Rollins College

Department of Graduate Studies in Counseling

CPY 560
COUNSELING & CONSULTATION IN COMMUNITY SETTINGS

Summer Term 2009: May 20 – July 24
Wednesday 6:45 – 9:15 PM / Cornell Social Sciences 232

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TEXTBOOK
No required text – only assigned reading

COURSE DESCRIPTION
This course explores various methodologies for providing mental health services in a diverse community. The scope of services involves levels 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 viewed by the counseling profession and counselor education programs as something less than a core clinical skill. This course is designed to challenge that perception. Students will be provided with a comprehensive vision of both the varied roles of a professional 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:

1) To understand the connection between the student's personal/professional mission statement and his/her ability to address community needs and social betterment.
2) To understand the role and activities of counselors as advocates for under-served populations and/or for unmet community needs. (MHC.C.9)
3) To understand the application of consultation skills for community interventions. (MHC.C.3,9; II.K.5.e)
4) To understand the functions and skills related to: mental health consultation, organization consultation, and consultation with parents, teachers and other professionals. (MHC.C.9; II.K.5.e.)
5) To analyze and understand the process of consultation as it progresses from entry to termination. (MHC.C.9; II.5.e.)
6) To gain an overview understanding of the systemic, political, staffing, funding, design, and evaluation complexities associated with program management. (MHC.C.10; B.2,4)
7) 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. (MHC.C.10; II.K.1.g)

The course will employ lecture, class discussion, small group discussion, case studies, demonstrations, skill practice, group presentations, and a written examination.

PREREQUISITE: CPY 510, CPY 515, CPY 525

GRADING

Attendance Policy

Attendance is required of all students registered; it will be monitored. If it is impossible to attend class, notify me as soon as possible. The final grade will be lowered one-half of a letter grade for each unarranged absence, and one letter grade for more than two absences. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. If you have a conflict with an exam date, speak with me at least seven days prior to the exam.

Class will start on time and time agreements for class breaks will be honored. Tardiness on the part of one person disrupts the flow of learning for fellow students. Please be prepared to begin and/or resume class as agreed.

Penalty for late work: Students will forfeit one letter grade (approximately 10% of the possible points) for any assignments turned in beyond the announced deadline.

Summer Term Requirements

The Summer Term is 10 weeks. A typical academic term within our department is 14 weeks therefore; this course will require 10 additional hours of instruction that will occur in the form of field assignments and study/discussion groups. Participation in these activities is mandatory.

Final Grade

Final grades will be based on a point accumulation basis. Students earn points via exams, class presentations, projects, papers, class participation, and other assignments. Points will be converted into a percentage score. Grade will be assigned as follows:

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%

Note: 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."

COURSE REQUIREMENTS

1) Class Attendance & Participation **10 points**
This class is based on a seminar format. Attendance is mandatory and participation is a primary means you will have to demonstrate your grasp of the material. Only legitimate emergencies and illness are excused absences. For me to credit you with an EXCUSED ABSENCE, it is YOUR RESPONSIBILITY to inform me of such emergencies or illness immediately upon returning to class.
Come to class fully prepared, ready to state your views and exchange ideas.

2) Personal / Professional Mission Statement **10 Points**
Due: Not-later-than: Friday (Midnight), May 29, 2009)

Email to: Burt@burtbertram.com

3) Journal Articles (3)   (3 points each article) **10 Points**
Students will read three (3) journal articles on the topics assigned. Prepare a 2-3 page written summary of each article – a Sample Journal Summary is provided at the back of this Syllabus.

Written Summary:
1) Student Name / Number of Article (#1, #2, #3)
2) Article Reference Information (APA Format)
3) Theme and/or Perspective of the Author
4) Five Points of the Article
5) Student Reaction and Critique
6) 2-3 page (12 pt font, double spaced)

Due: June 03, 2009   Article #1: Social Justice Change Agent Activities
Due: June 10, 2009   Article #2: Consulting with Individuals
Due: June 17, 2009   Article #3: Consulting with Groups or Organizations

4) Stretch Book Group – Presentation **15 Points**
Stretch Book Discussion Groups will be created (different membership composition than previous book group). Members from each group will read the same book (as assigned).

