I. **Course Title:** Consultation and Group Processes with Practicum  
   **Course Number:** PSY 756  
   **Credits:** 3  
   **Date of Revision:** July 2005

II. **Course Prerequisite(s):** PSY 741 – Theories of Counseling and Psychotherapy

III. **Catalogue 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.

IV. **Course Objectives:**

**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:

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

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

C. Will acquire knowledge in orientation, planning and forming groups.

D. Will gain hands-on experience in group psychotherapy.

E. Will acquire basic skills in implementing group psychotherapy in school settings.

F. Will acquire basic skills in consultation techniques with diverse populations.
IV. **Course Objectives (continued):**

G. Will identify and solve problem situations related to the operation of school and family systems.

H. Will acquire hands-on experience in consultation procedures with diverse populations and family systems.

I. Will acquire the following consulting competencies:

1. Can develop a theoretical base for consultation, which includes rationale and objectives.

2. Can describe the roles of the consultant in school, community agencies, and family systems.

3. Can describe and utilize the therapeutic forces and mechanisms which are essential in establishing a climate for growth.

4. 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.

5. Can articulate theories of learning and apply them to specific learning problems, life problems.

6. Can promote awareness and the need for home-school collaboration.

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

K. Can develop the readiness and the setting for consultation.

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

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

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

O. Can develop recommendations which are idiographic and meet the unique needs of the consultee and the client.
IV. **Course Objectives (continued):**

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

Q. Can develop and facilitate productive parent groups focusing particularly on home-school collaboration.

R. Can understand the process of Instructional Support Teams and Student Assistant Programs.

S. Will understand the aspect of "Inclusion".

T. Will understand the aspect of Multidisciplinary Evaluation.

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

V. Will discuss and apply innovative practices in consultation.

W. Will develop consultation interventions emphasizing familial strengths.

V. **Course Outline:**

A. 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
V. Course Outline (continued):

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

B. 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
V. Course Outline (continued):

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
V. Course Outline (continued):

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

VI. Teaching Methodology:

Lecture
Role-Play
Demonstration of Techniques
Videos
Group Discussion

VII. 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:
   1. Responsiveness to the consultee problem area
   2. Professional demeanor with the consultee
   3. Collaboration
   4. Problem-solving
   5. Interpersonal influence of the consultation situation
   6. 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.
VIII. Evaluation of the Student:

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.

IX. Bibliography:


IX. Bibliography (continued):


IX. Bibliography (continued):

