Foundations of Consultation and Collaboration

EDCP789Z (3 credits)

Spring 2014

I. COURSE DESCRIPTION

In this course, we will focus on the theoretical and empirical underpinnings of the consultation process which is conceptualized as a collaborative partnership. Both implementation models and professional skills will be examined in an ecological framework.

We will rely on readings crossing many disciplines – counseling, school, community organizational, and clinical psychology in addition to prevention, social justice, cultural diversity, sociology and public policy – with the objective of incorporating multiple perspectives on consultation. The readings expose students to the consultant role as a partner/collaborator, co-leader, team builder, facilitator, advocate, and community activist.

Given that this is a doctoral-level class, you will present and write a paper that is a “How To” workshop on a consulting, collaborative, and/or organization development technique(s), including the background theory and research behind the technique.

II. COURSE INSTRUCTION

Using a seminar framework, the learning methods in this class will involve questions, discussion, and critique of the empirical literature. Each class will also take a topic of current interest (e.g., workplace violence) and weave relevant models, ecological levels, and skills into our discussion of the topic.

Often the students will introduce new literature and lead discussion, with a similar guiding philosophy of collaboration and partnership between instructor and student. We will ground the literature in practice, doing many role plays, simulations, and case studies in class. You will have a practicum experience with one case in the schools.

III. COURSE OBJECTIVES

The major objectives are to:

1. Understand major consultation theories and models. A strong emphasis will be placed on learning and practicing with a solid theoretical base.
   a. School-Family-Community Partnerships
   b. Multicultural Model (e.g., International Consultation; Parent education and involvement, Culturally diverse communities; Community advocacy)
   c. Mental Health model
   d. Behavioral Model
   e. Organizational model
2. Research and critique the effectiveness of existing consultation models, and develop alternate conceptual frameworks.

3. Understand:
   a) An organization (culture)
   b) The relationship of organizational and contextual factors to the collaborative process
   c) Theory of organizational stability and change

4. Understand collaboration, relevant theoretical models, and analyze the process of collaboration on teams like mental health teams.

5. Analyze the impact of power, cross-cultural differences, and ethical issues on work with culturally diverse and marginalized communities.

6. Develop basic skills in the interpersonal/communication/multicultural areas needed for effective collaboration.

7. Understand the steps, issues, and process dynamics of consultation and collaboration from entry to termination, and appropriate tasks at each step.

IV. Requirements and Grading:

- Classroom participation (10%)
  - Judged based on class learning agreement we will discuss on first day of class.
  - Submit a question for each reading on elms by the night before class.

- Practicum Case (15%)
  - Audiotape cases, transcribe important sections, identify what you would change, and review with the class
  - Write a log about what you’ve learned, mistakes made, and risks you took
  - Openness to and improvement based on feedback is highly valued
  - Peer supervision of cases for 30 minutes each over 4-6 weeks
  - Practicum evaluation by field supervisor and me
  - You will spend a minimum of four (4) hours per week in a school placement arranged by the course instructor, or with my approval. This time should be scheduled at the beginning of the semester. If you have difficulty finding activities to fill the time required, please let me know. Your activities will include: a) learning the school culture through observations and interviews, b) observations of instructional and classroom management techniques, c) attending meetings, if possible, and d) consulting with individual teachers on student cases.
  - Weekly peer supervision will occur once you begin your placements in the school. It is required for you to participate in the peer supervision sessions even if your case has not met that week. Individual case supervision will occur at least once with each student.