Book #1: *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School* (2008). John Medina (Book/CD)
Book #2: *The Tipping Point: How little things can make a big difference* (2002). Malcolm Gladwell (Book/CD)
Book #3: *Outliers: The story of success* (2008). Malcolm Gladwell (Book/CD)
Book #4: *Social Intelligence: The new science of human relationships.* (2006). Daniel Goleman
Book #5: *Groundswell: Winning In a World Transformed by Social Technologies* (2008). Charlene Li & Josh Bernoff (Book/CD)

- Stretch Book Group Discussions: The group will meet **at least twice** to discuss the book. In those discussions, consider the discussion questions (see below) and determine how each book helps to better understand the topic area.

<u>Book Group Discussion Questions</u>
1. What was the most important learning in the book?
2. What were the most original ideas in the book?
3. What was confusing or complicated about this book?
4. What are the implications of this book for the practice of counseling?
5. What are the implications of this book for the future of the field of counseling?
6. What affect did this book have on your "My Theory of Counseling" ideas?
7. How did this book affect you personally?
8. What is the likelihood that you would have read this book had it not been an assignment?

- Stretch Book Group Presentation & Class Discussion: During a 30 minute class presentation and discussion provide a brief overview of the most important points from the book. **DO NOT** attempt to recap the entire book. Decide what is most important and tell us about it. Use a simple handout (no Power Point). The emphasis should be on facilitating a quality discussion that illuminates the implications for the practice of counseling and/or the future of the counseling profession.

- Summary Report: Write one 6-8 page (double space) report from the group that highlights the eight points listed above

The group will likely need to meet a 1-2 times to develop the Summary Report and to plan for the class presentation.

<u>Due: As assigned</u>
Book #1: June 17
Book #2: June 24
Book #3: June 24
Book #4: July 01
Book #5: July 01

5) Social Justice Change Agent Project   25 Points
There are hundreds of ways in which counselors can become social justice change agents. This project is designed to provide students with an opportunity to explore one avenue for affecting change in leaders, organizations, and communities. This project is intended as an opportunity for you to dig deeper into a specific social justice change agent activity. To set the stage, you are reminded of the eloquence of Sue & Sue as they write about the broader role and responsibility of counselors.

Sue & Sue (2003) describe social justice counseling as an active philosophy and approach aimed at producing conditions that allow for equal access and opportunity; reducing or eliminating disparities in education, heath 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.

Drawing upon class lectures and discussion, four Social Justice Change Agent project groups will be formed around the following four topic areas:
- Becoming an Ethical Leader
- Managing & Funding a Non Profit Organization
- Facilitating Organizational Change
- Affecting Community Change

For each topic area resources (books, organizations, websites, etc.) have been identified (see pp. 9-10). However, these resources should be considered as "just a beginning." Dig around - be creative – don't limit yourself to the resources noted. When appropriate and/or possible, identify and interview experts or visit organizations, programs, or projects in the community.

Class Learning Experience (**20 pts**)
Students in each group are challenged to develop a **one hour learning experience** that will be presented to the class during the last two class meetings. The presentation should involve a variety of learning experiences e.g. lecture (with or w/o Power Point), multi-media, small group activities, simulations, debrief discussions, large group discussion, and other learning experiences as determined appropriate and helpful by the group.

Grading for this presentation will involve a group grade (**15 pts**) and an individual grade (**5 pts**). The group grade will be based on an assessment of three dimensions:
Did it **inform**? Did it **involve**? Did it **challenge**?
The individual grade will consider the apparent level of preparation and knowledge of the individual and the contribution each member made to the Class Learning Experience. I understand that sometimes individuals make a larger "behind the scenes" contribution than what might be apparent during the class presentation. If that is the case, please advise me of the individual's special efforts in support of the class presentation.

