Carson-Newman University  
COUN 612: Consultation and Collaboration  
Course Syllabus

Course Instructor:  
Email address:  
Office Hours:  
Phone:  

Credit: Three (3) semester hours graduate

Required Texts:


Additional readings as required and posted in Edvance 360 Repository.

Extended Readings:


Suggested Text:

Strong recommendations for graduate students in the course include: ACA, ASCA, AMFT, and APA resources and materials.

Students should obtain membership in area, state, and national professional counseling organizations representing your area of emphasis and attend meetings when possible.

Online Delivery System (Course Platform):
This course will be using Edvance360 as the platform in which the course is presented.

TECHNOLOGY REQUIREMENTS:
Computer requirements:
• A PC running Windows XP or later or a Macintosh running OS 10.2 or higher
• Audio capability may be required
• Internet connection using Broadband, Satellite or DSL

Software requirements:
• Browser with Javascript: Mozilla Firefox 4 or above (Recommended); Internet Explorer 7 or above or Safari 4 or above
• Enabled Java Plug-In required or Adobe Flash Player
• Office 2003 or Office 2007 (recommended) for PC’s, Office 2000 or 2008 for Mac’s
• Adobe PDF Reader, free from www.adobe.com

For more information about online learning requirements see: *C-N Online Learning Student Handbook* retrieved at http://cnweb.cn.edu/odlorientation/

Accessibility:
Any student with a special documented disability (sight, hearing, mobility, learning, etc.) that may affect class activities should contact the Coordinator of Students with Disabilities, David Humphrey. Mr. Humphrey’s phone number is 471-3268. His office is located in Kathleen Manley Wellness Center. Students will have to provide appropriate documentation.

Methods of Instruction:
This course will include: reading and online discussions of texts and selected articles; written assignments and reflections of readings and activities; consultation/collaboration field experience; written reflection of field experience; case report of field experience; chapter quizzes; final exam; and, role playing of various strategies and techniques.

Learning Communities:
People learn through interactions with each other, with the instructor and with written,
auditory and visual learning materials. To facilitate interactive learning among learners and between learners and faculty, a major goal of this course is to encourage the development of learning communities – i.e., help learners and faculty get to know and better understand each other. Towards this end, I will post a picture and a brief written bio introducing myself; this will be available online as part of the first day of class. You should also introduce yourselves by posting a brief bio within the platform – a picture is also recommended.

**Course Description:**
This online course is a study of theoretical approaches, skills, and techniques used by counselors who seek to consult and collaborate with parents, school personnel and community professionals in the interest of children and youth.

**Specific course objectives:**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CACREP</th>
<th>Eval</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this course, students will demonstrate knowledge, skills and professional disposition as related to the effective practice of consultation and collaboration:</td>
<td></td>
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<tr>
<td><strong>KNOWLEDGE</strong></td>
<td></td>
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<tr>
<td>Understands the ways in which student development, well-being and learning are enhanced by family-school-community collaboration.</td>
<td></td>
<td>1, 3, 8</td>
</tr>
<tr>
<td>Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.</td>
<td>SC-M.2</td>
<td>1, 3, 8</td>
</tr>
<tr>
<td>Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.</td>
<td>SC-M.3</td>
<td>1, 3, 8</td>
</tr>
<tr>
<td>Understands systems theories, models, and processes of consultation in school system settings.</td>
<td>SC-M.4</td>
<td>1, 3, 8</td>
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<tr>
<td>Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in consultation and collaboration</td>
<td></td>
<td>1, 3, 8</td>
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<tr>
<td>Understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</td>
<td></td>
<td>1, 3, 8</td>
</tr>
<tr>
<td><strong>SKILL and PRACTICE</strong></td>
<td></td>
<td></td>
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<tr>
<td>Displays counselor characteristics and behaviors that influence consultation and collaboration processes.</td>
<td></td>
<td>2, 4, 5</td>
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<tr>
<td>Demonstrates a general framework for understanding and practicing consultation.</td>
<td></td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>Exhibits skill in working with parents, guardians, and family to act on behalf of their children to address problems that affect student success in school.</td>
<td></td>
<td>2, 4, 5</td>
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<tr>
<td>Shows ability to locate resources in the community that can be used in the school to improve student achievement and success.</td>
<td></td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>Presents skill at consulting with teachers, staff and community-based organizations to promote student academic, career, and personal/social development.</td>
<td></td>
<td>2, 4, 5</td>
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</tbody>
</table>
Shows use of peer helping strategies in the school counseling program. | 2, 4, 5
---|---
Exhibits skill to explain consultant/collaborator verbal and nonverbal behavior in helping processes. | 2, 4, 5
Demonstrates skill to explain and self-evaluate levels of helping skills as they relate to consultation and collaboration. | 2, 4, 5

