

University of North Carolina at Greensboro
Department of Counseling and Educational Development

Consultation in Human Services Settings

CED 760
Fall 2004

Class Schedule/Location

Class meets Mondays 1:00-3:50 p.m.
August 16--December 6, 2004
Ferguson 231

Instructor

James M. Benshoff, Ph.D., LPC, NCC, ACS
Professor

Contacts

Office: 334-3424
Home: 856-2023
Fax: 334-3433
E-mail: benshoff@uncg.edu

Office/Hours

220 Curry Building
Appointments **recommended**.

Textbooks

Bellman, G. M. (2002). The consultant's calling: Bringing who you are to what you do (2nd ed.). San Francisco: Jossey-Bass.

Dougherty, A. M. (2000). Psychological consultation and collaboration in school and community settings (3rd ed.). Belmont, CA: Wadsworth/Brooks Cole.

Biech, E. (1997). The business of consulting: The basics and beyond. San Francisco: Jossey-Bass. **[recommended]**

Catalog Course Description

Theory, research, and skill development in consultation. Intended for doctoral students who plan to work in educational and human service settings. **Course requires consent of instructor.** The corequisite for this course is enrollment in CED 653-J: Practicum in Consultation. Students are therefore required to register for **both** CED 760 and CED 653-J this semester.

Relevant CACREP Standards

Content in this course addresses the following CACREP Standards (at a minimum):

- Theory pertaining to the principles and practice of consultation
- Instructional theory and methods relevant to counselor education
- Ethical and legal issues in counselor education and supervision.

Course Objectives

1. Students will become familiar with current theories, methods, techniques, and processes of consultation through reading selected literature, discussion of theory, research, and practice, and student presentations in class.
2. Students will examine the processes of learning in which they are engaged in the seminar and the processes by which they help others to learn and to resolve problems.
3. Students will examine the sources and limits of their knowledge as well as the skills, attributes, and special issues they bring to consultation.
4. Students will develop their consultation skills through supervised practice in an approved field setting.
5. Students will begin formulating (or reconsidering) their conceptions/theories of consultation based on readings, discussion, practice, and professional self-assessment.

Student Responsibilities

1. Attend class regularly and actively participate in all classroom activities (discussions, presentations, etc.). Since this is a doctoral course, I consider that we share responsibility for the learning experiences that take place through the course. Therefore, your attendance and active participation in the class are critical not only for your own learning and that of your peers, but also for the overall success of the course. Attendance and participation will be important factors in evaluating your performance in the course.

2. Read assignments prior to class so that you are prepared to actively participate in discussions and class activities.
3. Complete all required assignments and submit according to the schedule indicated in the Schedule of Classes and Assignments.
4. Satisfactorily complete a supervised field experience in consultation (practicum).
5. Listen to and accept feedback from peers and instructor and modify behaviors as necessary.
6. Provide thoughtful and supportive critical feedback to peers towards assisting them in developing their own consultation skills, approaches, and styles.

Course Format

Typically, the primary *in-class* activities for this seminar include:

- presenting, discussing, and experiencing theories, models, and issues related to consultation
- planning and discussion related to individual consultation projects, and
- student presentations.

During the first part of the semester, we will discuss background information on theoretical approaches and models for consultation. Remaining class sessions will focus on consultation issues, group consultation, and student presentations. A significant part of your learning in this course will occur through discussing and analyzing issues as they occur in your consultation project.

Assignments

1. Develop (or revise) your curriculum vita to reflect your training, professional experience, areas of expertise, and professional accomplishments. Sample vitae will be distributed in class. **DUE 9/13**
2. Consultation Project: This major assignment will be discussed in detail in class.
3. Prepare a list which includes:
 - areas in which you have some specialized knowledge that can serve as a basis for consultation services
 - competencies or skills you now can provide to others that are applicable to offering consultation

- areas of knowledge and skills in which additional development is desired or needed.

