Course Information

Title: Clinical Counseling Roles: Consultation, Collaboration, and Coordination
SAC (Subject Area Code) & Number: CED 7305
Section:
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information

Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin Description

Consultation theory and processes in human service agencies and post-secondary educational institutions. Roles and functions of counselors in program and proposal development, conflict management, organizational administration and evaluation of services, public relations, and community referral processes.

Course Goal

Students will be introduced to the consultation process as well as relevant theories, assessments and tools. This course will also introduce basic program evaluation and outcome measurement in the context of program development, measurement and evaluation and modifications. Students will have the opportunity to further hone their skills in locating appropriate resources and referral sources.
Course Learning Outcomes

<table>
<thead>
<tr>
<th>2016 CACREP STANDARDS</th>
<th>LEARNING OUTCOMES</th>
<th>WEEKS</th>
<th>MEASURED WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.5.c,c.i,k, 2.F.6.g, 2.f.7.b,e, 2.F.8.c</td>
<td>1) Demonstrate knowledge of consultation and collaboration theories, methods, and skills</td>
<td>Week 6</td>
<td>Midterm and final examinations</td>
</tr>
<tr>
<td>2.F.5.c,c.i,k, 2.F.6.g, 2.f.7.b,e, 2.F.8.c</td>
<td>2) Develop and describe their own working theory of consultation and collaboration, including methods of evaluating the effectiveness of their approach and integration of theoretical concepts</td>
<td>Online Assignments</td>
<td>Online assignments</td>
</tr>
<tr>
<td>2.F.5.c,c.i,k, 2.F.6.g, 2.f.7.b,e, 2.F.8.c</td>
<td>3) Demonstrate consultation skills including active listening, behavioral assessment, goal setting, and referral skills</td>
<td>Week 13</td>
<td>Consultation/Collaboration Experience—Paper &amp; Presentation</td>
</tr>
</tbody>
</table>

Course Materials

Required and Optional Textbook(s)


Library Materials


Journals

Counseling Psychologist (last 10 years)
Journal of Counseling and Development (last 10 years)
Journal of Consulting Psychologists (last 10 years)
Journal of Mental Health Counseling (last 10 years)
Assessment of Student Performance

Canvas assignments 50 pts
Mid-term exam 50 pts
Final exam 50 pts
Consultation/Collaboration Paper & Presentation 50 pts

Total 200 pts

Course Assignments and Exams

1. Canvas Online Assignments: (Five assignments, 10 points each; 50 points total)
   There will be an on-line component to this class through Canvas. These are not group projects and must be submitted online. Directions will be given for each of the five assignments and they are due as noted in the course schedule.

2. Mid-Term and Final Exams (50 points each; 100 points total)
   The mid-term and final exams may include any combination of true/false, multiple choice, short answer, and essay questions. The midterm will cover content prior to that date and the final will cover content between the midterm and final exam dates—the final exam will not be cumulative.

3. Consultation/Collaboration Experience—Paper & Presentation (50 points)
   The class presentation and paper will be a group project. The presentation portion is worth 30 points and the write up is worth 20 points. Your group will be given a consultation scenario and do the following:
   a. Familiarize yourself with the functions and roles of a consultant described in Chapters 9-12 of the textbook.
   b. The scenario will be focused on a mental health professional in a behavioral, organizational mental health or school-based community/agency setting.
   c. Role play a brief initial interview with the consultee/fellow collaborator to orient him/her regarding your assignment, and to (a) explore the organization’s or individual consultee needs (b) formulate priorities for the consultation/collaboration experience (c) clarify expectations related to this experience; and (d) start the process of building a relationship the the consultee/fellow collaborator.
   d. Write up your session according to the following format using APA Format:
      i. Who the Consultee/Fellow Collaborator Was
      ii. Who Constituted the Client-system
      iii. The Nature of the Problem Dealt With
      iv. A Description of What Happened at Each Stage of Consultation/Collaboration
         a. Goal of the stage
         b. Roles Each party took on
         c. What transpired
      v. A Critique of Your Performance as a group of consultants in Terms of
         a. Relationship Skills
b. Communication Skills

c. Professional behavior skills

d. Skills in working with diverse population/organizations

e. Problem Solving skills

vi. A statement about How You Would Do Things Differently If you had to do it all over again.

vii. A statement of What You Learned about Consultation/Collaboration from the experience

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74%</td>
</tr>
</tbody>
</table>

Wayne State University Policies

Religious Holidays (from the online Academic Calendar)

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services (edited statement from the SDS web site):

- If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.
Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct: https://doso.wayne.edu/conduct/student

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
- **College of Education policy on plagiarism:** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at
the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

**Student Services**

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at http://library.wayne.edu/consult

**Class Recordings**

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

**Counseling and Psychological Services (CAPS)**

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (coe.wayne.edu/tbf/counseling/center-index.php). Services at all three clinics are free and confidential. Remember that *getting help, before stress reaches a crisis point, is a smart and courageous thing to do*—for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.
Online Course Policies
As a Hybrid, this course will meet on campus every other week, the alternate weeks will be online. Canvas will be used to complete the on-line portion of the assignments.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>TEXT CHAPTERS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Course Plan &amp; Overview of Syllabus</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Introduction to Consultation/Collaboration Foundations</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Consultants, Consultees, and Collaborators</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>2</td>
<td>Canvas Online</td>
<td>Chapters 1 &amp; 2, cont.</td>
</tr>
<tr>
<td></td>
<td>Overview of the Generic Model of Consultation and Collaboration</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>Entry Stage</td>
<td>Chapters 4</td>
</tr>
<tr>
<td></td>
<td>Diagnosis Stage</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>4</td>
<td>Canvas Online</td>
<td>Chapters 4 &amp; 5, cont.</td>
</tr>
<tr>
<td>5</td>
<td>Implementation Stage</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Disengagement Stage</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>6</td>
<td>Mid-term Exam online</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>Pragmatic Issues of Working Within an Organization</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Mental Health Consultation and Collaboration</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>8</td>
<td>Canvas Online</td>
<td>Chapters 8 &amp; 9, cont.</td>
</tr>
<tr>
<td>9</td>
<td>Behavioral Consultation and Collaboration</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Organizational Consultation and Collaboration</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>10</td>
<td>Canvas Online</td>
<td>Chapters 10 &amp; 11, cont.</td>
</tr>
<tr>
<td>11</td>
<td>School Based Consultation and Collaboration</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Ethical and Legal Issues</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>12</td>
<td>Canvas Online</td>
<td>Chapters 12 &amp; 14, cont.</td>
</tr>
<tr>
<td>13</td>
<td>In-class presentations in class</td>
<td>--</td>
</tr>
<tr>
<td>14</td>
<td>Final Exam Online</td>
<td>--</td>
</tr>
</tbody>
</table>

Course syllabus and schedule may be adjusted at the discretion of the instructor
Note: Chapter 13 case studies will be assigned as part of the online experiences on canvas.