**SELF REFLECTION**

Provides reflection of consultation and collaboration as it relates to the role of the professional school counselor. | 2, 4, 7, 8
---|---
Presents reflections on learning activities designed to develop cultural self-awareness, promote cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body. | 2, 4, 7, 8
Offers reflections on experiential learning activities designed to foster understanding of self and culturally diverse clients during the consultation and collaboration process | 2, 4, 7, 8

**Course Requirements:**

1. Readings and Response (5 @ 20) | 100 points
2. Online Chat Participation (2 @ 25 points each) | 50 points
3. Midterm Exam | 100 points
4. Discussion (3 @ 50 points each) | 150 points
5. Role play Sessions (2 @ 50 points each) | 100 points
6. Role play Reflections (2 @ 50 points each) | 100 points
6. Consultation/Collaboration Experience | 100 points
7. Consultation/Collaboration Experience Reflection | 100 points
8. Final Exam | 100 points
9. Participation | 100 points

**Grading Criteria:**

Grades will be assigned on the basis of the following point system:

- 1000-930 points = A
- 929-830 points = B
- 829-760 points = C
- Below 759 points = F

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Themes &amp; Activities</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Textbook Ch. 1</td>
<td>· Introduction and Overview</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>· Class meeting in Baker Room 204</td>
<td></td>
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<tr>
<td></td>
<td>Textbook Ch. 2-3</td>
<td>· Read &amp; Response: Consultants, Consultees, &amp; Collaborators &amp; Generic Model</td>
<td>25 points</td>
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</tbody>
</table>

Carson-Newman University  
COUN-612: Consultation and Collaboration
| Textbook Ch. 4 | • Reading & Response: Entry Stage of Consultation | 25 points |
| Textbook Ch. 5 | • Reading & Response: Diagnosis Stage of Consultation | 25 points |
| Textbook Ch. 4 & 5 | • Role Play: Submit recording of Role Play #1 demonstrating Entry & Diagnosis Stages. | 50 points |
| Textbook Ch. 4 & 5 | • Discussion Topic: Reflect Role Play #1 experience | 50 points |
| Textbook Ch. 6 | • Reading & Response: Implementation Stage of Consultation | 25 points |
| Textbook Ch. 7 | • Reading & Response: Disengagement Stage of Consultation | 25 points |
| Textbook Ch. 6 & 7 | • Role Play: Submit recording of Role Play #2 demonstrating Implementation and Disengagement Stages | 50 points |
| Textbook Ch. 6 & 7 | • Discussion Topic: Reflection of Role Play #2. | 50 points |
| Textbook Ch 1-7 | • MIDTERM EXAM | |
| Textbook Ch. 10 Casebook Ch. 2 | • Readings: Behavioral Case Consultation | 50 points |
| | • Discussion Topic: (Note: Must be completed within June 26 – June 30.) | |
| Textbook Ch. 12 Casebook Ch. 4 | • Readings: School-based Consultation & Adlerian Case Consultation | 50 points |
| | • Discussion Topic: (Note: Must be completed within July 6 – July 13.) | |
| | • Online Group Chat to report on plans for your consultation experience | 25 points |
| Casebook Ch. 8 | • Reading: School-wide Consultation on Positive Behavioral Interventions Support Program | 50 points |
| | • Discussion Topic: (Note: Must be completed within July 13 – July 20.) | |
| | • Online Group Chat to report on progress of your consultation experience | 25 points |
| | • Final Class meeting in Baker Room 204 | |
| | • Consultation Experience and Write-up due | 200 points |
| | • Final exam in class | 100 points |

**Rubric for Online Discussions:**
Students will be expected to post at least two comments for each topic presented by instructor on Edvance 360 Discussion Board. The comments will be graded based upon the quality of your comments according to the following five criteria.

