A. Protocol

Course Name: Consultation and Group Processes with Practicum  
Course Number: PSY 756  
Credits: 3  
Prerequisites: PSY 741 – Theories of Counseling and Psychotherapy  
Maximum Class Size (face-to-face): 20  
Maximum Class Size (online):  
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Competencies Addressed:

Consultation – communication (oral & written) of information in a clear, concise, client-centered manner toward the solution of a problem.

Intervention – knowledge, design, and implementation of strategies including counseling, for behavioral or academic problems.

As a result of their participation in class students:

1) Will acquire the ability to utilize group counseling techniques with diverse populations.

2) Will participate in simulated group experiences and be provided with experience in conducting group.

3) Will acquire knowledge in orientation, planning and forming groups.

4) Will gain hands-on experience in group psychotherapy.

5) Will acquire basic skills in implementing group psychotherapy in school settings.

6) Will acquire basic skills in consultation techniques with diverse populations.

7) Will identify and solve problem situations related to the operation of school and family systems.
8) Will acquire hands-on experience in consultation procedures with diverse populations and family systems.

9) Will acquire the following consulting competencies:
   a) Can develop a theoretical base for consultation, which includes rationale and objectives.
   b) Can describe the roles of the consultant in school, community agencies, and family systems.
   c) Can describe and utilize the therapeutic forces and mechanisms which are essential in establishing a climate for growth.
   d) Can comprehend the consultant's role in the system and develop procedures which enable him to cope with communication, conflict resolution, and social change phenomenon with diverse populations.
   e) Can articulate theories of learning and apply them to specific learning problems, life problems.
   f) Can promote awareness and the need for home-school collaboration.

10) Understands and utilizes the communication processes to avoid the roadblocks to communication while facilitating congruent communication which facilitates growth.

11) Can develop the readiness and the setting for consultation.

12) Understands and utilizes the communication processes to avoid the roadblocks to communication while facilitating congruent communication which facilitates growth.

13) Understands that impact and effectiveness of consultant leads and verbal transactions and can demonstrate the use of consultant leads.

14) Can conduct a teacher interview which is collaborative while establishing the diagnosis, corrective procedures and a commitment to change.

15) Can develop recommendations which are idiographic and meet the unique needs of the consultee and the client.

16) Can develop and facilitate productive teacher groups and encourage family involvement in the educational process.

17) Can develop and facilitate productive parent groups focusing particularly on home-school collaboration.
18) Can understand the process of Instructional Support Teams and Student Assistant Programs.

19) Will understand the aspect of "Inclusion".

20) Will understand the aspect of Multidisciplinary Evaluation.

21) Will understand the importance of cultural diversity and its impact in consultation as well as family involvement in the educational process.

22) Will discuss and apply innovative practices in consultation.

23) Will develop consultation interventions emphasizing familial strengths.

C. Catalog Description:

This course is intended to familiarize the student with the variety of group methods and techniques utilized by the school psychologist in a diverse society. This is accomplished, in part through assigned reading and group discussion. The student is also required to observe and then act as a group leader in an ongoing group activity. The student tapes group counseling sessions for the purposes of evaluation and supervision. This course also explores the variety of consultative techniques that may arise in a school system.

D. Outline of the Course:

1) Consultation, Introduction

   Definition and Purpose of Consultation

   Consultation Process

   Theory of Consultation

   Consultation Models

   Skills Needed for Consultation

   Targets and Operational Levels

   Moving from Direct to Indirect Service Delivery

   Consultation in Schools
       IST, SAP, MDE

   Consultation with Parents
Consultation with Diverse Populations

Consultation with Teachers

Mental Health Consultation

Evaluation Issues and Strategies

Diversity Issues will cover the following:

- Gender and Disability Issues in Consultation
- Barriers in the School and Community
- Feminism
- Students with Disabilities
- Racioethnic Issues in Consultation
- Diversity and Schools
- Ethnic and Linguistic Minority Children
- Cultural Issues Affecting Consultation
- Understanding the Cultural Context for Consultation
- Avoiding Overemphasis on Culture
- Taking into Account Cultural Differences Among the Consultant, Consultee, and Student System

