



Department of Clinical Psychology

Theodore Ellenhorn, Ph.D.

[tellenhorn@antioch.edu](mailto:tellenhorn@antioch.edu)

413-256-3075

**Syllabus for PY81200A CONSULTATION: THEORY AND PRACTICE I**

**1 credit, Fall Term**

**Saturday and Sunday December 3<sup>rd</sup> and 4<sup>th</sup>**

**9:00-5:00, West Wing**

**Course Description from AUNE Catalogue**

This is a one-credit course examining the role of psychologists as consultants in a variety of settings, addressing psychological issues affecting diverse populations. An important goal is to develop a flexible, integrated style of consultation, focusing on brief to mid-range duration of contact, working as case consultants, consulting to interdisciplinary teams, participating in external and internal consulting, and approaching process and content consultation. Selected consultation practice, consultation process, and diversity issues are explored as relevant to a variety of circumstances and settings

**Additional Course Information**

The course places a premium on relationship soundness and is highly participatory. Methods of assessing the processes and outcomes associated with a chosen intervention strategy are explored with attention to maximizing gains in knowledge and constructive feedback while minimizing cost and intrusion. The course uses a variety of situational vignettes emphasizing an array of cultures, access to resources, ethnicities, organizational settings, ethical issues, gender dynamics, and social and political differences.

**Primary Competencies**

Communication and Interpersonal Skills

Intervention

Consultation

Individual and Cultural Diversity

## **Secondary Competencies**

Ethical and Legal Standards

Professional Values, Attitudes, and Behaviors

## **Student Learning Outcomes**

1. Students will be able to design and implement context relevant consultations
2. Students will be able to evaluate the usefulness of the consultative contact
3. Students will be able to use their self in the enhancement of constructive engagement
4. Students will be able to adapt their consultative stance as situations change
5. Students will be able to lean toward process consultation more than content

## **Evaluation of Learning Outcomes**

Note cards: At the conclusion of each group presentation there will be a pause of 5 minutes for thought and consideration of the material. At the end of the 5 minutes, from each person (other than the people presenting at that time) written comments and/or questions will be collected— 3 comments/questions per presentation: no more than 3 and no less than 3. These comments are not to be evaluative (quality of presentation), but rather they should be about the material presented. Comments and questions will be read to the class. You are to sign each sheet, as this is a documentation requirement.

Consultation write-up: Each individual is to write-up the consultation project done by his or her group. These write-ups are not shared tasks; they will be used for individual evaluations of mastery of the course material. It will be your opportunity, in addition to class participation and the note cards, to demonstrate your own learning and competence. This document must be double-spaced and be no less than 3 full pages and no more than 5 pages of text. APA style is not required. However, the document should look and feel professional (like a report given to a funding agency, or a summary given to the consultee at the conclusion of a consultation, or an in-depth consultation plan). If there are any questions, see me sooner than later. I will go over all of this at the beginning of class. The write-ups will be due on **December 12**, at **4 pm**, in electronic form.

Consultation Exercise: Students will work in 4 teams of 5-6 people each, depending on the size of the class. Each team will present their consultation, drawing on lectures, Saturday demonstrations, and class discussions.

Exercise: Written consultation problem will be distributed to each team on Day 1. Your team should present your plan for contracting, data gathering, design and expectations for intervention, and establishment of evaluation criteria. Remember to include references to material from course lectures, class discussions, and, if possible, relevant literature.

Verbal class participation is **required** (at least during the team presentations and discussion of in-class demonstrations). All students will be active members of team presentations. You are required to take into consideration all of the elements of consultation that were discussed in the Saturday meeting and that are in the readings (obviously, as they are relevant to the consultation you are working on). All members of each consultation group are required to participate. Oral presentations in front of groups are an important, and sometimes essential, part of consultation work of almost all forms, and it is a requirement of this class. Being competent at presenting your thinking orally and in front of a group is part of your QE and the final stage in your dissertation process. This is an opportunity to develop, work on, or refine this important skill.

### **Late submission of assignments**

*If you can anticipate a competing obligation that will interfere with submitting an assignment on the due date, consider submitting it early.*

*If you experience an unforeseeable emergency (where “unforeseeable” means, well, what it means, and “emergency” means an event that would prevent a diligent student from submitting the assignment), then please speak with one of us about making an alternative submission arrangement.*

*If you find yourself in a bind that a reasonable observer might conclude you should have foreseen and prepared for, we may reduce the credit we award for the assignment for every day (i.e., not week or class) delay in submission.*

Consistent with Antioch’s policy on “Incomplete” grades at the end of the semester, requests for an “Incomplete” will be considered at the discretion of the instructor, and generally only for circumstances in the “unforeseeable emergency” category

### **Required Texts and Readings**

The same book is required for both the Fall and Spring sections of Consultation. It is highly recommended that you read the entire book prior to the Fall section of the course, and then review the book prior to the second section. For the Fall section, prioritize the first 12 chapters, and chapter 18. Read the Appendix.

