

SYLLABUS

EDCP 627: Process Consultation (3 graduate credits) **Department of Counseling and Personnel Services**

Term 2, Academic Year 2002/2003

Course Dates: 5/6 April; 26/27 April; 10/11 May; 18 May 2003 (9:00 am - 5:00 pm daily)

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Office Hours: Prior to class and by appointment.

Course Description

This course in process consultation is an elective graduate level course in the CAPS program. The course will explore a variety of roles that professional counselors, human resource managers, educators, and other human services professionals might assume as service providers.

The course will explore current principles, theories, and models central to the practice of effective consultation while highlighting the pervasive role of the professional as a systems consultant. Traditional and innovative approaches will be studied, including case consultation, systems consultation, mental health consultation, and educational consultation, emphasizing the professional's role as a powerful helper and change agent for a variety of potential client populations.

Students will explore EAP programs reflecting a variety of consultation models, concepts and approaches, according to individual career interests.

Existing consultation models will be examined in the field by conducting a series of interviews with professional consultants. Readings and critiques, further fieldwork, web searches, individual research, group discussion and debate, and regular written assignments will serve to develop an interactive and valuable learning environment. A substantial part of the course will be the demonstration and presentation of both case and administrative consultations.

Required Readings

Brown, D., Pryzwansky, W.B., Schulte, A.C. (2001). *Psychological consultation: Introduction to theory and practice* (5th Ed.). Boston: Allyn and Bacon.

Additional readings will be distributed during class, or made available on the Internet. This course will also make use of a Web Board for in-between class communication and will require Internet access.

Course Objectives

By the end of the course, students will be able to:

- Define and describe consultation and articulate the major active theoretical models used in its conceptualization.
- Understand and articulate the professional and ethical issues related to various consultation topics.
- Understand and describe the functions, skills, and qualifications related to mental health and organizational consultation.
- Gain the ability to compare and contrast the role or function of counselor, consultant, supervisor and other helping activities.
- Analyze and describe the process of consultation as it progresses from entry to termination.
- Present an overview of the unique complexities associated with program consultation.
- Demonstrate adequate skills of case and administrative consultation based on a model and the concept of collaboration and team approach.

Course Requirements

Attendance. Students are expected to attend every weekend class. Students missing more than one day will lose grade points. Attendance is particularly important during the case and administrative consultation presentations, when students serve as peer evaluators. It is understood that unavoidable circumstances may make absences necessary for some students. In such cases, it is the responsibility of the student to inform the instructor ahead of time, when possible, and to compensate for the loss of classroom time by proposing appropriate alternatives to make up the lost opportunities.

Students will be responsible for completing the following requirements:

1. Case Consultation Presentation
2. Administrative Consultation Presentation
3. TERM Paper/Project
4. FINAL Exam

Assignment Descriptions

1. Case Consultation Presentation

Students are required to present a proposal for a case consultation from start to finish. The presentation should include a description of the referral problem, background of the case from the perspective of the consultee, a review of the literature regarding the

consultation models and interventions for such cases, the preferred intervention with rationale, the potential stages of consultation, and potential outcomes and pitfalls. Included in the proposal is a discussion of potential assessment and evaluation for:

- problem identification
- acceptance of problem identified
- identification of potential interventions
- intervention acceptance
- intervention monitoring
- efficacy of intervention
- overall consultation satisfaction

Also expected is a discussion of the distinction between being a direct counseling provider, as opposed to being a consultant. Potential role conflicts and ethical issues should be discussed.

B. Administrative Consultation Presentation

Similar to the case consultation presentation, students are required to present a proposal for a program consultation from start to finish. This presentation should also include a description of the referral problem, background of the case from the perspective of the consultee, a review of the literature regarding the consultation models and interventions for such organizations, the preferred intervention with rationale, the potential stages of consultation, and potential outcomes and pitfalls. A discussion of potential methods of assessment and evaluation is also required.

Unique to the administrative consultation presentation is a direct study of a particular organization, rather than a hypothetical case. Students will identify a local organization that provides counseling services serve as the focus of their presentation. A requirement of this presentation is an interview with a member from this organization to discuss the potential needs for consultation. Again, students will include the potential role conflicts and ethical issues when discussing the delivery of consultation services to this program.

C. TERM Paper

Students will prepare a ten-page paper on a topic of consultation that they choose. The paper may be related to the general research issues discussed in the student's case or administrative consultation presentations. Novel and creative consultation methods might be explored. The paper must follow the 5th edition of the Publication Manual of the American Psychological Association.

D. FINAL Exam

Each student will complete a final examination that will reflect the material covered in the didactic portion of the course. The structure of the exam will be discussed in the first class weekend.

Student Evaluation and Grading Information

Students' performance will be graded based upon a percentage of the total 400 possible points obtained during the course. In general, it will be necessary to obtain a minimum of 90% of the course points to achieve an A (360 or more points), at least 80% of the points for a B (320-359 points), at least 70% of total possible points for a C, at least 60% for a D, and below 60% is a F. The point value for each assignment is:

- A. Case consultation presentation = 100 points
- B. Administrative consultation presentation = 100 points
- C. Paper = 100 points
- D. Exam = 100 points

Schedule of Readings and Topics

All readings refer to Brown, Pryzwansky, & Schulte (2001):

Weekend One, 5/6 April. Read Chapters 1, 2, 3, 4, 8, 9, 13

Introduction

Case Consultation

Ethics

Skills & Characteristics of Consultants

Theoretical Approaches

Weekend Two, 26/27 April: Read Chapters 5, 6, 7, 10

Theoretical Approaches, continued.

Assessment & Evaluation in Consultation

Administrative/Organizational Consultation

Stages of Consultation

Weekend Three, 10/11 May: Read Chapters 11 & 12

Working with Parents & Teachers

Student Case Consultation Presentations

Weekend Four, 18 May: Read Chapter 14

Student Administrative Consultation Presentations

Papers Due