

CPY 560
COUNSELING & CONSULTATION
 in
COMMUNITY SETTINGS
 Introductions - Syllabus - Overview - Mission Statement

Posted Power Point Class #1
 Burt Bertram, Ed.D., LMHC, LMFT

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Community Counseling & Consultation

Conflict Resolution Mediation	Consultation: What Is It?	Community Service Delivery Organizations
Process Consultation & Organization Change	Social Justice Change Agent	Personal / Professional Mission Statement
Organizations	Mental Health Consultation	Community Change Consultation & Advocacy

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What is Consultation?

Activity

Define Consultation

- Write a brief definition of consultation

Introduce Yourself...

- Read your definition of Consultation
- Describe the circumstances when you have been a Consultant?

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Consultant

“A consultant is a person in a position to have some influence over an individual, a group, or an organization, but who has no direct power to make changes or implement programs.”

Peter Block (2000)
Flawless Consulting (2nd Ed.)

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Consulting

“You are consulting any time you are trying to change or improve a situation but have no direct control over the implementation.” (p. xxi)

Peter Block (2000)
Flawless Consulting (2nd Ed.)

“Consultation describes any action you take with a system of which you are not a part.” (p. 5)

Peter Block (2000)
Flawless Consulting (2nd Ed.)

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Course Overview

You have spent several years learning how to be a traditional counselor... and while that's wonderful, it's just the tip of the iceberg. In this class we are going to explore a wide range of professional activities and roles you can pursue as a...

**Social Justice
Change Agent**

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Social Justice

What is Social Justice?

Social Justice is a concept that has fascinated philosophers ever since Plato rebuked a young Sophist for asserting that justice was whatever the strongest decided it would be. In *The Republic*, Plato formalized the argument that an ideal state would rest on four virtues: wisdom, courage, moderation, and justice.

Social Justice: The ideal condition in which all members of a society have the same basic rights, security, opportunities, obligations and social benefits.

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Social Justice

Social justice counseling is an active philosophy and approach aimed at producing conditions that allow for equal access and opportunity; reducing or eliminating disparities in education, health care, employment, and other areas that lower the quality of life for affected populations; encouraging mental health professionals to consider micro, meso, and macro levels in the assessment, diagnosis, and treatment of client and client systems; and broadening the role of the helping professional to include not only counselor/therapist but advocate, consultant, psycho-educator, change agent, community worker, etc.

Sue & Sue, 2003

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Change Agent

What is a Change Agent?

Change Agent: Someone who engages either deliberately or whose behavior results in social, cultural or behavioral change

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Change Agent...

someone who is irritating enough to cause an individual or organization to change, but not so irritating that she/he gets fired.



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Course Description

This course explores various methodologies for providing mental health services in a diverse community. The scope of services involves level of intervention (primary, secondary and tertiary) and organization and management of services. Included are strategies for needs assessment, program design and program evaluation. Various models of consultation, supervision, and advocacy are examined.

Consultation is too often a neglected component of the counseling profession and of counselor education programs. Sometimes, students conclude that real "clinical practice" is the only legitimate professional expression of counseling skills. This course is designed to challenge that perception. Students will be provided with a comprehensive vision of both the varied roles of a social justice "change agent" and the actual and potential impact each of these roles can have upon clients and society in general. Specific goals include:

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Course Description

To understand the connection between the student's personal/professional mission statement and his/her ability to address community needs and social betterment.

To understand the role and activities of counselors as advocates for under served populations and/or for unmet community needs.

To understand the application of consultation skills for community interventions.

To understand the functions and skills related to: mental health consultation, human services consultation, organization consultation, and clinical supervision.


To analyze and understand the process of consultation as it progresses from entry to termination.

To gain an overview understanding of the systemic, political, staffing, funding, design, and evaluation complexities associated with program management.

To be exposed to a broad range of social justice change agent roles that counselors frequently are privileged to perform, including: organization consultant, conflict mediator, coach, trainer, task group facilitator, parent consultant, staff consultant and adult psycho-education trainer/teacher.

