Wayne State University
Course Syllabus
Counseling and Consulting Services in Community Agencies
CED 7030
Spring/Summer 2017

College: College of Education
Division: Theoretical and Behavioral Foundations
Program Area: Counselor Education

PREREQUISITES: CED 6070

COURSE REFERENCE #: 35012

COURSE CREDITS: Three semester hours

LOCATION: Room 171, Education Building

DAY & TIME: Wednesdays from 6:00pm to 9:00pm

INSTRUCTOR: Kathleen Schaefer, LPC
Counselor Education
329 Education Building
Licensed Professional Counselor

E-MAIL: em6517@wayne.edu
Preferred contact method

OFFICE HOURS: Wednesday 4:30 p.m. – 5:45 p.m.
Other times by appointment

SECRETARY: Lei Juan Stewart-Walker at (313) 577-1613
e-mail: ab2628@wayne.edu

PHONE: (313) 882-6178

COURSE DESCRIPTION: (per the graduate bulletin):
Consultation theory and processes in agencies and post-secondary educational institutions. Roles and functions of counselors in program and proposal development; conflict management; organization; administration; and evaluation of services; public relations; knowledge of community referral resources and referral process.

MISSION STATEMENT:
To prepare professional counselors who are knowledgeable in consulting and collaboration theories and techniques, who can translate consulting and collaboration theories and current research strategies into effective practice, who are committed to respecting diversity among all people and who ascribe to the highest ethical standards and practices.

LEARNING GOALS:
1. Students will develop personally and professionally as reflective, innovative professionals who have the commitment and competence to help clients, colleagues, and themselves acquire knowledge, skills, and understandings necessary to participate in, and contribute to, the quality of service in a complex changing society.
2. Students will obtain an understanding of consultation and collaboration theories, consultation and collaboration methods, and skills by increasing: (a) the students’ ability to discriminate among the various models of consultation and collaboration, particularly those where the consultant-consultee approaches are useful; (b) the students’ knowledge and technical skills in consultation and collaboration and leadership, and the application of these skills; (c) the students’ knowledge of consultation and collaboration methods including consultation stages and processes, evaluation of effectiveness, and ethical and legal considerations; (d) the students’ sensitivity and awareness of cultural, ethical, age, gender, physical disabilities, socioeconomic and value differences and how they affect consultation and collaboration issues; (e) the students’ knowledge of the status of research on different consultation and collaboration techniques and processes and the relevant research on their validity and usefulness; (f) the students’ competence in the interpretation and application of the legal requirements and ethical codes related to practice consultation and collaboration.

3. Students will develop their own working theory of consultation and collaboration learn methods of evaluation of the effectiveness of their approach and ultimately be able to integrate theoretical concepts and consultation and collaboration skills.

4. Students will experience individual and/or group consulting in a field setting.

5. Students will practice special skills learned in the course. These include active listening, behavioral assessment, goal-setting, referral and critical thinking skills.


REQUIRED TEXT:

References:
Specific Books and Journals:


Counseling Psychologist (last 10 years)
Journal of Counseling & Development (last 10 years)
Journal of Consulting Psychologists (last 10 years)
Journal of Mental Health Counseling (last 10 years)
Journal of Multicultural Counseling & Development (last 10 years)

COURSE ASSIGNMENTS:
1. CLASS PARTICIPATION: 20 points
   • This course will involve lecture, discussion, and group activity. Students are expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as scheduled.
II. ATTENDANCE: 20 Points
   • Students are required to attend all scheduled classes, unless the University is officially closed. Students who anticipate missing class should notify the instructor prior to being absent, unless they have an emergency. Initial absences will not result in a point deduction. Second absences with or without permission will result in a 5-point reduction in the final course grade. Students who miss three or more classes forfeit all their attendance points and are encouraged to withdraw from the course, depending on the dates outlined in the Registrar’s Calendar. A student will be considered absent if they engage in the following behaviors, in any combination, two times: Being 10 or more minutes late for class, leaving before class has been dismissed, or being more than 10 minutes late returning from a break.

