.T.), Teacher's Handbook. Coral Springs, FL: CMTI Press.

II. OBJECTIVES:

This is predominantly a lecture and discussion class with hands-on practical components such as a practicum that requires taping of a live 3-session consultation with a practicing teacher, development of an in-service workshop for an adult audience, presentation of one of those sessions in class, and conducting a C-Group with classmates.

- A. To understand the consultation process and to differentiate that process from other helping relationships (e.g., counseling, supervision, teaching, advice giving, etc.).
- B. To learn a systematic approach to consultation and to develop relevant strategies to promote, develop, and enhance effective teamwork and effective communication within the school and larger community in order to empower them to act on behalf of their children.
- C. To understand the dynamics of and to gain beginning competency in performing consultation with culturally diverse individuals and with small groups.
- D. To identify significant theories, models, and processes of consultation in order to develop one's own theoretical rationale for consulting with teachers, administrators, parents, community groups, and students.
- E. To apply: (a) basic principles of human development; (b) knowledge of mental health; and (c) promotion of an encouraging learning atmosphere to consultees' areas of concern.
- F. To plan, organize, present, and evaluate training programs and the overall consultation aspect of a school-based program.
- G. To gain knowledge and skills in conducting programs that are designed to enhance students' academic/career, social/emotional, and other developmental needs.
- H. To become familiar with the ACA ethical standards for consultation.
- I. To develop a familiarity with various childhood and adolescent disorders that may affect the development and functioning of students in order to be conversant with other professionals in consultation.
- J. To expand the repertoire of interventions used in child behavior management, learning such techniques as natural and logical consequences, behavior modification, contracting, etc.
- K. To become proficient in the giving and receiving of accurate & objective evaluative information.

III. COURSE REQUIREMENTS:

A. PARTICIPATION IN CLASS - Regular class attendance and active participation in class discussions, simulations, and evaluation exercises is expected. It is also expected that all reading assignments will be completed prior to the scheduled date for each topic. Both excessive absences and/or a lack of participation in the class can affect your grade, as can perfect attendance.

B. EXAMS - Demonstration of a thorough understanding of the texts, handouts, class lecture, and all material presented in class, via two (2) take-home essay exams worth 60 points each.

2 x 60 points = 120 points

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SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

