

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	CPSY 574
Term	Spring 2010
Department	Counseling Psychology
Faculty Name	Zip Krummel

Catalogue Description *(copy from current 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.

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

	X
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	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 and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	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	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R

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

Student Performance:

Student performance criteria appear on page(s) 2-4 of this syllabus (student performance includes goals, evidence, and levels of performance).

**ADVANCED CONSULTATION AND
PROGRAM EVALUATION
CPSY 574
SPRING 2010**

INSTRUCTOR: Zip Krummel
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COURSE DESCRIPTION FROM CATALOG: 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.

TEXT:

Thomas, A. & Grimes, J. (Eds.). (2002). Best practices in school psychology IV. Bethesda, MD: National Association of School Psychologists.

Selected articles from the above include:

5. Best Practices in Utilizing Professional Ethics
7. Best Practices in Supervision of School Psychological Services
10. Best Practices in Planning School Psychology Service Delivery Programs: An Update
15. Trends in the History of School Psychology in the United States
16. Best Practices in System-Level Change
38. Best Practices in Collaborative Problem Solving for Intervention Design
39. Best Practices in School-Based Problem-Solving Consultation
40. Best Practices in Instructional Consultation
41. Best Practices in School Consultation
80. Best Practices in Personality Assessment
91. Best Practices in Assisting Relocating Families

And a few other articles as recommended by the professor or guest speaker.

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 third class (January 25) you will develop a list of five (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). They can be complete sentences or they can be in outline form.

Guest Speakers For a few of the ten class meetings we have a Guest Speaker. I would like something similar to the Reading assignment (above) done for each guest presentation, to include: highlights, questions (which you will hopefully get to ask the speaker), observations, concerns. Again, no more than two pages in length handwritten; I will accept them after that speaker concludes and use them as part of our nightly summary.

Consultation Log & Journal: I want you to document any and all school-based consultation you are involved in, even if just observing, during this term. You can determine how to structure each log entry to reflect the sequence of events and actions you take (e.g., how you enter; how you assess the need/problem; how you evaluate, give feedback, plan for change; and how you move towards termination). I would also like you to journal your thoughts regarding the readings, class presentations/discussions, your school-based experiences, and anything outside of that influencing you professionally or that you want to journal about. I will collect these on February 15th and return them to you the following week. I will again collect them the last class (March 29th). I will be the only one reading them so anything you write will be kept confidential.

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
Readings	20
Guest Speaker Notes	20
Consultation Log & Journal	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 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:

Jan 11	Introduction/Syllabus; What you know and how that will be extended; Misc. Thoughts on Consultation; Academic Consultation and Program Development (Evaluation?)
Jan 18	I'll miss you, but it is MLK Day "History will have to record that the greatest tragedy of this period of social transition was not the strident clamor of the bad people, but the appalling silence of the good people."
Jan 25	Academic Consultation and Program Development
Feb 1	Behavioral Consultation & Classroom Management
Feb 8	Focus on Specific Learning Disabilities
Feb 15	Guest Speaker - Mollie Galloway Middle School & High School Reform
Feb 22	Guest Speaker -
Mar 1	Guest Speaker - James Loveland PPS Collaborative Consultation Team
Mar 8	Academic Consultation and Program Development
Mar 15	Academic Consultation & Program Development
Mar 29	Guest Speaker - Vern Jones Behavioral Consultation & Classroom Management