Summary Report: (**5 pts**) Write one 4-6 page (double space) group report that highlights and summarizes the most important Social Justice Change Agent learning that came from your investigation.

A copy of each Summary Report will be posted on the course website and available for download.

All Summary Reports are due on the same date.

Due: Sunday July 12, 2009 – At which time they will be posted prior to class

6) Final Exam (Take Home)   **30 Points**
Class #10   July 22-25, 2009
When complete either turn in on the last night of class (July 22), or email to arrive not-later-than Midnight Saturday, July 25, 2009.

STRETCH BOOKS

Book #1
Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School
(2008). John Medina

> Most of us have no idea what's really going on inside our heads. Yet brain scientists have uncovered details every business leader, parent, and teacher should know – such as the brain's need for physician activity to work at its best. How do we learn? What exactly do sleep and stress do to our brains? Why is multi-tasking a myth? Why is it is easy to forget – and so important to repeat new knowledge? Is it true that men and women have different brains? In *Brain Rules*, molecular biologist Dr. John Mendina shares his lifelong interest in how the brain sciences might influence the way we teach our children and the way we work. In each chapter, he describes a Brain Rule – what scientist know sure about how our brain work – and then offers transformative ideas for our daily lives.

Book #2
The Tipping Point: How little things can make a big difference (2002).
Malcolm Gladwell, Back Bay Books

> The tipping point is that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire. Just as a single sick person can start an epidemic of the flu, so too can a small but precisely targeted push cause a fashion trend, the popularity of a new product, or a drop in the crime rate. This acclaimed best-seller, in which Malcolm Gladwell explores and brilliantly illuminates the tipping point phenomenon, is already changing the way people through the world think about selling products and disseminating ideas.

Book #3
Outliers: The story of success (2008). Malcolm Gladwell Little Brown & Co

> Malcolm Gladwell poses a provocative question in Outliers: why do some people succeed, living remarkably productive and impactful lives, while so many more never reach their potential? Challenging our cherished belief of the "self-made man," he makes the democratic assertion that superstars don't arise out of nowhere, propelled by genius and talent: "they are invariably the beneficiaries of hidden advantages and extraordinary opportunities and cultural legacies that allow them to learn and work hard and make sense of the world in ways others cannot." Examining the lives of outliers from Mozart to Bill Gates, he builds a convincing case for how successful people rise on a tide of advantages, "some deserved, some not, some earned, some just plain lucky." The author invites conversations about the complex ways privilege manifests in our culture. He leaves us pondering the gifts of our own history, and how the world could benefit if more of our kids were granted the opportunities to fulfill their remarkable potential.

Book #4
Social Intelligence: the new science of human relationships (2006).
Daniel Goleman, Bantam Books

> Far more than we are consciously aware, our daily encounters with parents, spouses, bosses, and even strangers shapes our brains and affect cells throughout our bodies – down to the level of our genes – for good or ill. In Social Intelligence, Daniel Goleman explores an emerging new science with startling implications for our interpersonal world. Its most fundamental discovery: we are designed for sociability, constantly engaged in a "neural ballet" that connects us brain to brain with those around us.

Our reactions to others, and theirs to us, have a far-reaching biological impact, sending out cascades of hormones that regulate everything from our hears to our immune systems, making good relationships act like vitamins – and bad relationships like poisons. We can "catch" other people's emotions the way we catch a cold, and the consequences of isolation or relentless social stress can be life-shortening.

Book #5
Groundswell: Winning In a World Transformed by Social Technologies *(2008).*
Charlene Li & Josh Bernoff

Corporate executives are struggling with a new trend: people using online social technologies (blogs, social networking sites, YouTube, podcasts) to discuss products and companies, write their own news, and find their own deals. This groundswell is global, it is unstoppable, it affects every industry and it is utterly foreign to the powerful companies running things now.

