



The Graduate Counseling Program
Course Syllabus

Jacksonville, FL Campus

Course	COUN 5820 / JA / Consultation for the Counseling Profession	
Term	Fall 1, 2009 – Wednesday – 6:00 – 10:00 pm 8/19, 8/26, 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14	
Instructor	Name: Work Phone: Email:	Dr. Stephanie Vavilala (904) 318-6109 svavilala20@webster.edu
Catalog Description	This course examines consultation theory and practice as employed by counselors working in mental health facilities, educational institutions, and other counseling settings. The various forms of consultation will be explored, examining the framework for consultation with other professionals, educators, parents, and administrators.	
Prerequisites	Emotional and Professional maturity commensurate with a level required to complete graduate studies. Ability and eagerness to learn/perform graduate didactic and field research. A willingness to network with individuals requesting consultation/assistance but who are not familiar with, or may be resistant to, psychologically based solutions to their issues.	
Course Level Learning Outcomes	<i>Upon successful completion of this class students will be able to:</i> <ol style="list-style-type: none">1. Demonstrate knowledge of the roles, functions, preparation standards, credentialing, licensure and professional identify of community counselors and the relationships with other human service providers.2. Demonstrate understanding of the relationships between community counselors and other mental health professionals serving in a variety of practice and supervisory settings.3. Demonstrate understanding of the theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems..4. Demonstrate knowledge of public and private policy processes, including the role of the professional counselor in advocating on behalf of both the client and the profession.	
Materials	Dougherty, A. M. (2008). Psychological Consultation and Collaboration in School and Community Settings. (5 th Edition.). Belmont, CA: Thomson Learning. ISBN# 0495507806	

To Order Textbooks go to the local North FL website at www.webster.edu/jack and click on Order Textbooks to select a vendor

Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery

Supplemental Reading:

- **Research Paper Guidelines and Sample Paper** – See website @ www.webster.edu/jack and click on Student Resources category

Methods of Learning

Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, consultation proposals, trainer presentations, and research assignments.

Grading

Assignments	Maximum Points
• Consultation Project	20 Points
• Journal/Website Article	15 Points
• Trainer Presentations	15 Points
• Mid-Term Examination	20 Points
• Final Examination	20 Points
• Class Participation and Attendance	10 Points
TOTAL	100 Points

Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points weighted according to the scale above.

Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

<p>Activities</p>	<ul style="list-style-type: none"> • On time class attendance. • Class participation in discussions and in-class assignments. • Successful presentation of journal/website assignment. • Successful presentation of consultation and trainer/educator project • Midterm. • Final exam. <p>Consultation Project:</p> <ul style="list-style-type: none"> • Consultation Project and Presentation will be 20% of Grade. Students will work with a partner to develop and present a mock consultation proposal based on a personal choice of model. Students are to select a setting (school, organization, community, mental health setting...) and explain why the model fits well for that setting. The proposal should be written in paragraph/outline form and follow this format: (A) Describe how you would gain entry to the consultee and establish a consulting relationship (e.g entry letter and resume). (B) Briefly describe the problem or issue to be addressed. Identify the consultee and the client(s). (C) Describe how you will assess the problem or issues (needs assessment, survey/questionnaire, interviews...) (D) Define the problem and state goals that are observable and measurable. (E) Select intervention strategies and describe how they will be implemented. (F) Describe how you will evaluate the success of your consultation. (G) Describe how you will terminate and follow-up, include any ethical issues that could affect your consultation. (H) Include a one page contract and any references in APA style. <p>Journal Article / Website Presentation:</p> <ul style="list-style-type: none"> • Journal Article/ Website Presentation will be 15% of Grade. Students will present and turn in a summary and critique of a journal article that address some aspect of consultation/collaboration (ie. Models, stages, history, ethical issues, unique consultation settings...). On the same day as journal presentations a summary of one consultation website will be presented to the class, including the organization's mission, vision, services/interventions provided and targeted audience/clientele. The on-line research summary will be written in APA abstract form and submitted along with a printed copy of the website page. <p>Trainer/Educator Presentation:</p> <ul style="list-style-type: none"> • Trainer/Educator Presentations will be 15% of Grade. Students will be required to a complete a trainer/educator consultation presentation that involves a fifty (50) minute classroom presentation. As a consultant, you will develop an original presentation/workshop/seminar on a mental health issue that is of interest to you and relevant to staff of a school, service agency/organization, a specific client population. The goal of the presentation is to increase your audience's knowledge and understanding of the topic in an informative, organized, and professional manner. Sample
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topics might include: School Bullying, Stress/Relaxation Management, Workplace Burnout, therapy/skill interventions (i.e DBT, crisis counseling, suicide prevention...) **Students must identify their target audience and consider what specific information or skills they want their audience to acquire and leave with.**

Mid-Term Examination:

- **Mid-Term Exam will be 20% of Grade.** Exam will be an in-class exam on the first half of the text and lecture notes (Sessions 1-4). Format may include multiple choice, short answer definition, and essay.

Final Examination:

- **Final Exam will be 20% of Grade.** Exam will be an in-class exam on the last half of the text and lecture notes (Sessions 5-8). Format may include multiple choice, short answer definition, sentence completion, and/or essay.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED: Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.**
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes. Topical debates maybe used to supplement selected material.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.

