APCE 660-701 Psychological Consultation – Theory and Practice
Clinical Counseling/School Counseling, M.A.
Colorado Springs Campus
Spring 2015

Instructor: Brian D. Johnson, PhD
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Phone: (970) 351-2209
Office hours: Before and After Class & By Appointment

Class Dates: February 13-15 & February 27-March 1
Times: Fri 4-10, Sat 8-5, Sun 8-4
Course Credit: 3.0
Classroom: Colorado Springs

Prerequisites: APCE 607 Theories of Counseling (or consent of instructor).

Required Text:

Powerpoints and readings that will be posted on Blackboard.

Course Description:
This course is an overview of consultation theory and practice. Mental health, expert, collaborative, behavioral, and organizational models will be discussed and applied to problems in school and agency settings.

Course Content:
This course is an introduction to the theory and practice of consultation. Course content includes the history, definition, fundamentals of consultation, models of consultation (i.e. mental health, behavioral, solution-focused), consultation stages, effective consultant skills and characteristics, consultee variables, consultation with parents and teachers, and legal and ethical issues regarding consultation.

APA Competency Benchmarks:

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology. 1a. Understands professional values; honest, responsible; 1b. Understands how to conduct oneself in a professional manner; 1c. Accepts responsibility for own actions; 1d. Demonstrates awareness of the need to uphold and protect the welfare of others; 1e. Demonstrates beginning understanding of self as professional: “thinking like a psychologist.”

2. Individual & Cultural Diversity: Awareness, sensitivity & skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly & consistent with APA policy. 2a.
Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others; 2b. Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings; 2c. Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others; 2d. Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, & contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues).

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations; 3a. Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting; 3c. Displays ethical attitudes and values.

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice; 4b. Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies; 4c. Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care.

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities: 5a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines; 5b. Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively; 5c. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors. 8a. Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology.

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client’s needs or goals; 11a. Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher). 11b. Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions. 11c. Identifies literature and knowledge about process of informing consultee of assessment findings. 11d. Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings.

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines: 14a. Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals. 14b. Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning. 14c. Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals; 14d. Develops and maintains collaborative relationships and respect for other professionals.
CACREP Knowledge and Skill Outcomes: Upon successful completion of this course students will:

1. Have a general framework for understanding and practicing consultation (CACREP II.G.5.f). To be assessed through exams, role-play assignment, small group presentations, and class participation.

2. Know models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help) (CACREP CMHC.C.3). To be assessed through exams, small group presentations, and class participation.

3. Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC.C.5). To be assessed through exams, small group presentations, and class participation.

4. Know models of program evaluation for clinical mental health programs (CACREP CMHC.I.2). To be assessed through exams, the role-play assignment, small group presentations, and class participation.

5. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (CACREP CMHC.I.3). To be assessed through exams, small group presentations, and class participation.

6. Understand systems theories, models, and processes of consultation in school system settings (CACREP SC.M.4). To be assessed through exams and class participation.

7. Understand the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (CACREP SC.M.1). To be assessed through exams and class participation.

8. Know strategies to promote, develop, and enhance effective teamwork within the school and larger community (CACREP SC.M.2). To be assessed through exams, small group presentations and class participation.

Method of Instruction: Instruction will consist of lectures, student presentations and small group activities, and videos.

Course Requirements:

1. Two exams will be given, one during the first weekend and one during the second. Exams will be a combination of multiple choice, short answer and essay and will be worth 50 points each.

2. Students will conduct and audio tape (or video tape if feasible) of a role-play consultation session with a teacher, parent, or another consultee (with instructor's approval). The session should be between 20 and 30 minutes in length and should involve a real issue. You may use the lab or a classroom to record these sessions. Students will also write a critique of their consultation, focusing on their strengths and weaknesses. The role-play & critique will be work 50 points.

3. Students will get into small groups (3-5 people) and present on either a model of consultation or another pertinent topic. Suggestions for topics will be given; however, students are welcome to
propose their own topics. Presentations will be no more than 40 minutes in length and must include a case study for illustration. Students will be given both an “individual grade” and a “group grade” so a clear division of labor will be important (group presentations will be worth 40 points).