Diversity and Families

2) Group Counseling

Group Counseling Process and Techniques

THE ROLE OF TECHNIQUES
- Avoiding the Misuse of Techniques
- The Therapeutic Relationship
- Choosing Techniques for Various Types of Groups
- Introducing Techniques
- The Leader as a Person
ETHICAL ISSUES IN USING GROUP TECHNIQUES
  Group Preparation and Norms
  The Leader's Motivations and Theoretical Stance
  Using Techniques as Avoidance Devices
  Undue Pressure
  Use of Physical Techniques
  Competence in Using Group Techniques

TECHNIQUES FOR PREPARING GROUPS
  Getting Groups Established
  Recruiting Members
  Screening and Selecting Members
  Conducting a Preliminary Session
  Preparing Parents of Minors
  Setting Goals
  Preparing Members to Get the Most From a Group
  Preparing Leaders

TECHNIQUES FOR THE INITIAL STAGE
  Characteristics of the Initial Stage
  Physical Arrangements and Settings
  Techniques for Getting Acquainted
  Techniques for Focusing Members
  Techniques for Starting a Session
  Techniques for Ending a Session
  Techniques for Member Self-Evaluation
  Techniques for Leader Self-Evaluation

TECHNIQUES FOR THE TRANSITION STAGE
  Characteristics of the Transition Stage
  Examples of Ways of Dealing with Defensive Behaviors
  Techniques for Dealing with Difficult Members
  Techniques for Dealing with Conflict
  Techniques for Exploring Common Fears and Resistance
  Working with Challenges to Leaders

TECHNIQUES FOR THE WORKING STAGE
  Characteristics of the Working Stage
  Working with Emerging Themes
  Working with Intense Emotions in All Members Simultaneously
  Working with Dreams
  Working with Projections and Other Problems of Self-Awareness

TECHNIQUES FOR THE FINAL STAGE
  Techniques for Ending a Session
  Techniques for Terminating a Group
Techniques for Continuing Assessment and Follow-Up
Techniques for Evaluating a Group
Working with At-Risk Students

E. Teaching Methodology:

1) Traditional Classroom Methodology
   - Lecture
   - Role-Play
   - Demonstration of Techniques
   - Videos
   - Group Discussion

2) Online Methodology
   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

G. Assessment Activities:

1) Traditional Classroom Assessment

   **Practicum:**

   **Objective**
   This practicum experience addresses the Consultation competency and is designed to give the students the opportunity to observe, discuss, practice, and receive feedback in applying consultation skills learned in class.

   **Activities**
   Specifically, the skills are “Trustworthiness” and “Interpersonal influence” (See Rubric). Students will be presented a series of cases to review and assess the level of skills needed to resolve situations.

   In particular, the following are the skills focused on during the practicum experience:

   a) Responsiveness to the consultee problem area
   b) Professional demeanor with the consultee
   c) Collaboration
   d) Problem-solving
   e) Interpersonal influence of the consultation situation
f) Establishing an atmosphere of trust

Evaluation
The student’s progress is assessed via a scoring system that is assigned according to the nature of their participation when observing and discussing the situations presented. Students will also complete a reaction paper to the consulting situations which will be graded according to the Consultation Skills Grading Rubric.

Two Exams
Student will complete audiotapes of group sessions.

Role-Play
Observation of in-school experiences relevant to consultation techniques discussed in class, i.e., IST & SAP

Students will be assigned practicum sites for experience in diversity issues. Skill level will be evaluated by meetings with the instructor, Practicum Supervisor, and the student.

Portfolio – Students will develop and present a workshop topic of interest.

2) Online Assessment

H. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:
- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


Additional Information for Course Proposals

J. Proposed Instructors:

Any Psychology Department faculty member.
K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.
4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.