When consumers are rating a company's products or services in public forums and the company has no experience or influence on the rating…everything is different. In Groundswell, Charlene Li and Josh Bernoff of Forrester, Inc. explain how to turn this threat into an opportunity.

SOCIAL JUSTICE CHANGE AGENT PROJECT – RESOURCES

Becoming an Ethical Leader

Websites

Center for Ethical Leadership
www.ethicalleadership.org

Kellogg Leadership for Community Change
www.klccleadership.org

Books & Publications

Autry, J.A. (2004). *The servant leader: How to build a creative team, develop great morale, and improve bottom-line performance.* Three Rivers Press.

Bennis, W. & Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. Perseus Books

Cialdini, R.B. (1998). *Influence: The psychology of persuasion*. Collins Press.

Coughlin, D., Wingard, E., & Hollihan, K. (Editors) (2005). *Enlightened power: How women are transforming the practice of leadership in the 21st century.*

Covey, S.R. (1992) *Principle Centered Leadership.* Fireside Publications

Greenleaf, R.K. (1977). *Servant leadership*. Paulist Press.

Hunter, J.C. (1998). *The servant: A simple story about the true essence of leadership.* Roseville, CA: Prima Publishing.

Kidder, R. (2005). *Moral Courage, Taking action when your values are put to the test*. William Morrow/Harper-Collins Publishers.

Kouzes, J. M. & Posner, B.Z. (2003). *Encouraging the heart: A leader's guide to rewarding and recognizing others.* Jossey-Bass

Kouzes, J. M. & Posner, B.Z. (2003). *The leadership challenge: How to get extraordinary things done in organizations* (3rd ed). Jossey-Bass

Mattessich, P. W., Murray-Close, M., & Monsey, B.R. (2001). *Collaboration: What makes it work - a review of research literature on factors influencing successful collaboration* (2nd ed.) Amherst H. Wilder Foundation

Warner, J. (2002). *Aspirations of greatness: Mapping the midlife leader's reconnection to self and soul.* John Wiley & Sons, Inc.

Weisbord, M.R. & Janoff, S. (2007). **Don't just stand there! Ten principles for leading meetings that matter**. San Francisco: Berrette-Koehler Publishers

Managing & Funding a Non Profit Organization

Websites

   Philanthropy & Nonprofit Leadership Center at Rollins College
     http://www.pnlc.rollins.edu

   Non Profit Good Practice Center
     http://www.npgoodpractice.org/

Books & Publications

Angelica, E. & Hyman, V. (1997). ***Coping with cutbacks, The nonprofit guide to success when times are tight****.* Amerherst H.Wilder Foundation.

Bornstein, D. (2004). ***How to Change the World: Social entrepreneurs and the power of new ideas.***

Bryson, J. M. (2004) ***Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement,*** (3rd ed) Jossey-Bass

Carver, J. & Carver, M.M. (1997). ***Reinventing your board, A step by step guide to implementing policy governance.*** Jossey-Bass.

Dees, J.G., Emerson, J., & Peter, J. (2001). ***Enterprising nonprofits: A toolkit for social entrepreneurs****.* John Wiley & Sons

Drucker, P.F. (2006). ***Managing the nonprofit organization, practices and principles****.* Collins Press

Harvard Business School Press. ***Harvard business review on non-profits****.*

Houle, C.O. (1989). ***Governing boards – Their nature and nurture****.* San Francisco: Jossey-Bass.

Hutton, S. & Phillips, F. (2005) ***Nonprofit kit For dummies****.* (2nd ed.) Jossey-Bass.

Phills, J. A., (2005) ***Integrating mission & strategy for nonprofit organizations****.* Oxford University Press, New York

Smith, Buckin & Associates (2000). ***The complete guide to nonprofit management****, (2nd* Edition).