**Carson-Newman University**
COUN 612: Consultation and Collaboration
Online Discussion Rubric and Feedback

Name _____________________________  Score ______  Date ____________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Rich in content Full of thought</td>
<td>Substantial information</td>
<td>Generally competent</td>
<td>Rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>20-18 Points</td>
<td>17-15 Points</td>
<td>14-12 Points</td>
<td>11-1 Points</td>
</tr>
<tr>
<td>Relevancy</td>
<td>Clear connection</td>
<td>Somewhat of a connection</td>
<td>Limited, if any connection</td>
<td>Off topic</td>
</tr>
<tr>
<td></td>
<td>20-18 Points</td>
<td>17-15 Points</td>
<td>14-12 Points</td>
<td>11-1 Points</td>
</tr>
<tr>
<td>Uniqueness</td>
<td>New ideas Made with depth</td>
<td>New ideas of connection</td>
<td>Rehash or summarize others</td>
<td>No new ideas “I agree with…”</td>
</tr>
<tr>
<td></td>
<td>20-18 Points</td>
<td>17-15 Points</td>
<td>14-12 Points</td>
<td>11-1 Points</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Early in discussion</td>
<td>All required postings</td>
<td>Mostly last minute, little time</td>
<td>Some, or all, required postings</td>
</tr>
<tr>
<td></td>
<td>20-18 Points</td>
<td>17-15 Points</td>
<td>response time 14-12 Points</td>
<td>missing 11-1 Points</td>
</tr>
<tr>
<td>Stylistics</td>
<td>Few grammatical errors</td>
<td>Several grammatical errors</td>
<td>Grammatical errors interfere with content 14-12 Points</td>
<td>Obvious errors, understanding impossible 11-1 Points</td>
</tr>
<tr>
<td></td>
<td>20-18 Points</td>
<td>17-15 Points</td>
<td></td>
<td></td>
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Guidelines for Consultation Experience and Write Up:

1. Contact some professional in a human service or business/industry organization (e.g., school, mental health center, DCS, etc.). Obtain approval from professor for consultee selection. Avoid friends and fellow students. Set up a brief meeting with the consultee to orient them. Follow up with a letter (example is provided below).

2. Engage that person in a consultation relationship of at least two sessions (more if necessary) at their worksite. Audiotape one of the sessions and submit with your write up. Make sure tape recorder is operating appropriately as no papers will be accepted without an audible tape of the session.

3. Write up your session according to the following format using APA style:
   A. Who the consultee was (1/2 page)
   B. Who constituted the client system (1/2 page)
   C. The nature of the problem dealt with in consultation (1 page)
   D. A description of what happened at each stage of consultation: (3 pages)
      1. the goal of the stage
      2. roles each party took on
      3. what transpired
   E. A critique of your performance in terms of use of: (2 pages)
1. relationships skills
2. communication skills
3. professional behavior skills
4. skills in working with organizations
5. problem-solving skills

F. A statement about how you would do it differently if you had it to do all over again. (2 pages)

G. A statement of what you learned about consultation from this experience. (2 pages)

H. A statement of what you learned about you from this experience. (1 page)

Your paper should be 12 typed, double-spaced pages using a font size of 12. Paper is due July 21. Late papers are not accepted. Failure to use APA style (e.g., running head, etc.) will result in a lower grade on the paper.

Class and Carson-Newman Policies:

1. Course policies are listed in detail in the C-N Graduate Catalog 2013-14 and C-N School Counseling Graduate Student Handbook (2014) and are mandatory for this course.

