

**ADVANCED CONSULTATION AND
PROGRAM EVALUATION
CPSY 574
SPRING 2013**

INSTRUCTOR: Mary Clare, Ph.D.

O: Rogers Hall 401
P: 503-768-6069 (office)
E: clare@lclark.edu

COURSE DESCRIPTION FROM CATALOG: 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.

TEXTS:

Conoley, J. C., & Conoley, C. W. (1992). *School consultation: Practice and training*. New York: McMillan.

REQUIRED

Shriberg, D., Song, S. Y., Miranda, A. H., & Radliff, K. (2013). *School psychology and social justice: Conceptual foundations and tools for practice*. New York: Routledge. **REQUIRED**

Articles as listed on Moodle, and as assigned. Moodle enrollment key - *advocate*

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 four credit-bearing activities this semester, each of which is outlined below.

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 you have written down as you've read. These will be part of what you/we draw from during class discussion. The presence or absence of these notations will be the basis of grading for this assignment.

In-Class Consultation Practice. Each class focuses on an approach to consultation. In our second meeting, you will work with a small group on the four steps of problem-solving consultation. In each subsequent class, you'll apply that approach or whatever modifications you determine again in collaboration with a small group.

Applied Learning. At the end of every class we'll take time to write and share specific learning from that session. These notes can be kept in the same journal as your reading notes.

Hypothetical Classroom or Family-based Consultation. (completed as an individual). In the first six class meetings, you will meet in small groups of varied composition to talk with each other about what you see in schools as examples of circumstances that would benefit from consultation. Weeks 2-5 the focus will shift systematically through the stages of consultation: Problem Identification, Problem Analysis, Intervention Development and Implementation, Evaluation. The groups during the sixth class will focus on bringing the four together. In the seventh class you will turn in a 3-6 page narrative description of a hypothetical (or practical, if you've had the opportunity) classroom or family-based consultation reflecting your understanding of the four stages as they would likely appear in practice.

Hypothetical Program Evaluation Consultation. (completed as a group). Also in the first 7 class meetings, you will be gathering observations of programs in schools and communities that serve school-age children and youth. We will check in each week on descriptions of those programs, and it will serve you well to make notes over the term about the features of programs that work and don't. In classes 8&9 we will form small teams for coming to understand both program evaluation and the addition of a consultation service-delivery approach to the program evaluation process. In that particular small group, you will come up with a hypothetical program evaluation consultation during class time. The final version of that case description will be due the last day of classes and only one case will be submitted by the participants in each group.

GRADE DISTRIBUTION:

Reading and Learning Journal	20
Problem-Solving Practice	20
Hypothetical Consultation	25
Program Evaluation Consultation	25
Participation	<u>10</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.

Partial Bibliography

- 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.

SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
class 1 Jan 7 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 (Moodle (M)) Conoley & Conoley (C&C) Chapters 1-5 Social Justice (SPSJ) Chapter 1
class 2 5:30- 8:30	Inservice as consultation Revisiting Problem-Solving Consultation	C&C, 6&7, App B SPSJ, 2-4
class 3 Jan 28 5:30-8:30	Multicultural considerations Advocacy Consultation	Ingraham, 2000 Clare, 1992 SPSJ, 5, 9, 16 Conoley, 1981 Lott Kohl
class 4 Feb 4 5:30-8:30	Conjoint consultation District-level consultation	Colton & Sheridan Cowan & Sheridan Henning-Stout & Conoley SPSJ, 7-8
class 5 Feb 11 5:30-8:30	Instructional Consultation	Rosenfield SPSJ, 10-12
class 6 Feb 18 5:30-8:30	Mental Health Model	Mendoza Caplan et al. SPSJ 13-14
class 7 Feb 25 5:30-8:30	Process Consultation DUE – Consultation Case	C&C 4 Schein SPSJ 6, 15
class 8 & 9 Mar 2 9:00-3:30	Program Evaluation Consultation	Rockwood C&C 6, 7 SPSJ 5-8
class 10 March 4 5:30-8:30	Ethics and Emergent Guidelines DUE – Program Evaluation	C&C SPSJ 17-18