Eastern Illinois University
Course Proposal
PSY 6660, Psychological Consultation and Program Evaluation

1. Catalog Description:
   a. Psychology 6660
   b. Psychological Consultation and Program Evaluation
   c. 3-0-3
   d. S
   e. Consultation
   f. This course provides both theory and application of psychology to consultation in educational and mental health settings. Models of consultation with individuals and organizations are investigated. Goals, assumptions, and strategies of consultation models are emphasized.
   g. Prerequisite: Enrollment in the School Psychology Program or consent of the instructor

2. Objectives of Course
The key objective for this course is to provide a psychological perspective to consultation with individuals and within organizations. Specifically, this course addresses the following objectives in detail.
   o An understanding of the historical development of consultation
   o An understanding of the current status of consultation
   o An understanding of various models of consultation
   o An understanding of the fundamental principles of consultation
   o An understanding of problems involving consultation
   o An understanding of educational and mental health organizations
   o An understanding of methods to improve the consultation process
   o An understanding of issues of diversity and the consultation process

3. Outline of the Course
Theories and Application of Psychological Consultation (PSY 6660) will consist of 15 meetings lasting 150 minutes (2.5 hours) each. Lecture topics and sub-topics for each week are listed below.

Week 1  Introduction to Consultation  Chapter 1 Text
  Working Definitions of Consultation
  History of Consultation
  Current Perspectives of Consultation

Week 2  Mental Health Consultation  Chapter 2 Text
  Roots of Mental Health Consultation
  General Process of Mental Health Consultation
  General Assumptions of Mental Health Consultation
  Types of Mental Health Consultation
  Current Applications of Mental Health Consultation
  Future Directions of Mental Health Consultation
  Readings: TBA
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<th>Week</th>
<th>Subject</th>
<th>Chapter</th>
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<td>Week 3</td>
<td>Behavioral Approaches to Consultation</td>
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<td>General Process of an Operant Model of Consultation</td>
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<td>General Assumptions of Behavioral Consultation</td>
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<td>Current Applications of Behavioral Consultation</td>
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<td>Week 4</td>
<td>Adlerian Consultation</td>
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<td>Background</td>
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<td>Adlerian Theory</td>
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<td>Consultation</td>
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<td>The Consultation Process</td>
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<td>Cultural Limitations</td>
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<td>Empirical Support</td>
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<td>Week 5</td>
<td>Organizational Consultation</td>
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<td>Principles of Systems Theory</td>
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<td>Organizational Development Consultation</td>
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<td>Principles of Organizational Change</td>
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<td>Week 6</td>
<td>Consultation Stages &amp; Process</td>
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<td>Stages of Consultation</td>
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<td>Interpersonal Process</td>
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<td>Readings: TBA</td>
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<td>Week 7</td>
<td>Roles of the Consultant</td>
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<td>Resistance</td>
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<td>Overcoming Resistance</td>
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<td>Internal versus External Consultants</td>
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<td>Cross-Cultural Consultation</td>
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<td>Organizational Variables and the Consultation Process</td>
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<td>Week 8</td>
<td>Skills and Attributes of the Consultant</td>
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<td>Characteristics of the Consultant</td>
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<td>Skills of the Consultant</td>
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<td>Needed Research</td>
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<td>Week 9</td>
<td>The Consultee as a variable</td>
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<td>Expectations and Preferences of the Consultee</td>
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<td>Consulting Characteristics Affecting Process.</td>
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<td>Consultee Training</td>
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<td>Readings: TBA</td>
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<td>Week 10</td>
<td>Data Based Decision Making in Consultation</td>
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<td>Monitoring the Consulting Process</td>
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<td>Evaluation</td>
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Treatment Acceptability
Treatment Integrity
Steps in Consultation Evaluation
Uses of Evaluation Data
Instrumentation
Readings: TBA

Week 11 Consultation with Parents Chapter 11 Text
Empirical Support
Parent Consultation and Other Parental Interventions
Models of Family Consultation
An Eclectic Approach
The Assumptions of the Approach
The Process
Group Parental Consultation
Some Special Considerations
Some Brief Case Studies
Readings: TBA

Week 12 Teacher Consultation Chapter 12 Text
The Consulting Teacher Models
Collaboration
Group Collaboration
The 15-Minute Consultation
Some Final Thoughts about Teacher Consultation
Readings: TBA

Week 13 Ethical and Legal Considerations Chapter 13 Text
Purposes of Codes of Ethics
Ethical Principles
Ethical Decision Making
Enforcing Ethical Standards
Potential Legal Difficulties
Readings: TBA

Week 14 Issues in Consultation Chapter 14 Text
Direct or Indirect Services
Consultation as a Profession
The Limits of Consultation
Choosing a Consultation Model
Dealing with Consultee Feelings
The Involvement of the Consultant
Consultant as a Scholar Practitioner
Research Directions
Multicultural/Diversity Issues

Week 15 Student Presentations
Evaluation:

**Exams  20%**
There will be 3 comprehensive examinations worth 100 points each. Each examination will cover material presented from the textbook, supplemental readings, and lecture. Format of these exams will be short answer and essay.