Early in the semester, you will pair up with another participant in this seminar to discuss your list and revise or refine it during the course of the semester. You should complete your first meeting no later than **September 13th**. In addition, you should meet with your peer consultant at least once more prior to submitting your final project. **You should submit your list to the instructor for review no later than September 20th.**

4. **Final Project**

By **November 22nd**, you should turn in your final project. The purpose of this final project is: (1) to integrate and synthesize information about yourself, your style, and consultation processes learned through class discussions, peer consultations, reading, and peer and group consultations; and, (2) to demonstrate your understanding of consultation. Since no formal examination will be given in this course, your final project serves as a major means of determining how well you have understood course content and have been able to use the seminar to improve your ability to serve as a consultant. Two suggested approaches to this project are listed below. These are only suggestions, however; you may develop alternative approaches to this assignment in consultation with the instructor.

a. **Self-assessment paper:**

Your self-assessment should provide a detailed narrative describing your professional consultation style and how it affects your consultation practice, as well as your initial ideas about theoretical and philosophical assumptions that influence your approach to consultation. Your report can be organized and written in your own style, but should include consideration of the following areas:

- preferences among various consultation theories and methods
- analysis of your cognitive and affective styles, helping skills, and interaction strengths and weaknesses
- relationship between your counseling and consulting styles and philosophies
- skills which you wish to further develop and how such development might best be achieved
- areas in which you have particular knowledge and expertise and how these might best be used in consultation
- your personal values, beliefs, or ideas which may aid or interfere with your role as a consultant (e.g., religious beliefs, sex roles, personal biases)
- kinds of consultation situations or settings in which you believe you can be most helpful and those you should avoid or which will require further supervision
- your career goals and how consultation may or may not fit with your goals.

b. **Consultant marketing package:**

The end product of this product should be a packet of materials that you might use to market yourself as a consultant. Materials in this packet might include:

- List of topics on which you could consult (i.e., areas of knowledge and expertise)
- List of possible workshops/presentations, including 2-3 sample outlines of workshops
- Business cards, brochures, other marketing tools
- Plan/strategy for marketing yourself as a consultant.

Evaluation

15%	Curriculum vita
25%	Consultation project (including materials)
30%	Active participation in leading class discussions, class activities, assignments, participation in discussion, and peer/group consultations (including weekly postings on Blackboard)
30%	Final project

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SCHEDULE OF CLASSES AND ASSIGNMENTS

<u>Date</u>	<u>Topics</u>	<u>Assignments</u>
8/16	Introductions & overview of course	
8/23	Defining and understanding consultation Foundation for your work (Pt. 1)	D: Chap. 1; B: Chaps. 1-2
8/30	Consultants, consultees, and collaborators Foundation for your work (Pt. 2)	D: Chap. 2; B: Chaps. 3-5
9/06	LABOR DAY (no class)	
9/13	TeamQUEST at Piney Lake (noon-4 p.m) Providing process feedback	CV due

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SCHEDULE OF CLASSES AND ASSIGNMENTS

<u>Date</u>	<u>Topics</u>	<u>Assignments</u>
9/20	Entry stage of consultation Consultation clients	Competencies list due D: Chap. 3; B: Chaps. 6-8
9/27	Diagnosis stage of consultation The consultant (Pt. 1)	D: Chap. 4; B: Chaps. 9-11
10/04	Field trip to CCL Group consultation	
10/11	FALL BREAK (no class)	
10/18	Implementation stage The consultant (Pt. 2)	D: Chap. 5; B: Chaps. 12-14
10/25	Disengagement stage Partnership	D: Chap. 6; B: Chaps. 15-17
11/01	Ethical, professional, and legal issues Understanding organizations	D: Chap. 7; B: Chaps. 18-20
11/08	Pragmatic issues: working in organizations The marketplace	D: Chap. 8; B: Chaps. 21-23
11/15	Mental health consultation Consultant power	D: Chap. 9; B: Chap. 24
11/22	Behavioral consultation Organizational consultation	FINAL PROJECT DUE D: Chaps. 10-11
11/29	School-based consultation Student presentations	D: Chap. 12
12/06	Student presentations Summary and evaluations	
