## LEWIS & CLARK COLLEGE COURSE OUTLINE

**DEPARTMENT:** Counseling Psychology

COURSE NUMBER: CPSY 574, Spring 2011

**CREDITS:** 2

**COURSE TITLE**: Advanced Consultation/Program Evaluation

**INSTRUCTOR:** Zip Krummel, EdD, NCC, NCSC, CTS

**ROOM:** Rogers Hall, Rm 219; 5:30 pm – 8:30 pm

PREREQUISITE: CPSY 573

TO SCHEDULE AN APPOINTMENT: call or e-mail

**OFFICE PHONE:** 541-490-0587 (cell)

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FAX:

**COURSE DESCRIPTION:** The purpose of this course is to further explore, understand, and learn the methods of consultation, including a more systems- based approach to school-based practice. Different types of consultation will be addressed, including mental health consultation, advocacy consultation, process consultation, organizational development, and others. Models of consultation will be examined and applied to everyday school-based situations. According to the National Association of School Psychologists, Standards for Training and Field Placement Programs in School Psychology are based on domains that must be addressed in the course context and structure as follows:

- Further develop individualistic consultation skills in relation to presented models and community needs (NASP Domain 2.2 Consultation and Collaboration and 2.9 Research and Program Evaluation) (see page 6 of syllabus)
- Continue to learn professionalism, communication and interpersonal skills that are relevant in the development of a strong consultation foundation and the strengthening of school community relationships with an a heavy emphasis on collaboration, intervention and crisis planning. (NASP Domains 2.7 Prevention, Crisis Intervention, and Mental Health and Domain and 2.8 Home/ School/ Community Collaboration).(see page 6 of syllabus)
- Understand how to collect instructional data from different sources and the development of an instructional assessment and intervention plan (Domain 2.1 Data-Based Decision-Making and Accountability).(see page 6 of syllabus)
- Understand the processes and considerations underlying provision of inservice training. (NASP 2.9)(see page 6 of syllabus)
- Develop plans for intervening at the organizational level in schools. An example may be the development of a positive behavior support system for buildings or the initiation of student assistance teams. (NASP 2.7)(see page 6 of syllabus)
- Understand program evaluation as a basis for consultation. (NASP 2.9) (see page 6 of

- syllabus)
- Understand the ethical issues surrounding consultation. (see page 6 of syllabus)

#### **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.

**INFORMAL 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. 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 in-service 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 term 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 week (January 24th) 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 following 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.

<u>Guest Speakers</u>: For one or two of the class meetings we may 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, and 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 discussions, your school-based experiences, and anything outside of that influencing you professionally or that you want to journal about. I will be the only one reading them and they will be held in confidence.

I will collect these on February 14th and return them to you the following week. I will again collect them the last class (March 29th). Again, I will be the only one reading them so anything you write will be kept confidential.

<u>Final Log Entry:</u> 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.

# **TENTATIVE SCHEDULE:**

Jan 10	Introduction/Syllabus; What you know and how that will be extended; Misc. Thoughts on Consultation; Academic Consultation and Program Development (Evaluation?)
Jan 17	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 24	Academic Consultation and Program Development
Jan 31	Behavioral Consultation & Classroom Management
Feb 7	Focus on Specific Learning Disabilities
Feb 14	Community Consultation
Feb 21	Organizational-level Programs and Consultation
Feb 28	Focus on Other IDEA Disabilities
Mar 7	Inservice Training - Giving and Receiving
Mar 14	Crisis Response
Mar 28	Guest Speaker - Vern Jones Behavioral Consultation & Classroom Management