

CSD 5740
Consultation Skills and Organizational Development
Spring 2006
Tuesday, 7:00 – 9:30 p.m., Room 1441 Buzzard Hall

Dr. Charles G. Eberly
Office: 2107 Buzzard Hall
Office Hours: Tuesday, 10:00 a.m. to Noon, and Wednesday, 9:00 a.m. to Noon

I am best contacted via e-mail: cfcge@eiu.edu. Direct all course-related questions to the e-mail system embedded within WebCT: CSD5740CGE. Thursday and Friday until midterm I will most likely stay at my home the entire day; however, you are welcome to contact me via phone or email.

Text: Schein, E. H. (1999). *Process consultation revisited: Building the helping Relationship*. Reading, MA: Addison-Wesley.

Supplementary Readings:

AACC. (2002, January 25). *Engaging the nation's community colleges as prevention partners*. Washington, D. C.: Higher Education Center for Alcohol and Other Drug Prevention.

IHEC. (2003). *Employing evidence-based practices: A guide for prevention practitioners in higher education*. Charleston, IL: Illinois Higher Education Center for Alcohol, Other Drug, and Violence Prevention.
(<http://www.illinoishec.org/frames/pages/Blueprint.pdf>).

Markwell, B., & Wall, A. (2004, April). *Alcohol consumption among college students in Illinois: 2003 core survey results and analysis*. Charleston, IL: Illinois Higher Education Center for Alcohol, Other Drug, and Violence Prevention.
(<http://www.illinoishec.org/frames/pages/02CoreBook.pdf>).

Ryan, B.W., Colthurst, T., & Segars, L. (1997). *Campus alcohol risk assessment guide: Environmental approaches to prevention (2nd. ed.)*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention
(<http://www.edc.org/hec/pubs/cara.pdf>).

Wall, A., & Smith, R. (2003). *Festering beneath the surface: Gambling and college students*. Charleston, IL: Illinois Higher Education Center for Alcohol, Other Drug and Violence Prevention (<http://www.illinoishec.org/>).

Internet Resources:

Environmental Scanning Guide: <http://www.edc.org/hec/pubs/selecting-right-tool.html>

CORE Report and Blueprint for Evidence-based Prevention

<http://www.illinoishec.org/> . Look under publications and policy research papers.

Journal of Studies on Alcohol Supplement/ Commissioned Papers

<http://www.collegedrinkingprevention.gov/Reports/papers.aspx>

The Network Blog: Addressing Collegiate Alcohol and other Drug Issues:

<http://thenetworkws.blogspot.com/> (This site is HIGHLY recommended!)

Articles to read include (You may download and print Adobe PDF versions, just click on the title links):

Epidemiology of alcohol and other drug use among American college students

College factors that influence drinking

A typology for campus-based alcohol prevention: Moving toward environmental management strategies

Identification, prevention, and treatment: A review of individual-focused strategies to reduce problematic alcohol consumption by college students

Learning Model: Supervised practice

Course Objective: Each student will learn how to function as an effective consultant in a helping relationship for a business, high school, or post-secondary setting.

Outcomes:

- Knowledge of effective evaluation procedures
- Knowledge of organizational behavior
- Knowledge of consultant roles
- Knowledge of data collection methods
- Skills in leading focus groups
- Skill in being an effective team member
- Skill of being an effective evaluator
- Skill of being an effective consultant in a helping relationship

A student affairs professional may take on several roles as a consultant to individuals, groups, or entire systems as a part of their daily professional practice. In Consultation Skills and Organizational Development (CSD 5740), students will explore the various consulting roles that one may fill. Students will have an opportunity through a class project arranged in conjunction with the Illinois Higher Education Center for Alcohol, Other Drugs and Violence Prevention (IHEC) to explore various roles and utilize the skills associated with being an organizational consultant. *At this time, the project is tentative, and the IRB Review Process must be completed for clearance.* Students will learn and experience the consulting process at the entry into the consulting relationship to the submission of a final report. Program evaluation, systems theory, learning and

management styles, conflict resolution, the Precision Interviewing Model, and focus groups are some of the topics to be addressed in the course. Readings in the textbook, Schein (1999), will emphasize the “process” of the helping relationship.

Students will acquire consultation skills by participating in a class project that is coordinated with a grant through the Illinois Higher Education Center for Alcohol, Other Drug, and Violence Prevention, to assess the issues and needs of rural and urban community colleges in the area of alcohol and other drug prevention. The class participants will assist the Center in its efforts to provide more effective programs and information to institutions of higher education. Institutions selected for this assessment will be based on the needs of the IHEC staff to better understand the community college culture. The knowledge that the consultation class will provide IHEC will allow the Center to more effectively serve the students, faculty and staff members of the assessed campuses.

The students enrolled in Consultation Skills and Organizational Development (CSD 5740) will be asked to make a site visit to a campus and conduct two or three focus groups with students on the assigned topic. In addition, they will interview faculty and staff members and conduct a brief environmental scan of the campus culture. Students will be responsible to contact their specific community college and its IHEC representative (the name will be supplied to the students by IHEC). All students will receive the necessary training for conducting focus groups.

