

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Advanced Consultation and Program Evaluation
Course Number	574
Term	SP07
Department	CPSY
Faculty Name	Mary Clare PhD

Catalogue Description (*copy from current catalogue*): Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory. **Prerequisite:** CPSY 573 or consent of instructor. **Credit:** 2 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -9 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance: Student performance criteria appear on page(s) 2-3 of this syllabus (student performance includes goals, evidence, and levels of performance).

**ADVANCED CONSULTATION AND
PROGRAM EVALUATION
CPSY 574
SPRING 2007**

INSTRUCTOR: Mary Clare, Ph.D.
Office: Rogers Hall
Phone: 768-6060 (office)
Office hours: 8:30-12:30 Monday

COURSE DESCRIPTION FROM CATALOGUE: The application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. The course explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory.

TEXTS:

Harrison, T. C. (2004). *Consultation for Contemporary Helping Professionals*. New York: Allyn & Bacon. **REQUIRED**

Conoley, J. C., & Conoley, C. W. (1992). *School consultation: Practice and training*. New York: McMillan. [excerpts available in class] **REQUIRED**

Schmuck, R. A. (1997). *Practical action research for change*. Arlington Heights, IL: Stylight. **RECOMMENDED**

ARTICLES

Selected articles from the *Journal of Educational and Psychological Consultation*, 2002-2006.

Baldwin, J. (1988). A talk to teachers. In R. Simmons & S. Walker (Eds.), *Multicultural literacy*. Saint Paul, MN: Graywolf.

Caplan, G. R., et al. (1995). A contemporary view of mental health consultation. *Journal of Educational and Psychological Consultation*, 6, 23-30.

Carner, L. A. (1982). Developing a consultative contract. In J. Alpert et al. (Eds.), *Psychological consultation in educational settings* (pp. 8-32). San Francisco: Jossey-Bass.

Clare, M. (2002). Diversity as a dependent variable: Considerations for research and practice in consultation. *Journal of Educational and Psychological Consultation*, 13, 251-263.

Colton, D. L. & Sheridan, S. M. (1998). Conjoint behavioral consultation and social skills training: Enhancing the play behaviors of boys with attention deficit hyperactivity disorder. *Journal of Educational and Psychological Consultation*, 9, 3-28.

Cowan, R. J., & Sheridan, S. M. (2003). Investigating the acceptability of behavioral consultation: moving from analog conditions to naturalistic settings. *School Psychology Quarterly*, 18, 1-21.

Conoley, J. C. (1981). Advocacy consultation: Promises and problems. In J. C. Conoley (Ed.), *Consultation in schools* (pp. 157-178). New York: Academic Press.

Henning-Stout, M. (1993). Theoretical and empirical bases of consultation. In J. E. Zins, T. R. Kratochwill, & S. N. Elliott (Eds.), *Handbook of consultation services for children* (pp. 15-45). San Francisco, Jossey-Bass.

Henning-Stout, M. (1994). Thoughts on being a White consultant. *Journal of Educational and Psychological Consultation*, 5, 269-273.

Henning-Stout, M., & Conoley, J. C. (1988). Influencing program change at the district level. In Graden, Zins, & Curtis (Eds.), *Alternative educational delivery systems* (pp. 471-490). Washington, D.C.: NASP.

Ingraham, C. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review*, 29, 320-343.

Kohl, H. (1994) I won't learn from you! Confronting student resistance. Excerpt from Kohl, H.

I won't learn from you and other thoughts on creative maladjustment. New York: The New Press.

Mertens, S. The basics in inservice education: Findings from the Rand and TeacherCenter studies.

Nevin, A., Thousand, J. S., & Villa, R. A. (1993). Establishing collaborative ethics and practices. Journal of Educational and Psychological Consultation, 4, 293-304.

Prilleltensky, I. (1991). The social ethics of school psychology: A priority for the 1990's. School Psychology Quarterly, 6, 200-222.

Rockwood, G. F. (1993). Edgar Schein's process versus content consultation models. Journal of Counseling and Development, 72, 636- 638.

COURSE DESCRIPTION: This is the second in a series of two courses focused on developing skill in school-based consultation. Last semester, the emphasis was on behavioral and instructional approaches to consulting. This semester, we will look at everything else, adding a substantial thread of social psychology's applications to understanding organizations, organization development, and program evaluation. You will find that your clinical training, any information you've picked up on organizations, and any political savvy you might have will become even more relevant to your collection of skills for use in schools.

The aspects of consultation covered in this course vary widely in scope. We'll deal with the brass tacks of entry into school systems and explore the broad applicability of consultation in support of the enterprise of educating. We will use more of a seminar approach this semester. Each of you will be responsible for presenting on one consultation approach. I'll describe this in more detail below.

I chose the seminar format for this course because it seems most conducive to your developing more advanced and practical skills in consulting. This format also allows for a range of in-class experiences that can be generalized to your practicum or work settings.