- C. **STET POWER POINT PRESENTATION-** Each student will select one chapter from the STET Teacher's Manual and will create a power point presentation for the class. (Duration: 25 minutes). Also, please prepare a handout of the power point slides, one for each class member. Be prepared to present your chapter at the point in the syllabus where it is listed. Also, please submit your power point presentation in the D2L DROP BOX. (See **STET Presentation Evaluation form.**) **75 pts.**
- D. **CONSULTATION THEORY GROUP PRESENTATION -** You have each been assigned to a small group of 2-3 students. (Find your Group on D2L.) Together you will plan a presentation (25 minutes) to the class to explain your assigned consultation theory. All members will participate in the planning and all will participate in the presentation. An article on each theory can be found on D2L for your use. You may use additional resources, as well. (See **Group Theory Presentation Evaluation form.**) **75 pts.**
- E. **PARTICIPATION IN CONSULTATION EXPERIENCES -**
1. **Individual Consultation-**
- a. Each student will carefully identify an appropriate (**check** appropriateness with your instructor) individual consultee (a teacher **at any grade level**) with whom to work throughout the semester. Three (preferable) to four (maximum) sessions (all but the last session should be 30-40 min. each; the last session will be around 10-20 min.), encompassing **all** the stages of the consultation model and process (**TOTAL time needs to be = 70 -100 min.**) are to be audio- or videotaped (**at least ONE videotape of session #1 or #2, preferably ALL sessions**) and turned in with a completed **critique form** for **EACH** session. In addition, **with Tape #2**, turn in a copy of the Consultation Brief Summary you composed for your consultee, and, **with Tape #3**, the Evaluation Form filled out by your consultee.
- b. **At least one** typed tape **transcription** will also be turned in (**EITHER SESSION #1 OR #2**). The transcription can be of an audiotape unless you are only turning in videotapes; in which case you will need to transcribe a videotape. Via all these tapes you will demonstrate the various required consultation skills. (**BE WISE: Always audio tape every session, even when you're videotaping, just in case; to cover yourself.**) In the left margin of your transcription, **label each and every response** that YOU make (e.g., reflection, paraphrase, open probe, closed probe, summarization, clarification, etc.) These labels may be hand-written.
- c. Suggestions for improvement (i.e., supervision) will be supplied by the instructor for each tape. **At least one** (or two) supervision session(s) with the instructor is helpful and should be scheduled by the student. Bring your videotape with you to your supervision session (if session is scheduled before the due date), so we can review it at that time.
- d. The grade on this consultation section of the course will be based on **level of competency** achieved **BY THE FINAL TAPE**. In other words, this is a **competency-based assignment**. You can chart your progress toward an acceptable grade by taking note of the level of competency the instructor assigns to you for each skill on each tape evaluation form. It **is** possible to lose credit on the tape evaluation form if a comparable level of competency is not maintained throughout the consultation experience. (See **Instructor's Tape Evaluation Form** for specific skills on which you will be evaluated) **150 points**
2. **Group Consultation-**
- Each student will demonstrate the ability to effectively facilitate a small C-group (3-4 participants) consultation session in class with your fellow students (25 min.). Exercise will be evaluated for a grade by the facilitators themselves, by their classmates, and by the instructor. (See **C-Group Consultation Evaluation Form.**) **50 points**

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SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

D. DEVELOPMENT and PRESENTATION of a TRAINING PROGRAM

1. Training Program-

Each student will conduct an independent library study project on any instructor-approved topic appropriate to your work as a school professional in order to EXPAND your current knowledge base. The student will develop a detailed outline, including all materials, handouts, power points to be used, for a *training program containing four (4) sessions*. (See **Training Program Guidelines**). The student will also develop a file of references used for this program and will turn in a reference list of those resources in **APA style**.

- a. Possible target groups for this program would be classroom teachers, special ed. teachers, parents, administrators, individuals from the community, your colleagues (other counselors, mental health workers, or school psychologists), students (e.g., peer facilitators), etc. These are NOT classroom guidance lessons.
- b. Possible topics might be (but are **NOT** limited to):
 - (1) parent training.
 - (2) peer facilitator/ peer mediator training.
 - (3) assertiveness training, crisis intervention training (e.g., suicide, homicide, etc.).
 - (4) prevention/intervention/warning signs training (e.g., school violence, cults, physical abuse/neglect, sexual abuse, pregnancy, STDs, HIV/AIDS, substance abuse, etc.)
 - (5) dealing with _____ training (e.g., difficult parents, death, divorce, natural disaster).
 - (6) training in classroom methods for _____ (e.g., teaching social skills, teaching career education, promoting positive self-esteem, dealing with the ADHD or acting-out child, behavior management/modification, increasing student motivation, bullying, etc.)

c. The instructor will evaluate the PROFESSIONAL 4-SESSION training program based on: COMPLETENESS, accuracy, and creativity. (See **Training Program Evaluation form**.) **100 points**

2. Mini-workshop-

a. Each student will select **ONE** of the sessions (a mini-workshop) developed for the training program in Part 1 above and will present it to the class using excellent large group consultation techniques. (Duration: 25 minutes.) The class members will role play whatever target audience the presenter requests. Each presenter will bring a blank VHS videotape at the time of presentation so that the workshop can be taped for later critique by the presenter.

