

**NOVA SOUTHEASTERN UNIVERSITY  
CENTER FOR PSYCHOLOGICAL STUDIES**

**Course Outline**

**Course # & Title:** CGPY 665 - School Consultation Skills

**Credit Hours:** 3

**Location/Section:** Palm Beach/PG1

**Dates:** May 2, 3, 4, 2008  
May 16, 17, 18, 2008

**Class Meeting Times:** Friday 6:00 PM - 10:00 PM  
Saturday 8:30 AM - 6:00 PM  
Sunday 8:30 AM - 5:30 PM

**Instructor:** Dr. Scott Poland, Associate Professor  
spoland@nova.edu  
(954) 262-5881

**About the Professor:**

Dr. Poland has a master's degree in counseling and a doctoral degree in school psychology. He previously served as the director of psychological services for the third largest school district in Texas for 24 years and is a Past President of the National Association of School Psychologists and the Chairman of the National Emergency Assistance Team. He joined the Nova faculty in the summer of 2005.

**Required Text:**

Dougherty, A.M. (2008) Psychological Consultation and Collaboration for School and Community Settings (5th Edition). Pacific Grove, CA: Brooks/Cole Publishing Co.

Assigned Readings: Primary text, Psychological Consultation and Collaboration (see calendar of assignments below). The professor may e-mail students additional articles or chapters to be read with specific instructions.

In addition the following article or position statements will be covered that appear on the NASP website [www.nasponline.org](http://www.nasponline.org)

The NASP website may undergo revisions and if materials are not available then the instructor will notify students and/or provide them.

For weekend 1. Responding to Natural Disasters: Helping children and families

For weekend 2. Each student will be assigned a NASP Position Statement and will provide a short oral report on its relevance to consultation in school today.

**Course Description:**

This course focuses on developing specific techniques in consultation. It integrates the various aspects of a school guidance program with particular reference to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided.

Class members will learn consultation skills that will be applicable for individual cases, classroom or system wide approaches. A number of these topics will emphasize the important role for counselors in helping children who have mental health problems or have been affected by trauma, loss, war, terrorism and violence in our world. Specific topics that will be emphasized through case study, role play and discussion for consultation and intervention are the following:

- Academic and attentional problems
- Behavioral problems
- Building positive relations and connections between school and students
- Depression, suicide and self injury
- Developing crisis plans utilizing Caplan's three level model
- Providing support and intervention to staff and students after tragic events
- Natural disasters
- Threat assessment and youth violence
- School safety
- Bullying
- Dealing with difficult parents

**Course Objectives:**

consultation incorporates the following stages: entry, diagnosis, implementation, and disengagement. It has many models: organized consultation, mental health consultation, and behavioral consultation. Because consultants must possess a repertoire of skills, this course will enable you:

1. Understand the role and function of the school counselor as a consultant.
2. Understand the four models of consultation: organizational consultation, mental health consultation, behavioral consultation, and school-based consultation.
3. Understand the essential aspects of large group consultations and be able to present workshops on diverse topics.
4. Develop consultation skills and techniques for conferring with groups such as agencies, teachers and parents.
5. To apply a wide range of techniques described within the context of classroom presentations and activities.

6. To apply a wide variety of proven techniques through organizational consultation to assist school personnel, parents and students after tragic events.
7. To learn a wide variety of activities designed to build collaboration and cooperation between groups of students or faculty

### **Calendar of Assignments:**

#### **Prior to the first class**

Answer the reflective questions indicated from the end of each of the following chapters of the Psychological Consultation and Collaboration in School and Community Settings respond to the following reflective questions at the end of each of the following chapters: Chapter one questions 1 and 5. Chapter two questions 1 and 2. Chapter three questions 1 and 2. Chapter four question 1. Chapter five questions 1 and 2. Please e-mail prior to class or bring to class a type written response for each question that is substantive and demonstrates a thorough reading of the chapter. Please read NASP materials assigned.

#### **Prior to the Second Weekend**

Respond to the **first question only** for chapters 6, 7, 9, 10, and 12 of your text and submit a response via e-mail prior to class or bring a typed response to class. Please read NASP position statement assigned and prepare a short oral presentation.

Midterm Examination - Based on the readings assigned, materials presented in class and (Chapters 1-5). Essay type exam on the first Sunday.

Final Examination - Based on the readings, materials presented in class and (Chapters 6, 7,9,10 and 12). Essay type exam on the last Sunday.

Students who have questions are encourage to communicate with the professor via e-mail and all communications will be answered promptly. Copies of power points used in class will be provided to students electronically.

### **Grading Criteria:**

Class participation	20%
Written Assignments	20%
Midterm Examination	30%
Final Examination	30%

Course Grades will be based on the following scale:

A = 90-100

B = 80-89

C = 70-79

F = 69 or less

## **Bibliography**

- Bellman, G.M. (1990) The Consultant's Calling. San Francisco: Jossey-Bass.
- Bergan, J.R., & Kratochwill, T. R. (1990). Behavioral Consultation and Therapy. New York: Plenum Press.
- Brown, D. Kurpius, D.J. , & Morris J.R. (1988). Handbook of Consultation With Individuals and Small Groups. Alexandria, VA.: American Association for Counseling and Development.
- Brown, D., Pryzwansky, W.B. , & Schulte, A.C. (1991). Psychological Consultation: Introduction to Theory and Practice (2nd Edition). Boston: Allyn & Bacon
- Caplan, G. & Caplan, R. B. (1993). Mental Health Consultation and Collaboration. San Francisco: Jossey-Bass.
- Hansen, J.C. , Himes, B.S., & Meier, S. (1990). Consultation: Concepts and Practices. Englewood Cliffs, N.J.: Prentice-Hall.
- Poland, S., & McCormick J. (1999). Coping with crisis: Lessons learned for schools, parents and communities. Longmont, CO.: Sopris West.