   Wiley Nonprofit Series, John Wiley & Sons.

Wolf, T. & Carter, B. (1999). ***Managing a non profit organization*** (3rd ed.) Free Press

Facilitating Organizational Change

<u>Websites</u>
> Our Iceberg Is Melting
> > http://www.ouricebergismelting.com/index.html

> American Society for Training and Development
> > http://www.astd.org/

<u>Books & Publications</u>

Axelrod, D. (2000). **Terms of engagement: Changing the way we change organizations**. San Francisco: Berrett_koehler Publishers

Block, Peter (2000). *Flawless consulting* (2nd ed.), San Francisco: Jossey-Bass/Pfeiffer.

Biech, Elaine (1999). *The ultimate consultant*. New York: Jossey-Bass.

Dougherty, A.M. (2005). *Consultation, Practice and perspectives in school and community settings: A casebook.* (4th ed) Pacific Grove, CA: Brooks-Cole.

DeWine, S. (2001). *The consultant's craft*. Boston: Bedfors/St. Martin's.

Hulse-Killacky, D., Killacky, J., & Donigian, J. (2001) *Making task groups work in your world.* Prentice-Hall.

Hunter, D., Bailey, A. & Taylor, B, (1995). *The art of facilitation, How to create group synergy*. Cambridge, MA: Fisher Books.

Holman, P,, Devane, T. and Cady, S (2007). The change handbook: The definitive resource on today's best methods for engaging whole systems. San Francisco: Berrett-Koehler Publishers

Koestenbaum, P. (2003). **The philosophic consultant: Revolutionizing organizations with ideas.** San Francisco: Jossey-Bass

Lewis, J.A., Lewis, M.D., Daniels, J.A., & D'Andrea, M.J. (1998). *Community counseling, empowerment strategies for a diverse society* (2nd ed). Brooks/Cole Publishing Company, Pacific Grove, CA

Robbins, S.P. (2004). *Essentials of organizational behavior*. Prentice Hall

Schein, E. (2001). *Process consultation revisited : building the helping relationship.* Addison-Wesley Series on Organization Development

Schwarz, R.M. (1994). *The skilled facilitator: practical wisdom for developing effective groups*. San Francisco: Jossey-Bass.

Affecting Community Change

<u>Websites</u>

Innovation Center for Community and Youth Development
www.theinnovationcenter.org

Institute for Educational Leadership
www.iel.org

Kellogg Leadership for Community Change
www.klccleadership.org

<u>Books & Publications</u>

Bornstein, D. (2004).**How to change the world: Social entrepreneurs and the power of new ideas**. New York: Oxford University Press

Colby, A., Ehrlich, T., Beaumount, E., & Stephens, J. (2002). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility.* JosseyBass

Coles, R. (1993). *The call of service.* Houghton Mifflin

Diers, J. (2004). *Neighbor power: Building community the Seattle way.* University of Washington Press

Faber, B. D. (2002), *Community action and organizational change: Image, narrative, identity.* Southern Illinois University Press

Goodspeed, S.W. (1998). *Community stewardship*. Chicago: AHA Press.

Halpern, D. (2008). **Making waves and riding the currents: Activism and the practice of wisdom**. San Francisco: Berrette- Koehler Publishers

Halpern, D. (2004). *Social capital*. Polity Press

Kahane, A. (2004). Solving tough problems**: An open way of talking, listening, and creating new realities**. San Francisco: Berrette-Koegker Publishers

Manning, G., Curtis, K, & McMillen, (1996). *Building community – the human side of work*. Cincinnati: Thompson Executive Press.

Owen, H. (2004). **The practice of peace**. Circle Pines, MN: Human Systems Dynamics Institute (order hard copy or audio http://www.odnetwork.org/resources/HSD/products.php)

Peck, M.S. (1987). *The different drum: Community making and peace*. Touchstone Books

Swenson, C.C., Henggeler, S., Taylor, I., & Addison, O. (2005). *Multisystemic therapy and neighborhood partnerships: Reducing adolescent violence and substance abuse*. New York: Guilford Press.