Possible Topics for Presentation Topics Include:

1) Role of Mental Health Professionals in End-of-Life Care.
2) Multicultural Organizational Consultation
3) Mental Health Professionals Consultation of Interrogation Operations.
4) Coaching Services as Consultation
5) Mental Health Consultation and Services in General Medical Settings.
6) Consultation Regarding Organizational Crisis Management (including Suicide Postvention).
7) Leadership Development Programs as Consultation.
8) Deployment/Post-Deployment Consultation.

Blackboard Content = Information has been posted to Blackboard, including powerpoints of some lectures, supplemental readings, and sample class presentations.

SPECIAL NOTES

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University. See Student Handbook: http://www.unco.edu/dos/handbook/index.html

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity/Diversity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

APCE POLICY ON PLAGIARISM: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (This is the UNC definition). With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page
numbers from the original source. The original source must also be listed at the end of work. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. All referencing is done, of course, according to APA Style. Regarding class projects, you are not to use as the bulk of your presentation the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given an “F” in that course. PLEASE NOTE: All papers will be subjected to blackboard’s SAFEASSIGNMENT software to detect plagiarism.

POLICY ON ABSENCES/BEING TARDY: Missing class or being habitually late for class or returning from breaks will result in point deductions. Any absences must be approved by me prior to when they occur, missing class without getting prior approval is an unexcused absence. Unexcused absences will result in at least a one letter grade deduction. Given the compressed nature of this course, being later or tardy for class or from breaks by more than 30 minutes (either in whole or combined) will be considered an unexcused absence. If you miss more than 4 hours of class (either in whole or combined segments) you will need to drop the course.

EVALUATION:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekend 1 Exam (Sunday)</td>
<td>25</td>
</tr>
<tr>
<td>Weekend 2 Exam (Sunday)</td>
<td>25</td>
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<tr>
<td><strong>Exams will predominantly cover</strong></td>
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<tr>
<td><strong>content discussed that weekend</strong></td>
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<tr>
<td><strong>and will be</strong></td>
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<tr>
<td><strong>Multiple Choice and Short Answer</strong></td>
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**Role-play & Critique:** 50 points

**Role-play Recording:** 15 of 50 points
Evaluation of the recording will be based on the use of facilitative skills and conformity to a consultation approach.

**Consultation Paper and Critique:** 35 of 50 points
Evaluation of the paper will be based on the quality of your discussion and responses to specified required elements in the paper (See Role-Play Grading Criteria).

Please email your role-play critique and your recording to me in the following format

(Your First Name)_ (Last Name)_Roleplay_Critique (e.g., Brian_Johnson_Roleplay_Critique)
(Your First Name)_ (Your Last Name)_Roleplay_Recording (e.g., brian_johnson_roleplay_recording)
Role-play Gradeing Criteria

Role-play a consultation interview for 20-30 minutes in length. The consultee can be anyone other than a class member. Have the individual pretend to be teacher or parent (you can have them pretend to be someone else provided you clear it with me first), and you are discussing a problem related to another individual. During the interview be sure to practice your relationship building skills. Be sure to turn your audio/video tape in with your assignment.

<table>
<thead>
<tr>
<th>Role-play Recording (clarity ability to hear/see)</th>
<th>______ / 2 points</th>
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</thead>
<tbody>
<tr>
<td>Use of Facilitative Skills</td>
<td>______ / 6 points</td>
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<tr>
<td>- Reflections of sufficient number &amp; quality to understand affective experience for consultee.</td>
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<tr>
<td>- Paraphrases of sufficient number &amp; quality for consultant to convey he/she was listening/understanding.</td>
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<tr>
<td>- Questioning with an emphasis on open questions and use of closed questions only when necessary.</td>
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<tr>
<td>- Consultant avoided premature feedback or advice giving.</td>
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<tr>
<td>Conformity with a Consulting Approach</td>
<td>______ / 3 points</td>
</tr>
<tr>
<td>- Consultant does not do therapy with consultee. If consultee tries to deal with personal issues, consultant uses supportive redirection to bring discussion back to consultation issue.</td>
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<tr>
<td>- Consultant conducts session from the Entry, Diagnosis, Implementation or Disengagement stages, but does not combine them.</td>
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<tr>
<td>- Consultant permits consultee to discuss his/her own understanding of the problem and/or possible solutions.</td>
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Critique:
Respond to the following:

- Things I did well… ______ / 4 points
- Things I need to work on… ______ / 4 points
- Areas I have yet to explore with the consultee and why I should. ______ / 4 points
- Why I chose to explore the areas I did. ______ / 2 points
- The stage of the consultation process that I was working in and why ______ / 2 points
- The consultant role I was predominantly working from and why ______ / 2 points
- What I would do next in the consultation process with this consultee and why. ______ / 4 points

<table>
<thead>
<tr>
<th>Organization (ease in finding required information)</th>
<th>______ / 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar/Writing Style</td>
<td>______ / 3 points</td>
</tr>
<tr>
<td>Integration of consultation models and/or theories in write-up</td>
<td>______ / 5 points</td>
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</tbody>
</table>

Total ______ / 50 points

Comments:

Group Presentation: 40 points

You will work in a small group on a consultation presentation project. Please email me your power point and/or presentation handout BEFORE your scheduled presentation so I can post them to blackboard.
**Attendance and Participation:**

10 points

(Please note that surfing the internet, texting, emailing, etc. during class will substantially impact your class participation grade, even if you had perfect attendance).

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**TOTAL POINTS POSSIBLE**

150 points

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**Grading**

<table>
<thead>
<tr>
<th>Final Grade Points Needed</th>
<th>Percent Needed</th>
<th>Final Grade Points Needed</th>
<th>Percent Needed</th>
<th>Final Grade Points Needed</th>
<th>Percent Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>139-150</td>
<td>B-</td>
<td>120-123</td>
<td>D+</td>
<td>100-104</td>
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<tr>
<td></td>
<td>93-100 percent</td>
<td>80-82 percent</td>
<td></td>
<td>67-69 percent</td>
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<td></td>
<td>90-92 percent</td>
<td>77-79 percent</td>
<td></td>
<td>63-66 percent</td>
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<tr>
<td>B+</td>
<td>130-134</td>
<td>C</td>
<td>109-114</td>
<td>D-</td>
<td>90-93</td>
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<td></td>
<td>87-89 percent</td>
<td>73-76 percent</td>
<td></td>
<td>60-62 percent</td>
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<tr>
<td>B</td>
<td>124-129</td>
<td>C-</td>
<td>105-108</td>
<td>F</td>
<td>Below 90</td>
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<tr>
<td></td>
<td>83-86 percent</td>
<td>70-72 percent</td>
<td></td>
<td>Below 60%</td>
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# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
|        | Introduction & Overview  
Consultants, Consultees & Collaborators  
Stages of Consultation & Collaboration:  
Entry Stage  
Diagnosis Stage  
Implementation Stage  
Disengagement Stage  
Ethical, Professional & Legal Issues  
Consultation in Multicultural Environments  
Pragmatic Issues Working within Organizations | Chapters 1-8  
Readings 1 | Quiz 1 |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
|        | Models of Consultation:  
Mental Health  
Behavioral  
Organizational  
School-Based  
Adlerian  
Solution-Focused  
Special Applications in Consultation: | Chapters 9-13  
Readings 2 | Group Presentations  
Quiz 2 |

Please Note: This class schedule is subject to change depending upon class needs and professors judgment.

I WILL EXPECT EVERYONE TO HAVE COMPLETED THE REQUIRED READINGS BEFORE THE LECTURE.
Topic of Presentation: _______________________________________

APCE 660
Group Presentation

<table>
<thead>
<tr>
<th>Names</th>
<th>Relative % Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________________________</td>
<td>______</td>
</tr>
<tr>
<td>(Your Name)</td>
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<td>2. ___________________________</td>
<td>______</td>
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<td>3. ___________________________</td>
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<td>6. ___________________________</td>
<td>______</td>
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<tr>
<td>7. ___________________________</td>
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</tbody>
</table>

- The sum of the Relative Contribution column should equal 100.
- If everyone in your group contributed equally, everyone should have the same number in the relative contribution column.

Group Presentation Feedback:

Individual Grade \[_____/ 20\]

Group Grade \[_____/ 20\]

Total \[_____/ 40\]