COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Counselor Education

COURSE: CED 7030, Counseling & Consulting Services

COURSE REF NO: 21271

SECTION: 002

SEMESTER: Winter 2017

COURSE LOCATION: Room 200 Education Building

TIME: Tuesday 5:00 -7:30 pm

INSTRUCTOR: Arnold B. Coven, Ed.D., LPC, LP
Associate Professor
Counselor Education
329 Education Building
Licensed Professional Counselor
Licensed Psychologist

E-MAIL: acoven@wayne.edu
aa1553@wayne.edu

OFFICE HOURS: Tuesdays, 2:30 p.m. – 5:00 p.m.
Wednesdays, 2:00 p.m. – 4:30 p.m.
Other Times by Appointment

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

PHONE: (248) 875-3244 (preferred); (313) 577-1655
**COURSE DESCRIPTION:**

Consultation and collaboration theory and process in agencies and post secondary educational institutions. Roles and functions of counselors in program and proposal development, case consultation, conflict management, organization, administration, and evaluation of services, public relations, knowledge of community referral resources and referral processes.

**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 in to 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.
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.

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

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


ASSESSMENT CRITERIA:

1. This goal will be measured by student’s attendance, participation, class presentation and field experience.

2.a. This will be measured by student’s class participation, theory presentation and scores on the midterm and final exam.

2.b. This will be measured by student’s class participation.

2.c. This will be measured by student’s class participation and presentation, field experience and scores on the midterm and final exam.

2.d. This will be measured by student’s class participation, presentation, field experience, and scores on the final exam.

2.e. This will be measured by student’s class participation, presentation and scores on the midterm and final exams.

2.f. This will be measured by the student’s attendance, class participation & presentation, field experience, and scores on midterm and final exams.

3. This will be measured by the student’s theory paper and presentation and feedback from the consultee(s)

4. This will be measured by the student’s attendance and participation in a field consultation
assignment

5. This will be measured by the student’s report on their field experience

**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 REQUIREMENTS:**

a. Regular attendance and active participation in class meetings required.

b. **MID-TERM EXAM**  
   Due: February 28, 2017

c. **CONSULTATION/COLLABORATION Experience, Write-up & Presentation**  
   Due: April 4 and April 11, 2017

Contact a mental health professional in an agency (e.g., school, mental health center, DSS, etc). Obtain permission of professor for consultee/fellow collaborator selection. Set up a brief meeting with the consultee/fellow collaborator to orient him/her.
Engage that person in a consultation/collaboration relationship of at least two sessions (more if necessary).

Write up your session according to the following format using APA style:

A. Who the consultee/fellow collaborator was

B. Who constituted the client system

C. The nature of the problem dealt with

D. A description of what happened at each stage of consultation/collaboration
   - Goal of the stage
   - Roles each party took on
   - What transpired

E. 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

F. A statement about how you would do things differently if you had to do it all over again

G. A statement of what you learned about consultation/collaboration from this experience

H. A statement of what you learned about yourself as a result of this experience

**Paper due: April 4 and April 11, 2017**

d. We will be exploring opportunities for the class to do a consulting project (job) with an agency, school or institution. We will explore how to market ourselves in a way that our consultation services are wanted and needed. Any student who obtains a consultation job will earn 5 extra grade points. If we obtain a consulting job the above assignment will be altered to fit this consulting final assignment.

e. EXTRA CREDIT (5-10 Points)
   Students will present a book chapter with the instructor’s assistance.

**FINAL EXAM: April 18, 2017**
ATTENTION STUDENTS WITH DISABILITIES: Wayne State University and the College of Education are committed to provide students with disabilities an equal opportunity to benefit from its programs, services and activities. All printed materials are available in alternative formats. Please request alternative materials from the course instructor. If limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in the David Adamany Undergraduate library to request any accommodations. EAS phone numbers are voice 313-577-1851 or TDD 313-577-336

EVALUATION & GRADING

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class Attendance &amp; Participation</td>
<td>20%</td>
<td>94 - 100%</td>
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<td>Consulting paper</td>
<td>30%</td>
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<td>Midterm</td>
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<td>Extra Credit</td>
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TO ALL STUDENTS REGARDING ACADEMIC DISHONESTY AND PLAGIARISM: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty including what constitutes plagiarism, can be found in the University’s bulletin and the student due process policy. It is each student’s responsibility to read these documents to be aware of which actions are defined as academic dishonesty. Sanctions included failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed and to make smart decisions about their academic work.
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<th>TOPIC</th>
<th>BOOK/CHAPTER</th>
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<td>01/17</td>
<td>Introduction to Consultation/Collaboration</td>
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<td><strong>Mid-Term Exam</strong> Disengagement Stage</td>
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***Special Note: Course Syllabus may be adjusted within reason at the discretion of the instructor.***