Weisbord, M.R., (1992). *Discovering common ground*. San Francisco: Berrett-Koehler.

COURSE OUTLINE

Week	Class Topics	Assignment Due

#1
 	
May
20
	INTRODUTION & OVERVIEW
	• Student/Faculty Introduction
	• Course Overview & Syllabus
	• Social Justice Change Agent
	• Introduction to Consultation
	    What Is Consultation – Overview Definition
	    Target of Intervention
	        Individuals, Groups, Organizations, and
	        Communities
	    Purpose of Intervention
	        Primary, Secondary, and Tertiary
	    Method of Intervention
	        Direct, Consultation, Information
	• Mission Statement – Introductory Activity
		Power Point
		• Class #1
		    - Introduction & Syllabus
		    - Intro to Consultation
		    - Mission Statement

#2
 	
May
27
	COMMUNITY SERVICE DELIVERY ORGANIZATIONS
	• Definition, Theory, & Assumptions
	    What is a Community?
	    Community Counseling & Consultation
	        Self-Efficacy & Perceived Self-Efficacy
	• Organizations That Serve the Community
	    Non-Profit, Governmental, Private / For-Profit
	• Community Needs, Funding, and Resources
	    Assessing Community Needs
	    Funding Community Needs
	        Sources, Gaps, Resource Allocation
	    Identifying and Accessing Community Resources
	        Community Resource Directory (2-1-1)
	        Accessing Community Resources
	• Class Discussion
	    Integrate Class Presentation with Reading Assignment
	    articles
		Power Point
		• Class #2
		    - Community
		    - Community Services
		
		Reading Assignment
		• *Citizen Therapist – Agent of Change*, William Doherty
		• *Assessing Community Needs*, Kunkel, S
		• *Systemic Thinking*, Gary Bartlett

#3
 	
June
3
	BECOMING A SOCIAL JUSTICE CHANGE AGENT
	• Student Mission Statements
	    Present & Discuss
	    Implications for Practice and Service
	• Community Change: Consultation & Advocacy
	    Consultation: Future Search Process
	        Case Presentation: *The Seminole Vision*
	    Advocacy: Community Improvement & Social
	           Justice Initiatives
	    Social Marketing
	    Community Engagement
	• Class Discussion
	    Integrate Class Presentation with Article #1: Social
	    justice change agent activities, and Reading Assignment
	    articles
		Power Point
		• Class #3
		    - Community Change
		    - Systemic Thinking
		    - Social Advocacy
		    - Case Study
		Due
		• Mission Statement
		  (Via Email - Midnight: Friday, May 29, 2009)
		• Article #1: Social Justice Change Agent Activities
		
		Reading Assignment
		• *Community Engagement*, CDC
		• *Social Marketing Campaigns,* Jill Hamilton
		• *Future Search*, M. Weisbord & S. Jannoff

#4
 	
June
10
	BECOMING A SOCIAL JUSTICE CHANGE AGENT
	• Parramore Kidz Zone - City of Orlando
	
	MENTAL HEALTH CONSULTATION
	• Caplan Consultation Models
	• Mental Health Consultation
	• Clinical Supervision
	• Behavioral Consultation
	      Parents, Teachers, Clergy, Medical Professionals,
	         and Others
	      Skill Development & Practice: Role Play
	• Coaching
	• Class Discussion
	      Integrate Class Presentation with a) Article #2:
	      Consulting with Individuals and Assigned Reading
		Power Point
		• Class #4
		    - Caplan Model
		    - Mental Health Consult
		    - Clinical Supervision
		    - Behavioral Consultation
		Due
		• Article #2: Consulting with Individuals
		