2. Class Attendance/Absences:
   Attendance at all class meetings is expected, and students are responsible for all the work of all class meetings. If students miss class for any reason, they are obligated to obtain assignments for work missed. Students will not be penalized and can make up class work they miss if a documented illness, the death of immediate family member, or participation in a college sponsored activity caused the absence. Otherwise, the instructor has no obligation to allow students to make up their work.

   Student “attendance” in online courses will be defined as active participation in the course as described in the individual course syllabus. The instructor may require you to log on as much as five times a week.

   Academic activity will be monitored for all students. Each individual faculty member will establish the consequences for absences and publish these in the course syllabus.

   Any student who does not attend class during the first week the class meets will be administratively dropped from the class for non-attendance. Enrollment status (full-time/part-time, etc.), billing, and financial aid eligibility may be affected by this withdrawal. Refer to the Refund Section of the catalog for more detailed information.

   Students who fail all courses due to non-attendance will be administratively withdrawn from the college for the semester. The last date of academic activity will be used to determine the date of the administrative withdrawal from the college. Financial Assistance recalculation will be processed for students who are administratively withdrawn from the college within 45 days of the date of determination. If a student is administratively withdrawn from the college, financial assistance eligibility may be affected. (See C-N Graduate Catalog 2013-14 (pp. 19-20) at: http://www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/REGISTRARS_OFFICE/2013-14_Graduate_Catalog_Big.pdf

3. Academic Honesty Policy: School counselors and mental health counselors maintain high ethical standards. Therefore, we are assured that all students in this course will handle their work honorably, i.e., without cheating or plagiarism as defined in the C-N Graduate Catalog 2013-14 (p. 20) and the Publication Manual
of the American Psychological Association (6th Ed.) (pp. 11-15). We would not like to impose any consequences required by C-N policies.

4. **Syllabus Change and Extra Credit Policy:** Please know that as your instructor, I reserve the right to change the syllabus as necessary and to adjust the grading procedure accordingly. Syllabus changes may be based on the needs of students and extenuating circumstances and/or unforeseen events. No extra credit activities will be permitted for individual students unless those activities are made available to all students.

5. **Students with Disabilities:** Any student with a special documented disability (sight, hearing, mobility, learning, etc.) that may affect class activities should contact the Coordinator of Students with Disabilities, David Humphrey. Mr. Humphrey may be contacted by phone at 471-3268 or 471-4808, through campus mail at Box 72018 or by email at rdhumphrey@cn.edu. His office is located in Kathleen Manley Wellness Center. Note: Students will need to provide appropriate documentation.

6. **Final Exam:** Please be aware that the final exam is comprehensive and will be given according to schedule, on May 7th. Any change from the scheduled time, according to C-N policy, requires approval.

7. All reading and writing assignments are expected to be completed on dates due.

8. As a professional-in-training you will not want to be late with your work. Any late assignment will be penalized ten percent per day.

9. You should familiarize yourself with this syllabus, as you are responsible for knowing the policies and expectations contained in it.

10. All reading and writing assignments must be completed and submitted in Dropbox and/or Discussion of Edvance360 by designated due date.

11. If you have questions or concerns at any time, please contact me at mbundy@cn.edu.

### Schedule of Term Dates:

<table>
<thead>
<tr>
<th>Term Dates:</th>
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<tbody>
<tr>
<td><strong>LAST DAY:</strong></td>
</tr>
<tr>
<td>To add courses</td>
</tr>
<tr>
<td>To make a schedule change without $10 fee</td>
</tr>
<tr>
<td>For 100% refund from dropping a course</td>
</tr>
<tr>
<td>To drop w/out receiving a grade</td>
</tr>
<tr>
<td>Courses dropped on or after this date receive no refund, 100% of tuition and fees apply</td>
</tr>
<tr>
<td>To drop and receive a W grade (courses dropped after this date receive WF grade)</td>
</tr>
</tbody>
</table>
SAMPLE LETTER TO PROSPECTIVE CONSULTEE

June 9, 2011
100 S. Branner Ave.
Jefferson City, TN  37760

Ms. Moe Doe
Happy Haven Sales Company
9999 Top of the World
Pismo Beach, USA

Re: Consultation Interview

Dear Ms. Doe,

Thank you so much for agreeing to take part in the project I am working for my consultation/collaboration class at Carson-Newman College. The guidelines of this project are as follows:

Contact a professional in a human service or business/industry organization. Engage that person in a consultation/collaboration relationship of at least two sessions (more if necessary) at their worksite. Audiotape one of the sessions and submit it to professor with your write up.