[NOTE: If you do not have access to a VCR to play the VHS tape at home, then you will need to bring your own video/digital camera to tape yourself so that you can view the mini-workshop at home.]

b. All class members, the presenter, & the instructor will evaluate each mini-workshop. (See **Training Program Guidelines** and **Mini-workshop Evaluation Form** for further details.) *The presenter will view her/his video and critique it. The videotape is NOT turned in to the instructor. The presenter's critique of his/her mini-workshop session should be turned in to the instructor **within 1-3 days after presentation** so that the instructor can calculate the grade and return your grade at the next class.* **100 points**

IV. GRADING:

Consultation experiences	200 points
STET power point	75 points
Group theory presentation	75 points
Exams	120 points
Workshop & presentation	<u>200 points</u>
TOTAL	670 possible points

The instructor reserves the right to alter this scale, if necessary:

B+ = 87-89%;	A = 93-100%;	A- = 90-92%;
C+ = 77-79%;	B = 83-86%;	B- = 80-82%;
	C = 73-76%;	C- = 70-72%.

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SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

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| 5 | STET: Discipline
Internal vs. external; Resistance.
IN CLASS ROLE PLAY – SESSION #2 | STET: Chaps. 8-10
Handouts: On D2L
(Find Exam #1 on D2L.) |
| 6 | Consultant as Trainer
STET: The Class as a Group
IN CLASS ROLE PLAY – SESSION #2 (IF TIME) | Handouts: On D2L
STET: Chaps. 11-14
<u>TAKE-HOME EXAM #1 DUE</u> |

THIS IS THE TIME, BETWEEN WEEKS #4 AND #5, IN WHICH YOU MAY SCHEDULE AN OPTIONAL MEETING WITH THE INSTRUCTOR FOR SUPERVISION ON SESSION #2, BEFORE YOU SEE YOUR CONSULTEE FOR THE 3RD TIME, IF YOU CHOOSE TO.

(FALL BREAK)

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| 7 | Other models of consultation: Adlerian, Behavioral, I/O, & Mental Health Group Presentations
(CONSULTATION DEMONSTRATION-SESSION #3)

<u>ACES National Conference</u> | Handouts: Models on D2L.

<u>TAPE #2/CRITIQUE DUE</u> |
| 8 | C-Group Demonstration
Begin DSM-IV: Disorders Usually 1 st Dxed in Infancy, Childhood, or Adolescence
IN CLASS ROLE PLAY – SESSION #3 | Handouts: On D2L
DSM-IV: pp. 49-69 |
| 9 | <u>C-GROUPS IN CLASS</u> (4)
DSM-IV: Pervasive Developmental Disorders, Learning Disorders
IN CLASS PRACTICE: Dx #1 | DSM-IV: pp. 51- |
| 10 | <u>C-GROUPS IN CLASS</u> (4)
DSM-IV: Disruptive Behavior Disorders
IN CLASS PRACTICE: Dx #2

TCA Conference, Memphis | DSM-IV: pp. 65- |
| 11 | <u>C-GROUPS IN CLASS</u> (4)
DSM-IV: Mood Disorders, Eating Disorders
IN CLASS PRACTICE: Dx #3 | <u>TAPE #3/CRITIQUE DUE</u>
DSM-IV: pp.167- , 263-
(Find Exam #2 on D2L.) |
| 12 | WORKSHOP PRESENTATIONS (6)
(See BOX below.) | (Critique due ASAP)
<u>TAPE #4/CRITIQUE DUE (ONLY if needed)</u>
<u>TAKE-HOME EXAM #2 DUE</u> |

(Your emailed critique of your own videotape is due no more than 2 days after your presentation.)

*****FORMAL TRAINING PROGRAM DUE AT THE TIME OF YOUR PRESENTATION*****
NOTE: If you turn in your written Training Program **early** and receive a grade of C or lower, you may re-do it and receive an average of the 2 grades.

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| 13 | WORKSHOP PRESENTATIONS (6) | (Critique due ASAP - See BOX above.) |
| 14 | Tying up Loose Ends - Out to dinner at 5:30 PM. | |