**Wake Forest University**

**Department of Counseling**

**CNS 786: Consultation and Program Development**

**Spring 2024**

**Day and Time: Thursdays, 2:15 – 4:45 pm**

**Location: Carswell 016**

**Instructor:** Mark B. Scholl, PhD, LMHC

**Office:** Carswell 209

**Office Hours:** By appointment

**Phone:** (336) 758-5618

**E-mail:** schollmb@wfu.edu

**Course Overview and Method of Instruction**

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. This course will utilize readings from the required textbook, journal articles and other selected publications, lectures, guest presentation(s) by professional consultant(s), discussion, and various activities to help students learn and apply the basics of consultation and collaboration to professional practice.

**Required Textbook**

Dougherty, A.M. (2014). *Psychological consultation and collaboration in school and community settings.* Belmont Oaks, CA: Cengage Learning.

Additional readings may be assigned throughout the semester.

**Knowledge and Skill Outcomes**

The following consultation course outcomes are taken from CACREP’s 2024 standards. The focus of these outcomes is to prepare students for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant.

1. Summarize the roles and functions of counselors working as consultants and collaborators (CACREP 3.A.3.a; SC 5.A.6)

2. Define and differentiate between consultation and collaboration (3.A.3.a; CMHC 5.C.2; SC 5.H.3)

3. Discriminate between the various consultation models and theories (3.E.4; SC 5.H.3)

4. Explain how systems theory applies to consultation and collaboration ((3.E.4; SC 5.H.3)

5. Summarize the processes and stages of consultation (3.E.4)

6. Identify and apply skills and characteristics of consultants and collaborators (3.H.8; 3.H.11)

7. Identify and describe unique aspects of school-based consultation (SC 5.H.3; SC 5.H.10)

8. Summarize assessment and evaluation considerations pertinent to consultation (3.G.5; 3.G.9; 3.G.17; CMHC 5.C.4)

9. Explain how ethical and legal issues apply to consultation and collaboration (3.A.10)

10. Identify special issues relevant to consultation and collaboration (3.E.4)

**Student Performance Evaluation Criteria**

**Assignment: Three-part Consultation Case Study (see Assignments 1a, 1b, and 1c below)**

**Rationale:** This 3-part assignment is designed to meet CACREP knowledge and skill outcomes listed above. Students are encouraged to customize their project to match their mental health or school counseling specialty.

The following 3-part Consultation Case Study requires you to 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: Mental Health Consultation, Behavioral Consultation, Organizational Consultation, or School-Based Consultation. Please note that the expression “Consultation” as in “Mental Health Consultation” will be used in the course to refer to both consultation and collaboration. You also may choose from any of the other significant consultation models found in the literature (e.g., Solution-focused consultation).

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 (Assignment 1a), conducting a brief literature review (Assignment 1b), applying a consultation model, and an evidence-based intervention plan to your hypothetical scenario (Assignment 1c).

**Assignment 1a: Case Scenario (Due Feb 8th)**

**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 (skim Chapters 9 – 12, before they are assigned readings, to help you decide on a model). 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 **2 to 4-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 do the client(s) 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 consultee 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 assignments rubric

**Assignment 1b: Literature Review (Due Feb 15th)**

**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** (e.g., articles from Wake Forest’s online library, including those from PsychInfo, Eric, and/or 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 and one paper**. Remember to clearly label each article using APA style (7th edition) for your references. (A total page length of 3 to 6 pages).

Grading rubric: Written assignments rubric

**Assignment 1c:** **Model application and intervention plan (Due February 29th)**

**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 (e.g., Chapter 5 on the Diagnosis Stage, Chapter 6 on the Implementation Stage) 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 3- to 5-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 rubric

**Quizzes**

**Rationale:** The quizzes are designed to test your knowledge of the CACREP knowledge and skill outcomes listed above.

The quizzes will be 10 or more questions made up of a combination of multiple choice and true/false questions.

**Participation and Attendance:**

***Individual Meetings with Students:*** During the first three weeks of the course, Dr. Scholl will meet individually with students enrolled in the course upon request. These meetings are not mandatory, but everyone will have an opportunity to sign up for a meeting time to discuss their Three-part Case Study. The meetings (in-person or via Zoom), will take place prior to the due date for Paper 1a – Case Scenario (Feb. 8th). Students should also feel free to ask any questions you have about the course or professional consultation practice.

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

***Student-Led Discussions:*** Students will sign up for one class period to co-lead a 20-30-minute class discussion based on the weekly topic. Students may choose to incorporate discussion prompts, reflection activities, or creative exercises in leading the discussion. You are encouraged to meet with Dr. Scholl regarding ideas and content for this discussion (i.e., to invite him to provide consultation).