Following this course you should:

- Feel comfortable with the theory of consultation as a framework for supporting the delivery of psychological services in the schools.
- Be able to describe and propose hypothetical examples of:
 - mental health consultation
 - process consultation
 - advocacy consultation
 - organization development and
 - program evaluation consultation.
- Be aware of the issues surrounding a consultant's entrance into the systems and subsystems of schools.
- Be able to measure the effectiveness of consultation.
- Be able to recognize and meet issues of cultural and linguistic diversity, or any other human difference that may be a variable in the consultation process.
- Understand the processes and considerations underlying provision of inservice training.
- Be able to develop schemes for intervening at the organizational level in schools.
- Have working understanding of program evaluation as a basis for consultation.
- Understand the ethical issues surrounding consultation.
- Recognize and generate consultative responses to overt and covert cultural biases as they influence school culture.

As always, I will rely heavily on your feedback to help me know what is and isn't working as the semester progresses. I appreciate your willingness to provide me with that kind of information.

COURSE REQUIREMENTS: You will be involved in five credit-bearing activities this semester, each of which is outlined below.

Resources for consultation. By the second class (January 22) you will develop a list of 5 child/youth service programs in the community. In that list you will include the name of the program, the primary contact for the program (with phone number), the age of kids served and any other information about the service population. These programs should be community-based and aimed at primary or secondary prevention. There are likely lists of such services at the schools where you are involved in practicum. Your practicum supervisors should be able to give you quick access to this information. You will submit these resources electronically and I'll compile a 'master' list for distribution in the third class.

Reading. There is a lot of reading in this class. For each meeting, you will bring the readings assigned for that session and will have highlighted “greatest hits.” You will also bring questions, or observations that have come from the reading. These will be part of what you/we draw from during class discussion. They’ll also be turned in to me—usually not more than one page in length (typed and double spaced).

Class Presentation [AKA Designing and presenting an inservice program]. This relates to the seminar format we will use this semester. As a part of the second class of this term, I will do an "Inservice on how to do inservice". This service-delivery technique is quite powerful for influencing the functioning of schools. You will have responsibility for presenting one of the topics listed on the syllabus (or negotiated with me). I suggest that you do your presentation as if you were working with inservice teachers, administrators, school psychologists, parents or another related group.

You'll give me any copies of handouts you distribute, an organizational outline of your presentation, and a one-page critique of what you liked and what you'd change about your inservice. Because of the size of this group, you will likely prepare your inservice as part of a small group.

Consultation and Consultation Log. Throughout the term you will be involved in a school-based consultation. To document your activity in that relationship, you will keep a log of your interactions with administrators, teachers, parents, students, and anyone else with whom you work with during that time. You will determine the most useful way for structuring that log to reflect the sequence of events and the actions you take (e.g., how you enter; how you assess need/problem; how you evaluate, give feedback, plan for change; and how you move toward termination). You will also use the log to reflect the way in which the readings and class discussions influence those actions. We will use the log in class too, so please bring it with you to every class session. I'll plan to collect, read, and provide feedback on your logs in the middle of the term (February 13). At the end of the term, you'll turn it all in to me, marking the sections you want me to make sure I don't miss.

Final Log Entry. Using your consultation experience as a reference point respond to these questions:

What would you list as guidelines for consultation in general?

What are specific guidelines for program evaluation consultation?

Why is each of these guidelines (in each list) important to the success of the consultation relationship?

Construct this entry as a document of your current position on consultation in schools.

GRADE DISTRIBUTION:

Consultation resources	10
Reading questions/observations	20
Presentation & handouts	20
Consultation log	20
Final log entry	15
Participation	<u>15</u>
	100

CLASS ATTENDANCE: As evident in the grade distribution above, participation in this class is a major requirement. It is also a reading course. We will use class time for covering new content and for group supervision regarding your experiences with applying consultation. Being here, and bringing your openness and attention will matter every time we meet. Because of this, absence from more four or more hours of class will likely result in failure of the course.

RELATED AUTHORIZATIONS: Successful completion of this course is necessary for fulfillment of requirements for the Master of Science degree in School Psychology and for licensure as a school psychologist in the states of Oregon and Washington.

SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
class 1 Jan 8 5:30-8:30	Consultation in Schools What you know and how that will be extended Matters of entry	--everything you read last term Baldwin Carner Conoley & Conoley (C&C) Chapters 1-5 Harrison, 1
class 2 Jan 22 5:30- 8:30	Inservice as a consultation approach [resources due]	Mertens C&C chapters 6&7, App B Harrison, 14
class 3 Jan 29 5:30-8:30	Multicultural considerations in consultation	Ingraham, 2000 Clare Harrison, 6 Lott Kohl
class 4 Feb 5 5:30-8:30	Conjoint consultation District-level consultation	Colton & Sheridan Cowan & Sheridan Henning-Stout & Conoley Harrison, 4, 12
class 5 Feb 12 5:30-8:30	Instructional Consultation	Rosenfield
class 6 Feb 19 5:30-8:30	Mental Health Model	Mendoza Caplan et al. Harrison, 2, 9
class 7 Feb 26 5:30-8:30	Program Evaluation Consultation	C&C 6&7 Schein Harrison 4, 13
class 8 March 5 5:30-8:30	Process Consultation	Rockwood C&C 4 Harrison 11
class 9 March 12 5:30-8:30	Advocacy Consultation [review of logs]	Conoley (1981) Prilleltensky Harrison 3
class 10 March 19 5:30-8:30	Ethics	Nevin et al. Harrison 7, 8

**[log with final entry due
by April 6]**