**Special Topic Presentation 13.5%**
Students will be required to present one topic of consultation to peers. Topics of consultation should be approved by the instructor prior to presentation. The presentation must include as a handout to classmates a) an outline, b) an annotated bibliography, and c) one article on the topic. The presentation should focus on applied consultation.

**Case Consultation Presentation 13.5%**
Students will be required to consult on at least one case from start to finish. Students are encouraged to solicit sufficient supervision from the instructor during this consultation. This project requires data collection during all phases of consultation. Specific attention should be drawn to evaluation of the consultation process (e.g., acceptability, integrity measurement). In addition students are required to present the case to peers and two school psychology faculty members. The presentation will be an ongoing process done during practicum supervision and a formal comprehensive presentation will be made during class time.

**Consultation Evaluation Measures 13.5%**
Students will be required to collect data on the consultation process during all phases. How data are collected will be determined by the consultant, but will include the following outcome measures: Entry acceptability, problem identification acceptability, treatment acceptability (pre and post-treatment), treatment integrity, overall consultation satisfaction. Other pertinent data (i.e., observation recordings, interviews) will also be required.

**In Class Activity and Report Writing  26%**
Student will be required to write 2 reports. Report 1 will be a compilation of 3 in class activities throughout the semester that pertains to a fictitious child. Activity 1 will be based on a brief data collection procedure carried out during an in class behavioral observation procedure. Activity 2 will be based on a brief data collection procedure using curriculum based measurement for a single academic skill carried out in class. Activity 3 will be a treatment integrity check. Results from all of these activities including other information (e.g., interview, assessment of academic environment) will be put together to form a single report on a fictitious child. Report 2 will be a real report of a consultation case that is being conducted as part of the advanced practicum course.

**Participation & Attendance 13.5%**
Because consultation is a process that requires participation, students will be required to practice participation by participating in class discussions. This participation may or may not be prompted. It is your duty to ask questions, contribute, and challenge ideas when appropriate. Because there are substantial data to suggest that student performance is strongly associated with attendance, attendance is required. If you miss a class it is your responsibility to catch up.
Exams 20%
Special Topic Presentation 13.5%
Case Presentation 13.5%
Consultation Evaluation Measures 13.5%
Consultation Reports 26%
Participation & Attendance 13.5%

4. Implementation
a. Initial Instructor: Gary L. Cates
b. No additional cost to students
c. Text for the course

   Supplemental Readings: To be assigned on a semester basis. The first year readings are:
   2. Consultants & Consultees (Doherty, 1995).
   3. Problem Identification (Bergan & Kratochwill, 1990)
   4. Assessment of Treatment Integrity in School Consultation and Prereferral Intervention (Gresham, 1989)
   5. Conceptual Models in Organizational Consultation (Fuqua & Kurpius, 1993)
   7. Fundamental Agreements and Epistemological Differences in differentiating what was said from what was done in behavioral consultation. (Noell, Gresham & Duhon, 1998).
   15. Assessing the Academic Environment (Shapiro, 1996)

d. Psychology 6660 will be offered Spring 2003

5. Rationale
a. Purpose and Need
   The school psychologist is faced with a complex role within a community that involves primarily three areas: assessment, intervention, and
consultation. Moreover, these areas are not only unique to schools as school psychologists may have jobs in a variety of organizations related to mental health. Recent literature in nationally refereed school psychology journals have suggested that school psychology programs are increasingly emphasizing the need for training of their students in consultation. In order to stay on pace with practices and standards of the National Association for School Psychologists and other School psychology programs around the country, it is important that students have formal training and proof of training in consultation as it relates to educational and mental health organizations.

An informal internal review of the graduate program in school psychology by the school psychology committee suggested that although students were currently receiving training in consultation under PSY Special Topics In School Psychology a formal course code and title should be implemented for two reasons. First, by making consultation a separate course, students would have a permanent record of formal training in “Psychological Consultation” unlike current students whose transcripts show “Special Topics in School Psychology”. This could prove beneficial in obtaining employment in the state of Illinois and the rest of the United States. Second, by making consultation a separate course, the school psychology faculty will be able to utilize the topics course to provide training in additional topics (e.g. crisis intervention, specific therapies, use of technology in psychological service delivery).

b. Justification of the level of the course and prerequisite. This course is numbered 6660 because the content, expectations, and workload are consistent with graduate level training in psychology. Additionally, it is common among other school psychology programs to offer a consultation course to their graduate students. The course number 6660 was also chosen because the number falls below the course numbers 6890 (Advanced Practicum in School Psychology), 6980 (psychotherapeutic interventions in the school), 6999 (Internship in School Psychology) which are courses that further develop student understanding and practice of consultation. Moreover, the courses that are below 6660 are courses that are highly recommended before students attempt to engage in consultation roles.

c. Similarity to existing courses and/or effect upon programs in other departments No other consultation course is currently offered in the psychology department. Although students are receiving training under a special topics classification, a separate course number dedicated uniquely to consultation is being requested for the two reasons presented in section A of the current question.

d. Requirement or elective This course will be a requirement for graduate students in School Psychology.

6. Community College Transfer Not applicable

7. Date approved by the Department of Psychology 11/9/01
8. Date approved by the college or School Curriculum Committee  2/15/02

9. Date approved by the Council on Graduate Studies  4/16/02