**Academic Policies**

**Submitting Written Assignments**

Submit all written assignments to schollmb@wfu.edu by 11:59 pm EST on the day they are due. Assignments should be submitted in the form of a Word document file attached to an email sent to schollmb@wfu.edu Do not send a PDF file or an invitation to edit a Google doc. The title of the Word document should include your name, and the name of the assignment (e.g., J. Smith, Case Scenario 1a).

**Late assignment penalty**

Submitting assignments late is discouraged. A 10% grade reduction may be given for every day an assignment is submitted after the original due date. Exceptions will be awarded on a case by case basis.

**Email**

Correspondence and notices related to this course will be sent to your WFU email account or Canvas. You must check these accounts to receive notices related to the class.

**Canvas**

The syllabus, updates, announcements, reading materials, and other materials related to the course will be made available through the Canvas application. Please make sure you have access to Canvas by the second week of classes. If you have any problems, contact The Bridge at the ZSR Library 336-758-4357 or help.wfu.edu.

**Student Responsibilities:**

As a student taking this course, you are responsible for:

1. Regular class attendance and activeparticipation in all classroom activities (discussions, presentations, exercises, etc.). Your attendance and active participation are critical to your own learning as well as the learning of your peers and the overall success of the course.
2. Completion of all required assignments and submission of completed assignments in accordance with established due dates.

**Accommodations/Disability Statement:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor and the **Center for Learning, Access and Student Success (CLASS)** at the beginning of the semester. Students with disabilities must verify their eligibility through the CLASS Office at 118 Reynolda Hall (336) 758-5929.

**Academic Integrity**

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. This policy may be accessed on the Graduate School website at: <http://graduate.wfu.edu/docs/academics/HonorCode.pdf>.

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, suspension or expulsion from the course, academic program, or Wake Forest 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 with 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.

**Disaster Planning/Catastrophic Event**

If the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to due dates of assignments and discussions. The instructor will be available by email or by phone, unless internet or phone are inaccessible.

**Weather Events**

In the event the University closes due to a weather-related event, all assignments and quizzes are due in accordance with the syllabus schedule. Students are responsible for checking Canvas announcements and email for instructions from the instructor.

**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 enrollment, reinstatement, and student and faculty expectations, see the Wake Forest Student Handbook: <http://college.wfu.edu/counseling/forms/forms-for-current-students/>

**Course Assignments**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points** | **Due Date** |
| Participation and Attendance | 30  | Ongoing |
| Quiz 1 | 25 | Feb 1 |
| Quiz 2 | 25 | Feb 15 |
| Quiz 3 | 25 | Feb 22 |
| Consultation Case Study: Full project |  |  |
|  Consultation Case Study:  Case Scenario 1a (25 pts) | 25 | Feb 8 |
|  Consultation Case Study:  Literature review 1b (75 pts) | 75 | Feb 15 |
|  Consultation Case Study:  Model application and  intervention plan 1c (100 pts) | 100 | Feb 29 |
|  |  |  |
| Total  | 305 |  |

**Department of Counseling Grade Scale:**

A = 93-100 (284 – 305 total pts.) C = 73-76 (223 – 234)

A- = 90-92 (275 – 283) C+ = 77-79 (235 – 243)

B+ = 88-89 (268 – 274) C- = 70-72 (214 – 222)

B = 83-87 (253 – 267) F = < 70

B- = 80-82 (244 – 252)

**Schedule of Events**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings –** from the Dougherty text |  **Assignments Due** |
| Jan 18Week 1 | Review syllabus andCourse requirements | Syllabus  |  |
| Jan 25Week 2 | The foundations of consultation | Ch. 1 – The Foundations of Consultation |  |
| Feb 1Week 3 | Consultation skills, roles, and stages; the phases of the Entry Stage  | Chapters 2 & 3 | **Quiz 1 (Chapters 1-3)***Students Lead Discussion #1* on Ch. 2 |
| Feb 8Week 4 | Mental Health Consultation; the phases of the Diagnosis Stage | Ch. 9 – Mental Health Consultation | **Assignment 1a: Case Scenario Due***Students Lead Discussion #2* |
| Feb 15Week 5 | Behavioral Consultation; the phases of the Implementation Stage | Ch. 10 – Behavioral Consultation | **Quiz 2 (Chapters 9 & 10)****Assignment 1b: Literature Review Due Wed. Feb 9th***Students Lead Discussion #3* |
| Feb 22Week 6 | School-Based Consultation  | Ch. 12 – School Based Consultation | **Quiz 3 (Chapter 12)***Students Lead Discussion #4* |
| Feb 29Week 7 | Organizational Consultation; the phases of the Disengagement Stage | Ch. 11 – Organizational ConsultationCh. 14 – Ethical and Legal Issues | **Assignment 1c: Model Application and Intervention Plan Due***Students Lead Discussion #5* on Ch. 14 |

\*Note: Chapters 4 – 7 go into more depth regarding the phases of the four stages of consultation. You are also encouraged to rely on these chapters as resources for developing your three-part paper.

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