In order to prepare for this session, you should try and come up with a work-related problem or issue that your organization is currently facing. Some examples of these types of issues that can be dealt with by a consultant or fellow collaborator are:

1. You have a difficulty with one of the clients in your caseload.
2. Employees are not turning out the results that you have expected. They seem to have low morale and are not motivated to do their work. Employees complain that they are not recognized for their hard work. There is a great deal of hostility amongst some of the employees, but you do not know what the cause of it is. You are calling on a consultant/collaborator to help you to find out the causes and come up with a solution to this problem.
3. Training has never been a formalized aspect of your organization. New employees just learn by watching, and it seemed to always have worked in the past. However, now you are noticing that new employees are getting left in the dust, and some of them are not learning what they are supposed to. This is causing production and quality of work to decrease. You believe you need help setting up a training program for new employees, so you call on a consultant/collaborator for expertise.
4. You have some great ideas for improving recruitment and retention of quality employees. You are pretty sure that these ideas will work. However, your direct supervisor (who makes all the decisions and is your only influential connection to the “top”) does not believe the company should spend all that money on new programs. She does not realize that spending the money now will pay off big in the long run. She says she will only approve your ideas if you write out and present your justifications. You need help in getting these ideas across to her and convincing her to consultant/collaborator.

These are just examples, but they are four very common problems that professionals experience. Of course, I am just a student practicing to be a consultant and collaborator, so this exercise is sort of like a rehearsal. But, I would appreciate it if you could make the situation as real as possible and disclose to me all pertinent information.

Confidentiality is definitely the top priority in any session, and it will be for this one, too. Names can be changed if you would feel more comfortable, and you can be assured that no one will hear the audiotape except for my professor and me.

If you have any questions, please call me at work (222-2222) or at home (333-3333). I would appreciate it if we could finish before July 15th, if possible, but any time before July 22nd would be great. I’ll be in touch with you. Thanks again – I REALLY appreciate this!

Sincerely,
Suzie Student

CONSULTATION EXPERIENCE PAPER: A brief sample

[Note: In the interest of space, this paper is not in APA style, but I’m sure your paper will be double spaced and in APA style.]

The Consultation Experience

My consultation experience offered me the opportunity to practice the consultation role and receive insight on the strengths that I hold and weaknesses that need improvement.
First, I will describe who the consultee is and the client system that I targeted. Next, we will view the stages of the consultation process. Afterwards, we will critique my performance as it related to the differing skill area. Following the critique, we will view how I would handle the consultation differently. Last, we will look at what was learned from the experience. To begin, we will define the consultee and the client system.

The Consultee
The consultee that utilized my consulting services was Susie, a new addition to the case management staff. She has several goals to accomplish which are requirements of her new position. She has a limited amount of time to complete these goals. In order to meet these goals, she will need cooperation from other staff members. Her dilemma is that she is having difficulty in receiving the assistance from the other staff members that she needs. Susie appears to be a serious, conscientious, professional, yet timid person.

The Client System
The client system was a staff member that Susie needs to have a cooperative relationship in order to complete her goals. The goal that Susie has is to learn about each department within children and family services at New Cut Road Center. These include In Home Family Preservation, Outpatient Counseling, Substance Abuse Counseling, Psychological Services, Support Staff, and also Case Management Services.

In an effort to specify the problem, we limited the consultation setting to one particular department that she was not receiving the assistance that she needed. She discussed her problem in attempting to receive help from the outpatient counseling services department. Susie has requested help from the head psychologist and received materials to read and videos to view and was told that a meeting would be scheduled following her viewing the materials. After she reviewed the materials, the head psychologist did not make the time to meet with Susie. In this consultation session the client system was designated as the head psychologist.