III. MID-TERM EXAM: 20 points - Date: June 21, 2017

IV. CONSULTATION/COLLABORATION Experience, Write-up & Presentation: 20 points Write Up Paper is Due: July 26, 2017
   a) Familiarize yourself with the functions and roles of a consultant described in Chapters 9 – 12 of the required textbook.
   b) Identify a mental health professional in a behavioral, organizational, mental health or school-based community/agency setting.
   c) Obtain permission of instructor for your identified consultee/fellow collaborator selection.
   d) Set up 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’s 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 with the consultee/fellow collaborator.
   e) Engage that person in a consultation/collaboration relationship of at least two sessions (more if necessary).
   f) Write up your session according to the following format using APA style writing:
      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
         - Goal of the stage
         - Roles each party took on
         - What transpired
      v. A Critique of Your Performance in Terms of:
         - Relationship skills
         - Communication skills
         - Professional behavior skills
         - Skills in working with diverse populations/organizations
         - 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 this Experience
      viii. A Statement of What You Learned About Yourself as a Result of this Experience

V. FINAL EXAM: 20 points - Date: August 2, 2017
### EVALUATION & GRADING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Consulting Paper</td>
<td>20</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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### GRADING SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>96 – 100</td>
<td>A</td>
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<tr>
<td>91 – 95</td>
<td>A-</td>
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<tr>
<td>86 – 90</td>
<td>B+</td>
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<tr>
<td>82 – 86</td>
<td>B</td>
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<tr>
<td>79 – 82</td>
<td>B-</td>
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<tr>
<td>75 – 78</td>
<td>C+</td>
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<tr>
<td>70 – 74</td>
<td>C</td>
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<tr>
<td>69 AND BELOW</td>
<td>F</td>
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- Incomplete Grades will only be given under extreme circumstances.

### TIPS FOR THE WRITING ASSIGNMENT:

1. This is a formal paper so it must be typed.
2. Use APA format and include: (a) cover page with relevant information; (b) body of the paper should include an introductory paragraph; (c) following paragraphs should elaborate on points from introductory one, thus pursuing a central theme; (d) then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
3. Spelling and grammar are important. Papers should reflect graduate level content and preparation.
4. A few quotations and a little paraphrasing from experts are desirable but *your words* and *way of interpreting* are essential!

### DUE DATES:

Assignments must be submitted on time. Exceptional circumstances are required for acceptance of an assignment that is late. Students are responsible to negotiate in advance, the revised date with instructor.

### ACADEMIC DISHONESTY/PLAGIARISM:

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. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

### ENROLLMENT/WITHDRAWAL POLICY:

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- **WP** will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- **WF** will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- **WN** will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

### ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours 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. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**RELIGIOUS OBSERVANCE POLICY:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>BOOK/CHAPTER</th>
</tr>
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<tbody>
<tr>
<td>05/10</td>
<td>Introduction, Course Plan &amp; Overview of Syllabus</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>Introduction to Consultation/Collaboration Foundations</td>
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<tr>
<td>05/17</td>
<td>Consultants, Consultees, and Collaborators</td>
<td>Chapter 2</td>
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<tr>
<td>05/24</td>
<td>Overview of the Generic Model of Consultation and Collaboration</td>
<td>Chapter 3</td>
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<tr>
<td>05/31</td>
<td>Entry Stage, Diagnosis Stage</td>
<td>Chapters 4, 5</td>
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<tr>
<td>06/07</td>
<td>Implementation Stage</td>
<td>Chapter 6</td>
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<tr>
<td>06/14</td>
<td>Disengagement Stage</td>
<td>Chapter 7</td>
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<tr>
<td>06/21</td>
<td><strong>Mid-Term Exam</strong></td>
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<tr>
<td>06/21</td>
<td>Pragmatic Issues of Working Within an Organization</td>
<td>Chapter 8</td>
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<tr>
<td>06/28</td>
<td>Mental Health Consultation and Collaboration</td>
<td>Chapter 9</td>
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<tr>
<td>07/05</td>
<td>Behavioral Consultation and Collaboration</td>
<td>Chapter 10</td>
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<tr>
<td>07/12</td>
<td>Organizational Consultation and Collaboration</td>
<td>Chapters 11, 12</td>
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<tr>
<td>07/19</td>
<td>Case Study Illustrations of Consultation and Collaboration</td>
<td>Chapters 13</td>
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<tr>
<td>08/02</td>
<td><strong>Presentations and Paper Due</strong></td>
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<tr>
<td>08/02</td>
<td><strong>Final Exam &amp; Evaluations</strong></td>
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Special Note: Course Syllabus and schedule may be adjusted within reason at the discretion of the instructor.

Syllabus dated: 05.01.2017