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Course Requirements	
Class Attendance & Participation	10 Points
Come to class prepared, ready to state your views and exchange ideas	
Personal / Professional Mission Statement	10 Points
<u>Due:</u> (via email) Not-later-than, Friday (Midnight), May 29	
Journal Articles (3)	10 Points
Written Summary / 2-3 pages each (Sample Provided)	
<u>Due:</u> Article #1 June 3 / Article #2 June 10 / Article #3 June 17	
Stretch Book Group Presentation	15 Points
Class Presentation & Summary Report (6-9 pages)	
<u>Due:</u> Book #1: (6/17); Books #2 & 3: (6/24); Books #4 & 5: (7/1)	
Social Justice Change Agent Project	25 Points
Class Learning Experience & Summary Report (4-6 pages)	
<u>Due:</u> July 12	
Final Exam (due via email not-later-than: Midnight 7/25	30 Points
TOTAL	100 Points
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GRADING					
A	100 – 94 Points	100% - 94%	B-	83 – 80 Points	83% - 80%
A -	93 – 90 Points	93% - 90%	C +	79 – 77 Points	79% - 77%
B+	89 – 87 Points	89% - 87%	C	76 – 74 Points	76% - 74%
B	86 – 84 Points	86% - 84%	C-	73 – 70 Points	73% - 70%
<p><small><u>Note:</u> Grade of "I" indicating that coursework is incomplete may be assigned only when circumstances beyond the control of the student make it impossible for the student to complete the academic work within the normal period. An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the Incomplete is not resolved by the end of the following term, the grade will turn into an "F."</small></p>					
					
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OVERVIEW
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Consultant

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Consultation

Target of the Intervention
(Individual, Group, Family, Organization, Community)

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Community Consultation/Counseling

A. TARGET OF INTERVENTION

- (1) Individuals
- (2) Groups
- (3) Organizations
- (4) Communities

B. PURPOSE OF INTERVENTION

- (1) Primary
- (2) Secondary
- (3) Tertiary

C. METHOD OF INTERVENTION

- (1) Direct
- (2) Consultation
- (3) Informational

Brown, Pryzwansky & Schulte, Psychological Consultation (2001)

Purpose of Intervention

PRIMARY – Pure Prevention
Proactive intervention aimed at enhancing mental health

Examples

- **Individuals:** enhancing coping skills
- **Families/Couples:** parent education, couples communication
- **Groups:** enhancing communication patterns and/or decision making processes
- **Communities:** developing mechanisms to increase community input into governance

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Purpose of Intervention

SECONDARY – At Risk Population
Involves the identification and treatment of problems before they have serious consequences in the life of an individual, group, organization or community

Examples:

- **Individuals:** early identification and remediation of learning difficulties, programs designed to provide remediation to juvenile offenders (minor offenses)
- **Groups:** Mentoring and tutoring programs for chronically truant students
- **Organizations:** enrichment programs designed to enhance the employment experience of high burnout job classification
- **Communities:** programs designed to improve housing and/or community safety

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Purpose of Intervention

TERTIARY – Treatment/Rehabilitation
Efforts designed to reduce the impact of debilitating mental health and/or health problems

Examples:

- **Individuals:** counseling, rehab programs, etc
- **Groups (Families/Couples):** counseling, mediation, etc.
- **Organizations:** conflict resolution, organization development
- **Communities:** interventions designed to address communities where there is a high incidence of mental health and/or health issues: child abuse, substance abuse, HIV/AIDS, etc.

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Consultation Assumptions

1. Consultation is a Problem Solving & Educational process
2. Consultation is Triadic (Consultant, Consultee-Client, Target-Client)
3. Consultation is Voluntary – the Consultee asks for help
4. Consultation is Collaborative – Consultant/Consultee = Peers
5. Consultation is Temporary
6. Consultation is focused on Work-Related Problems (broadly defined)
7. Consultation seeks to help both Consultee/Client and Target Client
8. The Consultant has no power over the Consultee's actions
9. The Consultant may or may not have direct contact with the Target-Client
10. The Consultant works with the entire person of the Consultee – primarily in terms of increasing effectiveness with the Target Client.

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Systemic Consultation - Generic Model: (Adapted from) Dougherty, A.M. (2005). *Consultation: Practice and Perspectives in School and Community Settings*

Stage One: Entry

Initial Meeting - Consultant, consultee, and perhaps others discuss concerns and determine whether consultant should proceed.

Define Desired Outcome – Consultant and consultee come to agreement on the desired outcome - how things will be different as a result of the consulting process.

Contracting – Process of formalizing the agreement that consultation should take place; includes expectations, desired outcome, schedules, deadlines and fees (if applicable).

Physical/Psychological Entry into the System – Consultant and the purpose of the consultation are introduced; initial and ongoing trust and relationship building process begins in order to gain and maintain acceptance as a temporary member of the system.

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Systemic Consultation - Generic Model: (Adapted from)

A. Michael Dougherty (1995). *Consultation: Practice and Perspectives in School and Community Settings*

Stage Two: Diagnosis

Gathering Information – Consultant gathers data/perceptions/opinions via surveys, individual interviews, focus groups, observation, and examination of records.