Block, P. (2011). Flawless Consulting. San Francisco, CA: Pfeiffer.  
ISBN 13: 978-0-470-62074-8

## **Suggested Readings:**

Schein, E.H. (1998). Process Consultation Revisited. Boston: Addison, Wesley, Longman.

Wallace, W. & Hall, D. (1996). Psychological consultation: perspectives and applications. Pacific Grove, CA: Brooks/Cole Publishing.

Wynne, L., McDaniel, S., & Weber, T. (1986). Systems consultation. New York: Guilford Press.

Brown, D. (1993). Training consultants: a call to action. Journ.of Counseling & Development, 72, 139-143.

Jackson, D. & Hayes, D. (1993). Multicultural issues in consultation. J. Couns. & Dev., 72, (144-147).

Markowski, E., Cain, H., & Cascio, M. (1993). The use of a consultation team to network families with other helping systems. Contemporary Family Therapy, 15 (4), 317-326.

## **Schedule of Topics and Assignments**

### **Saturday:**

9:00 - 10:15

Overview of the course, the place of consultation in clinical psychology generalist training, and how the course materials and process can be applied in considering issues of relationship soundness, social justice, and evidence-based practice. Introduction to the various consultation roles available to psychologists (and how these evolve and become extinct as social and economic conditions change). General principles of psychological consultation, Distinguishing psychological consultation from other forms of consultation.

10:15-10:30    BREAK

10:30 - 12:00

Developing and inculcating a “consultative attitude”. Ecological considerations in the design and implementation of consultative techniques and strategies. Measuring the effects and outcomes of interventions. Issues of diversity in consultation. Ethics.

12:00 - 1:00    LUNCH

1:00 - 2:30

Stages of consultation. Consultee and client centered consultation. Content and process consultation. Bion and Basic Assumption Groups. Resistance and Reluctance. Transference and leadership. Projective and introjective processes. Institution in the mind and the mind in the institution (Bion, Shapiro).

External and internal consultation examples provided from the instructor's practice

2:30-2:45 Break

2:45-4:00

Developmental coaching: how general clinical skills and evidence-based clinical practice can be used in the workplace.

Examples provided from the instructor's practice.

4:00-5:00

Consultation exercise teams are established, assignments are provided. Each team receives a different set of consultative circumstances. The vignettes involve highly complex consultative situations that include issues of economic, religious, racial, and ethnic diversity, as well as a variety of professional roles.

Small group team meetings, consultation with instructor

**Sunday:**

9:00 – 10:30 Teams work on consultations

10:30- 11:30 Team 1 presents consultation, followed by consultative discussion

11:30-12:30 Team 2 presents consultation, followed by consultative discussion

12:30 – 1:30 LUNCH

1:30 – 2:30 Team 3 presents consultation, followed by consultative discussion

2:30 – 3:30 Team 4 presents consultation, followed by consultative discussion

3:30 – 5:00 Example of community consultation provided by instructor.

Methods for presenting research findings to consultees and stakeholders. The use of objective measures, sensing, and data gathering as forms of intervention. How to become a consultant. Ways to be a consultant.

**Student Academic Support Services**

**Support for Research & Audiovisual Services:**

The **AUNE Library** offers research support, both face-to-face and long-distance via telephone, email, Gchat, and Skype. Your librarian, Rachel Sperling, is available weekdays 9-4:30 and by appointment to discuss topics, research strategies, citation management, and more. For more information about the AUNE Library, visit our website: <http://www.antiochne.edu/library/>

In addition to books, DVDs, and journals, the library has a large collection of audiovisual equipment available for checkout. For a complete list of AV equipment and borrowing guidelines, visit this page: <http://www.antiochne.edu/library/audiovisual-services/>

Any research materials that the library does not own can be requested through our excellent Interlibrary Loan service: <https://antioch.illiad.oclc.org/illiad/logon.html>

### **Support for Writing and Presentations:**

The **AUNE Writing Center**, located in the library, offers free peer support for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near-final work; integrating your sources, and more. The AUNE Writing Center also supports Power Points, Prezis, Resumes, Cover Letters, and CVs.

- Support at the **AUNE Writing Center** is available in via face-to-face, phone, or Skype sessions. You can see our schedule, make appointments, and access resources at the Writing Center website, <http://www.antiochne.edu/writingcenter/>.
- For written feedback on writing, you can submit your work to the **Virtual Writing Center**, which operates out of Antioch Seattle and is available to all AU students. You can submit a paper to the VWC at <http://www.antioch.edu/vwc/> and you will receive a response in 24-48 hours.

### **Support for Students with Disabilities:**

#### **Office of Student Disability Services**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the semester as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the semester.

For more information, please contact Fran Ziperstein, Director of Student Disability Services at [fziperstein@antioch.edu](mailto:fziperstein@antioch.edu) or leave a message at 603 283-2438. The Office for Student Disability Services is located across from conference room 1C.

***Antioch University Policies:*** Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. To access academic, student, and other university policies available online: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)