		Reading Assignment
		• Parramore Kidz Zone Podcast: Lisa Early
		• *Single-Session Consultations for Parents*,
		    John Sommers-Flanagan

#5
 	
June
17
	STRETCH BOOK Presentation #1 (30 minutes)
	• *Brain Rules* (2008). John Medina
	
	ORGANIZATIONS & OD INTERVENTIONS
	• Organization & Team Characteristics, Variables,
	    and Dynamics
	• OD Intervention
	    Case Study: The Firm
	• Prep for Organizational Interview Assignment
	    Questions to ask
	    How to structure the interview
	• Class Discussion
	    Integrate Class Presentation with a) Article #3:
	    Consulting with groups or organizations and Assigned
	    Reading
		Power Point
		• Class #5
		    - Organization Dynamics
		    - Case Study
		
		Due
		• Article #3: Consulting with Groups or Organizations
		
		Reading Assignment
		• *The Skilled Facilitator Approach*,
		    Roger Schwarz
		• *Counseling Monoculture Organizations*,
		    Derald Wing Sue

#6
 	
June
24
	STRETCH BOOK Presentation #2 (30 minutes)
	• *The Tipping Point: How little things can make a big difference.* (2002). Malcolm Gladwell
	
	PROCESS CONSULTATION
	• Process Consultation
	    How and When to Use
	    Task Groups & Meetings
	        Defined
	        Providing Leadership
	    Facilitation Skills for Task Groups
	• Class Discussion
	    Integrate Class Presentation with Assigned Reading
	
	STRETCH BOOK Presentation #3 (30 minutes)
	• *Outliers: The story of success (*2008).
	    Malcolm Gladwell
		Power Point
		• Class #6
		    - Process Consultation
		    - Task Groups
		
		Reading Assignment
		• *Facilitating Task Groups*,
		    Burt Bertram
		• *Running Effective Meetings*,
		    Rob Sandelin

#7
 	
July
1
	STRETCH BOOK Presentation #4 (30 minutes)
	• *Social Intelligence: The new science of human relationships.* (2006) Daniel Goleman
	
	CONFLICT RESOLUTION
	• Conflict - Overview
	• Personal Conflict Style & Preferences
	    Thomas-Kilman Conflict Inventory (TKI)
	
	STRETCH BOOK Presentation #5 (30 minutes)
	• *Groundswell* (2008). Charlene Li & Josh Bernoff
		Power Point
		• Class #7 & 8
		    - Conflict: Overview & TKI

#8
 	
July
8
	CONFLICT RESOLUTION (Continued)
	• Workplace Interpersonal Conflict
	    Case Study: Municipal Department
	• Domestic Mediation
	    Divorce &Custody
	    High Conflict Couples
	• Dialogue: Resolving/Reducing Conflict
	    Public Conversations & Dialogue
	• Class Discussion
	    Integrate Class Presentation with Assigned Reading articles
		Power Point
		• Class #7 & 8
		    - Conflict in the Workplace
		    - Conflict & Dialogue
		
		Reading Assignment
		• *How to Conduct Mediation Effectively,*
		    R. Gaitan & B. Kleiner
		• *Navigating Custody & Visitation Evaluations in Cases with Domestic Violence: A Judge's Guide*, State Justice Institute & the National Council or Juvenile and Family Court Judges

#9
 	
July
15
	SOCIAL JUSTICE CHANGE AGENT
	• Group Presentation #1
	    Becoming an Ethical Leader
	
	• Group Presentation #2
	    Managing & Funding a Non Profit Organization
	
	COURSE SUMMARY & REVIEW
	
	FINAL EXAM – Email to students July 16
	
	COURSE EVALUATION
		Due
		
		• Group Presentation Summary Reports
		    Sunday, July 12, 2009

#10
 	
July
22
	SOCIAL JUSTICE CHANGE AGENT
	• Group Presentation #3
	    Facilitating Organizational Change
	
	• Group Presentation #4
	    Affecting Community Change
		Due
		
		• Final Exam – via email not-later-than Midnight Saturday, July 25

Note: The final exam will include questions taken from the Assigned Reading articles. There may or may not be class discussion that emphasizes specific points made in the articles.