I consulted as an internal consultant and took on the role as the collaborator. In the collaborator role I involved Susie in every step of the process. She identified the hierarchy of the organization and how members of the organization would possibly respond to differing strategies. From the information she gave I would challenge different strategies to assist in determining the chance of obtaining a successful outcome. I also helped her to break each step into manageable concrete phases.

Nature of the Problem
Susie states that the nature of the problem is the lack of cooperation that she received from the head psychologist in obtaining a meeting to discuss the outpatient counseling services department's role. She is trying to gather information on the duties and tasks of this department so she can determine how their services relate to her role as a case manager. She requested help, received materials to read and view, and then planned to meet with the head psychologist to gain an understanding of practices within the
outpatient counseling department. When she completed the first part of the task and requested the meeting with the psychologist, the head psychologist responded that he did not have the time to meet with her. Susie, feeling frustrated and unimportant, requested my help as a consultant in receiving cooperation from the head psychologist. She feared that she would not meet her goals by her upcoming review date on June 30.

The Session

Entry Stage
We began the consultation by meeting in my office at New Cut Road Center. I began by allowing Susie to briefly describe the problem. I discussed how we could work together to try to come up with some strategies to help resolve the problem.

Diagnosis Stage
Next, we began the diagnosis stage by allowing Susie to clarify the problem, describe what she has tried so far, define the goal she wanted to set, and to brainstorm possible interventions. Susie stated that she had already requested a meeting with the head psychologist and he denied her request. Susie, feeling intimidated, left his office.

The goal that Susie set was for the head psychologist to meet with her two hours per week for the next three weeks. Several of the interventions discussed are as follows: Susie could make another request to the head psychologist for a meeting, Susie could discuss her dilemma with her supervisor and request his assistance, Susie could talk to the head psychologist's supervisor, or Susie could try to obtain the needed information from another department.

Implementation Stage
Next we entered the implementation stage by attempting to determine which strategy has the most potential for success. We decided to not utilize the strategy of receiving information from another department because specific information related to child and family psychological services would not be available in another department.

The next strategy that we dismissed was Susie speaking to the head psychologist's supervisor about her dilemma because the organization may not approve of Susie stepping over hierarchical boundaries. We discussed the strategy of Susie going to her supervisor, expressing her dilemma with him, and requested his help. Susie felt that he would be supportive and understanding; however, Susie most liked the strategy of making another request to the head psychologist in an effort to handle this matter herself. Susie and I, having chosen a plan, began breaking the plan down into small steps. Susie agreed to speak to the head psychologist at his convenience, express an understanding of the psychologist's demanding schedule, informing the psychologist how much Susie respects his knowledge, and finally explaining the significance and urgency of having the opportunity to meet with him.

Susie would also explain that the time that she is requesting of him will be limited. If this effort failed, Susie said that she would feel comfortable requesting assistance from her
supervisor. We evaluated the chance for success with this plan. Susie would have an opportunity to feel success if she received the time to meet with the psychologist. If she did not receive a favorable response from the head psychologist, she would have a feeling of satisfaction in knowing that she attempted to handle this matter herself, exhausting all options, prior to going to her supervisor. Susie felt that her supervisor would be more willing to assist her in this dilemma as well. If the head psychologist did not allow time for Susie to meet with him after her supervisor’s meeting, then her supervisor would better understand why Susie was unable to complete her goal. After the specifics of the plan were designed, we entered the disengagement stage.

Disengagement Stage
A post-consultation schedule was arranged. At that meeting, we discussed the consultation process and how Susie felt about the strategies developed. At that time the consultation ended and we said our good-byes.