Defining the Problem – Consultant and consultee collaboratively analyze the data to arrive at a working definition of the problem – with the clear understanding the problem definition will likely require future redefining.

Setting Goals – Based on the Desired Outcome and the formal Definition of the Problem, goals are established so that Interventions can be developed.

Generating Possible Interventions – The “right” intervention is more than just “something that may work” – it must have at least a 50/50 chance of success and it must be compatible with the culture of the consultee system.

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Stage Three: Intervention

Choosing the Right Intervention – Decide upon an intervention or series of interventions that have the best chance of delivering the desired outcome.

Formulate a Plan – Sequencing and set-up are important dimensions to the implementation of a successful plan; formulating a plan takes into account not only the interventions but all the details that can support or may frustrate.

Implement the Plan – Consultant constantly monitors and adjusts the plan to the changing physical and psychological environment within the consultee system.

Evaluate the Plan – Usually at agreed upon points, the consultant and consultee evaluate the plan to determine what, if anything, needs to be adapted or changed.

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Stage Four: Disengagement

Evaluating the Consultation Process – This evaluation can range from assessing the satisfaction of the consultee to a system-wide re-assessment.

Planning for Post-Consultation – This involves planning for how the changes and improvements can be maintained or enhanced; including helping the consultee understand how to recognize and manage efforts to return to the old ways of being.

Reducing Involvement/Following-Up – During this time more and more of the responsibility for the results and maintenance of the changes are shifted to the consultee as the consultant phases out.

Termination – This is the formal ending of the consulting relationship – closure and goodbyes are important.

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MISSION STATEMENT

Personal  Professional

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Values Sort			
INDEPENDENCE	FULLFILLMENT	SELF-ESTEEM	BELONGING
CHALLENGE	ACHIEVEMENT	SECURITY	RECOGNITION
ADVANCEMENT	MONEY	APPEARANCE	SENSE OF PURPOSE
FRIENDSHIP	DEVELOPING OTHERS	LEADERSHIP	(Your choice)


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Do you recognize these words...

*To explore strange new worlds,
to seek out new life and new civilizations.
To boldly go where no man (person) has gone before.*

Space, the final frontier...
These are the voyages of the
Starship Enterprise.

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MISSION

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.

Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate Arts & Sciences program. The Crummer Graduate School of Business offers a nationally ranked MBA program. The Hamilton Holt School serves the community through exceptional undergraduate and graduate evening degree and outreach programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

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Graduate Studies in Counseling

MISSION

The Graduate Studies in Counseling Program educates and trains students for socially responsible careers as professional counselors in the field of Mental Health Counseling. As a professional degree-granting program, we provide a strong and distinctive graduate education process. Our core guiding principles are academic excellence, transformative education, multicultural and diversity awareness, and ethical practice and leadership. We strive to build an inclusive community of learners who value personal and intellectual growth through collaborative relationships among students, faculty, and staff.

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Mission Statement Creation

The Mission Statement is an **enduring statement of purpose**; it defines your **reason for being**; it reflects your **core values** and **guiding principles**.

Mission Statements illuminate the guiding values and principles you live by and generally **defines the rules you observe** as you operate under these principles.

The Mission Statement indicates the **big picture** of how you **prefer to live your life**.

A Mission Statement address three questions.

What is my PURPOSE – personally or professionally?

What is it I will do – what ACTIVITIES will I engage in?

What are my VALUES & PRINCIPLES – what guides my beliefs?

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Mission Statement Creation

Value of a Mission Statement

- External Clarity
Provides clarity about who you are to others
- Internal Clarity
Provides clarity for your internal decision making

Mission Statements are...

- Easy to Grasp
Employs convincing language / jargon free
- Express one's purpose
In a way that inspires support and commitment
- Proactive
Describes what you do in a proactive manner
- Easily Remembered / Repeated
Clean and clear

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Mission Statement Creation

When you develop a Mission Statement you are no longer driven by things that happen to you (i.e. reactionary approach). Now, when faced with opportunities, challenges, difficult decisions, or any "fork-in-the-road" you can more easily *make conscious and intentional choices* that are in line with your deepest held values and guiding principles.

A Personal Mission Statement is not something you write in 20 minutes. Once written is it *not static* for the rest of your life. It takes thought and honest soul-searching. In some ways it is an *intuitive process*, in that it will be *revealed* to you rather than something that can be willfully accomplished. Consequently, it takes introspection, careful analysis of your values, attitudes, and principles...and likely will take several drafts.

Writing the statement needs to be done alone, *away from interruptions*.

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Mission Statement

Due

Via email

Burt@burtbertram.com

Non-later-than: Friday, Midnight, May 29, 2009

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