	<ul style="list-style-type: none"> • A maximum of 10 points will be awarded based on the level and quality of participation and preparation. • Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points. • All assignments are due as detailed in the Course Schedule. • Late assignments will be accepted, if they are turned in <i>no later</i> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. • Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.
<p>Policy Statements:</p> <p>University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p>

	<p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course</p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>	
<p>Weekly Schedule</p>		<p>Pre-Assignment for Session 1:</p> <ul style="list-style-type: none"> • Read Chapter 1 • Learning Objective 1: Define consultation and differentiate it from counseling and supervision. <p>COME PREPARED TO DISCUSS THE MATERIAL IN CLASS.</p>
	<p>Session 1</p>	<p>THEME: Definition of Mental Health Consultation and Collaboration</p> <ul style="list-style-type: none"> • Introduction, lecture, and group discussion • Assignment of teams/dates for consultation project • Assignment dates for journal/website presentations • Assignment of dates for trainer/education presentations • Computer lab-Journal/Website research <p>Assignments for Session 2:</p> <ul style="list-style-type: none"> • Read Chapter 2 • Learning Objective 2: Describe personal characteristics and necessary skills of effective consultants.
	<p>Session 2</p>	<p>THEME: Skills and Characteristics of Effective Consultants:</p> <ul style="list-style-type: none"> • Lecture and group discussion • Video • Computer Lab-Journal/Website research. <p>Assignments for Session 3:</p> <ul style="list-style-type: none"> • Read Chapters 3 & 4 • Journal Articles/Website summary • Learning Objective 3: Discuss the major tasks of the each stage of consultation.

	<p>Session 3</p>	<p>THEME: Stages of Consultation (Entry, Diagnosis Implementation and Disengagement):</p> <ul style="list-style-type: none"> • Journal Articles/Website presentation • Lecture and group discussion <p>Assignments for Session 4:</p> <ul style="list-style-type: none"> • Read Chapters 5, 6 & 7 • Learning Objective 4: Choose an ethical issue of consultation (e.g. confidentiality, marketing, dual relationships...) and discuss how it can be violated and what steps to take to ensure that it is not violated.
	<p>Session 4</p>	<p>THEME: Ethical Issues</p> <ul style="list-style-type: none"> • Journal Articles/Website presentations • Lecture and group discussion • Midterm Review <p>Assignments for Session 5:</p> <ul style="list-style-type: none"> • Study for mid-term examination • Prepare Trainer/Educator presentations • Read Chapter 8 • Learning Objective 5: What factors are involved in organizational change?
	<p>Session 5</p>	<p>THEME: Consulting with Organizations:</p> <ul style="list-style-type: none"> • Mid -Term examination • Lecture and group discussion • Trainer/Educator presentation <p>Assignments for Session 6:</p> <ul style="list-style-type: none"> • Read Chapter 9 • Prepare Trainer/Educator presentations • Learning Objective 6: Identify the salient features of mental health consultation.

	<p>Session 6</p>	<p>THEME: Mental Health Consultation</p> <ul style="list-style-type: none"> • Guest Speaker • Trainer/Educator presentation • Lecture and group discussion <p>Assignments for Session 7:</p> <ul style="list-style-type: none"> • Read Chapters 10 & 11 • Prepare Trainer/Educator Presentation • Learning Objective 7: Define both positive and negative reinforcement.
	<p>Session 7</p>	<p>THEME: Behavioral and Organizational Consultation</p> <ul style="list-style-type: none"> • Lecture and group discussion • Trainer/Educator presentations <p>Assignments for Session 8:</p> <ul style="list-style-type: none"> • Read Chapters 12 & 13 • Prepare for Consultation Projects • Learning Objective 8: Why is collaboration viewed as the service of choice over consultation?
	<p>Session 8</p>	<p>THEME: Consultation and Collaboration in School Settings</p> <ul style="list-style-type: none"> • Lecture and group discussion • Consultation Projects • Review for Final Examination <p>Assignments for Session 9:</p> <ul style="list-style-type: none"> • Study for Final Examination • Prepare for Consultation Projects
	<p>Session 9</p>	<p>THEME: Student Presentations</p> <ul style="list-style-type: none"> • Final Examination Covering Chapters 8-13 • Final Consultation Projects • Wrap-up

Additional Information	<p>Course Attendance: The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p>Conduct: Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none">1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place. <p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.</p>
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	<p>Course Contact Hours: Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.</p> <p>Note: For Webster University policies and procedures, please refer to the Catalog and Student Handbook.</p> <p>Disclaimer</p> <ul style="list-style-type: none"> • This syllabus is intended to provide a basic structure to this course. Adherence to this syllabus is subject to change at the discretion of the instructor without the prior notification or consent of the student. • Assignment Papers Retention: All papers will be held for one term and then discarded. Students are asked to pick these up after their class ends. <p>Assignment Papers Retention:</p> <ul style="list-style-type: none"> • All papers will be held for one term and then discarded. Students are asked to pick these up after their class ends. <p>Make-Up Requirements</p> <ul style="list-style-type: none"> • For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press. • This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade. • Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible.
	<p>For Webster University policies and procedures, please refer to the Catalog and Student Handbook.</p> <p>For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at</p>

www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801 ext 7620, to make arrangements for services. Also, please notify your site administrator if

Reviewed by: *Cristina M. Phillips*

Job Title: Director

Date: July 20, 2009

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