- Role Plays (5%)
  - Practice skills in weekly role plays
  - Role play simulations of cases related to topic – two students as a team
    - Students present the topic for about 30 minutes (e.g., behavioral consultation)
- The students contribute one reading and a role play/case study
  - Manual Workbook (30%) GROUP WRITING PROJECT
    - Create manual workbook with steps and skills for intervention as a guide to flexibly implement a model
    - Choose one topic area on syllabus to cover in the manual. Contribute a reading, a relevant current issue, prepare an outline of the manual, demonstration, and role play for that day
    - Explain theoretical principles underlying the manual – Conceptual background, leading figures, examples of illustrative research
    - 20 double spaced pages
      - Theory – at least 2 pages on theory
      - Empirical background
      - Steps
      - Possible obstacles (any possible solutions?)
      - Case Example
      - Visual model would be helpful
  - Final Paper (30%): Application of the practicum case with a taxonomy of their knowledge
    - Take your case and apply 3 different approaches to that case.
    - Include a literature review and theory for each approach.
    - Explain the differences in approaches
    - 15 double spaced pages
  - 2 Presentations (10%)
    - Manual workbook
    - Final paper case application

V. TEXTS & MATERIALS


Course Outline

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<th>Class</th>
<th>Questions/Topics</th>
<th>Readings Due</th>
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| 2/3  | 2/2  | Collaboration and Consultation Overview | ~Consultation and Collaboration readings:  
- Textbook: Part 1 and Ch. 1 (pp. 1-21)  
- Textbook: Ch. 2 Consultants, Consultees, and Collaborators  
- How can consultation and collaboration promote change?  
- Types of collaboration and partnerships?  
- How do you collaborate?  
- How do you consult?  
- Who do you consult?  
- Consultants and Consultees  
- Collaboration and Collaborators  
- Current Issue: Anti-bullying programs are all the rage: Are they substance or just talk? |
| 2/10 | 3    | Entry and Diagnosis | ~Entry and Diagnosis Readings:  
- Casebook Ch. 8  
- Textbook: Ch. 3 and 4 Overall model and Entry Stages | Skills necessary to establish relationship?  
- How diagnose problems and strengths?  
- Problem analysis |
| 2/17 | 4    | Implementation/Disengagement | ~Implementation and Disengagement Readings:  
- Textbook: Ch. 5 and 6 Diagnosis and Implementation Stages  
- ??? | What steps to diagnose and implement consultation? |
| 3    | 5    | GROUP PRESENTATIONS:  
- IC  
- Grit | ~Consultation/Collaboration Evaluation Readings:  
- Manual draft and presentation  
- Meet with your group to work on manual draft and presentation  
- **Note:**  
  - 2/17 Cancelled
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| 9/7  | Organizational Model | - Classic and modern organizational theory?  
- Theory of organizational stability and change?  
- How do organizational work?  
- How overcome obstacles to change when you start?  
- How use social power?  
- How handle power dynamics among staff?  
- What is process consultation? |
|      | Organizational Readings: | - Casebook: Ch. 6 Systems Consultation: Working with a Metropolitan Police Department  
- Textbook: Ch. 8 Pragmatic Issues of Working within an Organization  
- Student Reading Contribution |
| **NOTE:**  
No Class  
**4/14** |   |   |
| 4/21 | School-family-community partnerships | - Process models  
- Multi-level school-coordinated services  
- Strength-based approaches |
|      | Current Issue: Differential Discipline in Schools: Worse discipline for African-Americans and solutions? |   |
| 4/28 | Multicultural model | - Cultural competence?  
- Parent education and involvement  
- Culturally diverse communities  
- Promoting school equity and accessibility  
- Community advocacy |
|      | Current Issue: The impact of No Child Left Behind on recess – Is the end of recess an educational policy or multicultural issue? |   |
- Review of school, family, and community collaboration research with culturally diverse families and communities: [http://www.sedl.org/connections/research-syntheses.html](http://www.sedl.org/connections/research-syntheses.html)  
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| 5/5  | International model readings:  
  - O'Neal et al. (Draft, 2014). Refugee Teacher Classroom Management of Burmese Refugee Students’ Behavior, Emotions, and Attention in Malaysia  
  - O'Neal (2011). Refugee teacher training manual  
  
  Current Issue: “The Stick” and Worse: International Corporal Punishment or Abuse? |
| 5/12 | Ethical Issues in Consultation Readings:  
  - Text: Ch. 7 Ethical, Professional, and Legal Issues  
  
  FINAL PAPER DUE |
| 5/19 | Finals Week: Student Presentations |