My Performance
I feel that my performance in the different skill areas varies depending on the specific skill. I feel that I had adequately prepared for the consultation experience as well as had located an appropriate place for the consultation that would allow for privacy. Nearing the end of the process, my office mate returned early, entered our office and, due to his work schedule, was unable to give us the privacy needed to allow appropriate closure of the consultation process. Due to my feeling nervous about being taped and handling my first consultation session, I did not feel comfortable engaging in small talk. I found difficulty in trying to put the consultee at ease when I felt insecure and tense myself. In viewing my communication skills, I feel that I performed well at questioning, clarifying, and summarizing. I noticed that I need to work on better listening skills and attending to nonverbal behavior. I often found myself preoccupied with what I was saying and how it may sound on the audio tape. I feel that I handled the problem-solving stages well, carrying them from beginning to completion. I did have difficulty in wanting to solve the problem before completing clarification, goal setting and strategy development. I feel that I was successful in drawing Susie in to the stages of the problem solving model. I feel that I was working with a consultee who was bright and basically able to problem solve on her own but felt that she needed the support from me as a consultant to build confidence to implement the plan. In utilizing skills in working with the organization, I felt that since I was a part of this organization I had a better understanding of the chain of commands and hierarchical structure. I feel that the plan we chose best met the constraints of the organization. As the consultant I maintained the professionalism needed; however, due to my anxiety of the task, I was not able to inject humor into the process which would have allowed a more relaxed atmosphere. The overall consultation model was utilized with the assistance of the direct chart. During my experience, I began to feel more comfortable using this model and had the opportunity to work on integrating the different skills needed for consultation.

Doing it over
If I had the opportunity to do the consultation over again, I would attempt to do several things differently. One of the main areas that I would try to handle differently is that I
would try to be less controlled and rigid and be more flexible. I would attempt to be more personable while maintaining my professionalism. During the consultation, I did not focus enough on the nonverbal behavior from the consultee because I was too self-focused due to my own insecurities. I have to be able to become more comfortable with myself as a consultant and feel more confident with my own abilities. I also realize that I did not offer any self-disclosure due to the same reasons that I was not as tuned in to the nonverbal behavior. As I become more experienced with the consultation process, I hope to be able to utilize the problem solving skills with more flexibility and hope the process will flow more naturally. I found that I often wanted to offer a resolution to Susie's problem before she had finished clarifying the problem. I feel this desire was not allowing me to trust the process or the consultee's abilities in the problem solving role. Continuing to practice consultation with the understanding that the purpose is not to only solve a problem but to also teach the consultee to be able to resolve future problems, will assist me in overcoming the desire to offer a quick answer.

**What I Learned about Consultation**

I feel that I learned a lot about me as well as the consultation through this experience. I feel that I am organized in thought and action which assists in defining the consultation role, defining the problem, setting goals, developing a plan, and breaking the plan into small, concrete steps so the implementation can be managed. Unfortunately, I learned of my own insecurities which cause me to respond in a controlling and rigid manner which interferes with the human relationship. The experience taught me to trust the consultation process and to have more faith in the abilities that the consultee holds. I learned that the consultee may already have an idea of how to solve the problem but may need someone to assist in specifying the strategy and offer the consultee assurance to have the self-confidence to carry out the designed plan.

**What I Learned about Me**

Susie and I faced stress in the consultation process because of the process itself and the knowledge that it was being taped. I tend to respond to stress in a repressed manner being passive introverted. This assisted me in acting in a methodical manner but hindered the process due to my fear to take risks and be more personable and utilize appropriate humor. Susie appears to react in a dependent manner being passive-extroverted when she is faced with stress. This assisted her in being open and willing to view the problem in an open manner. She has responded to the problem in a dependent manner by requesting help and avoiding the responsibility of handling the problem. I feel that the consultation was a success because while following the process, Susie became willing to respond to the problem in an independent manner and was willing to try to exhaust her abilities to resolve the problem before requesting assistance from her supervisor. Understanding how people respond to stress which may interfere in problem solving was helpful in this situation. The consultation experience was helpful in allowing me to gain confidence and have a better understanding of the practicalities of consultation. This experience also allowed me an opportunity to understand where my strengths lie and area that need improvement.
Consultation is a needed role in all organizations although it may not be recognized as such. During this experience, the consultee and client system has been examined as well as the stages of the consulting process. Next, a critique of my performance was provided following by a look at how I could have handled the process differently. At the end, I viewed my learning from this experience. Not only was the consultation process studied, but an introspective look at me as a consultant was performed as well. A better understanding of oneself will assist in developing skills as a consultant.