SAMPLE JOURNAL ARTILE - FORMAT

Student Name   Article #1
Date

Article:
    Wilfert, K., Beck, D., Fleischman, A., Mafenson, L., et al (1998). Human immuno-deficiency virus/acquired immunodeficiency syndrome education in schools. Pediatrics, 101 (5), 933-939.

Theme/Perspective of Author:

Emphasis is made with regard to the need for education as a primary preventative component to the

spread of Human immunodeficiency virus. Of special concern is the effort put forth to educate young

adults and children in the schools. In this article, suggestions are made regarding specific subject

matter to be discussed in schools and recommendation is made to the importance of forming

community based school health advisory boards to serve as consultants for health programs in

schools.

Major Points:

1)   Establishing Need for HIV Education

More than 100,000 cases of HIV are thought to have been contracted during the teenage years.

Method of infection has commonly been through sexual or drug activity. These risk behaviors are

also indirectly responsible for nearly all perinatal HIV infection. Education leading to reduction of

risktaking behavior remains a critical component to reducing disease transmission.

2)   Organization of the Program

The organizational foundations should be place by legislation supporting mandatory HIV training in

the school environment. Education programs should be formed by the school medical advisor, school

administrators, health educators and the school nursing supervisor. They should be promoted to the

community through the formation of an advisory committee that would include a

community pediatrician, a public health physician, a school nurse, a health educator, a mental health

professional, the school administrator, a faculty member, parents, students and include an appropriate

reflection of the diversity of the student population. Community support is an issue that raises

controversy as many health education components have been reduced due to economic pressures and

controversy surrounding sex and AIDS education. An advisory board serving as consultant to the

community would produce an informed community that would support this educational process.

3)   Curriculum

There is great controversy surrounding programs of sex education in the public school system. The

current AIDS epidemic has increased the importance of making certain that a comprehensive

program is in place to educate youth in the risks, as well as the preventative measures available to

prevent the spread of this disease. This program should be based upon the emerging body of

information that is available regarding AIDS education B developmental models are available.

Studies have shown that these programs can increase knowledge and tolerance and influence

subsequent behavior B this would include the prevention and treatment of HIV as well as social and

psychological aspects of HIV infections, including legal and discrimination issues. An overall

approach to responsible sexual behavior should be instructed which would include abstinence as well

as the use of condoms and contraceptives.

4)   Program Assessment

Programs should be routinely assessed by a competent advisory board and health experts to ensure

that it conforms to current knowledge.

Student Name   Article #1
Page 3

5)   Recommendations

The American Academy of Pediatrics advocate a comprehensive school health education and

recommends the following:

> Educators become knowledgeable about HIV/AIDS as part of an ongoing and comprehensive
>
> > health and human sexuality education program.
>
> A developmentally, ethnically, and culturally sensitive mandatory HIV/AIDS education
>
> > program should be designed for grades K through 12.
>
> Physicians and nurses should receive continuing HIV/AIDS education in order to serve as
>
> > resources for education.
>
> Advisory Committees should be formed to oversee and garner community support for
>
> > HIV/AIDS education programs.
>
> Periodic review and update of education should be made regarding all aspects of HIV/AIDS
>
> > education.

Personal Reaction and Critique

Seeing a proposed plan of offering a board of experts as consultants to the community is encouraging

B as opposed to the more current use of having unenlightened popular opinion designate the direction

of sex education (or any other controversial matter) in the schools. The issue of sex education is a

controversial one and, as such, I would like to present this topic with the focus of obtaining opinion

on the effectiveness of providing such a board to the public and how it could best be done.