Transportation and travel expenses to the institutions will be paid by IHEC. Student responsibilities will include:

1. Attend all content area class sessions.
2. Set up focus group times, day and location with the IHEC campus representative (the representative will assist in gathering students at each campus).
3. Visit the selected institution for one day.
4. Conduct two to three student focus groups.
5. Interview campus faculty and staff members.
6. Conduct a brief environmental scan of the campus community.
7. Write a report in APA Style for the IHEC and the selected institution that includes both findings and recommendations.
8. Contact the assessed school and report the findings.
9. Share the consulting experience and findings with the graduate class.
10. Keep a weekly log of his / her consulting activities, following the form of the logs used in CSD 5880, Internship in College Student Affairs (the instructor will provide a model).

Evaluation: Quantitative raw score marks will be converted to standard T-scores, and the results combined to create a weighted composite standard score. Weighted standard scores above 50 will be marked “A”; weighted standard scores from 40 to 49.99 will be marked “B”; weighted standard scores below 40 will be marked “C”.

Students will be evaluated by their peers for participating in team activities using a collaborative work group evaluation rubric. 33 percent of mark

Mid-term examination on entire text and lectures 33 percent

Weekly log / notebook 33 percent

Cell Phones: Cell Phones, or any other electronic paging devices, are to be turned off during the class. The time we are in class is meant to focus on Consultation Skills and Organizational Development, and not on any other work-related issues. Please arrange with your Graduate Assistantship Supervisor NOT to have GA-related “on-call” duties during class time.

Tentative Class Schedule

(subject to revision as need to fit campus travel requirements, etc.)

- Week 1 (January 10, 2006): Introduction to IHEC, the consultation project, course time line, syllabus and student expectations. The Role and Process of Consultation
Reading: Schein, Chapters 1 and 2
- Week 2 (January 17, 2006): Introduction to alcohol and drug issues, prevention efforts and community college issues. Becky Markwell, Presenter.
Readings: Schein, Chapters 3 and 4
Article: *Epidemiology of alcohol and other drug use among American college students*
Article: AACC. (2002, January 25). *Engaging the nation's community colleges as prevention partners*. Washington, D. C.: Higher Education Center for Alcohol and Other Drug Prevention.
- Week 3 (January 24, 2006): Assign consultation teams to institutions. Distribute necessary contact information. Focus group training, interviewing, and surveying.
Readings: Schein, Chapters 5 and 6
Articles: **Ryan**, B. E., Colthurst, T., & Segars, L. (1997). *Campus alcohol risk assessment guide: Environmental approaches to prevention (2nd ed.)*. Note: This guide was developed for four-year institutions, and may not work well with community colleges. It is a future resource.
- Week 4 (January 31, 2006): Multi-cultural Training (Mona Davenport, Director of Minority Affairs)
Readings: Schein, Chapters 7 and 8
Handouts on Focus Groups, Interviewing, Surveying
Articles: **IHEC**. (2003). *Employing evidence-based*

practices: A guide for prevention practitioners in higher education. Charleston, IL: Illinois Higher Education Center for Alcohol, Other Drug and Violence Prevention.

(Internet): *A typology for Campus-Based Alcohol Prevention: Moving toward Environmental Management Strategies*

- Week 5 (February 7, 2006): Designing and implementing assessment projects. Distribute and explain the assessment protocol to be used for the campus consultations.
Readings: Schein, Chapters 9 and 10
Articles: **Markwell, B. & Wall, A.** (2003, April). *Alcohol consumption among college students in Illinois: 2002 core survey results and analysis.* Charleston, IL: Illinois Higher Education Center for Alcohol, Other Drug and Violence Prevention.
- Wall, A., & Smith, R.** (2003). *Festering beneath the surface: Gambling and college students.* Charleston, IL: Illinois Higher Education Center for Alcohol, Other Drug and Violence Prevention.
- (Internet):** *College factors that influence drinking*
- Week 6 (February 14, 2006): Campus environmental alcohol management. Policy; Small Group Norms, SONOR, E-Chug, Different on-line tools, CORE data.
Student presenters.
Schein: Chapters 11 and 12
Article: **(Internet)** *Identification, Prevention, and Treatment: A Review of Individual-Focused Strategies to Reduce Problematic Alcohol Consumption by College Students.*
- Week 7 (February 21, 2006): Field Time. Dr. Eberly will be attending the Stetson University Law in Higher Education Conference in Clearwater Beach, Florida.
- Week 8 (February 28, 2006): Field Time.
- Week 9 (March 7, 2006): Field Time
- Week 10 (March 14, 2006): No Class, EIU Spring Break, Annual Convention of the National Association of Student Personnel Administrators, Washington, D. C.

Week 11 (March 21, 2006): Analysis of qualitative and quantitative data (Becky Markwell). Distribute writing format for consultation reports. This is the same week as the American College Personnel Association Convention, Indianapolis, Indiana. If a large portion of the class attends ACPA, we will cancel this class meeting.

Week 12 (March 28, 2006): Writing Recommendations
Annual Convention of the American College Personnel Association, Nashville, TN

Week 13 (April 3 & 4, 2006): Class attends the IHEC State Conference: *Building Stronger Partnerships and Policy to Address Substance Abuse on Campus*. Peoria, Illinois. Students attending may volunteer as workshop hosts and conference attendants (Call Vanessa Sneed, 581-2019). Hotel room will be paid for by IHEC, so transportation expenses are the only issue. I will work to get a University van for transportation.

Week 14 (April 11, 2006): Writing Recommendations

Week 15 (April 18, 2006): Report findings to class

Week 16 (April 25, 2006): Report findings to class