

Eastern Kentucky University
Department of Psychology
Syllabus for PSY 865: Psychological Consultation, CRN-10769
FALL 2015

INSTRUCTOR: Dr. Andrea Strait
OFFICE: 124 Cammack
PHONE: Office: 622-1109
CLASS TIME: Mondays-8:30-11:00
OFFICE HOURS: ***If you need to meet at a specific time please contact me and I will be happy to make an appointment with you.**

REQUIRED TEXTS:

1) Collaborative Consultation in the Schools (2016) by Kampwirth, 5th Ed.

**Additional readings can be found in the references section of this syllabus.*

COURSE DESCRIPTION

This course is a study of the rationale and techniques used in consultation with teachers, parents, administrators, and other school personnel for the purpose of both preventing and alleviating the learning and behavioral difficulties of individual or groups of school-age children. Specifically, this course is designed to increase your competency in using a data-based decision consultation model to appropriately assess individual, class-wide, and school-wide academic or behavioral concerns, develop an appropriate intervention based on data collected and that is empirically validated, and monitor the effectiveness of the intervention through appropriate data collection techniques. The course is a combination of didactic instruction and laboratory skills training. Although the emphasis will be on consulting in educational and home settings, optimally the knowledge gained and skills developed may be generalized to other community settings such as business, medicine, or corrections. Each class participant will develop a conceptual understanding of effective consultation and its relevance to the helping professional. He or she will demonstrate the knowledge and skills necessary to deliver effective consultation services.

CATALOG COURSE DESCRIPTION

PSY 865 (3 Credit Hours) A. Prerequisite: Departmental Approval. Exploration of the theoretical and empirical underpinnings of psychological consultation process, and supervised practice in the provision of indirect psychological services.

STUDENT LEARNING OUTCOMES

Students will:

1. demonstrate an understanding of consultation as a systematic problem-solving process
2. distinguish the theoretical bases and process skills in the major models of psychological consultation: behavioral, mental health, instructional, and organizational
3. demonstrate familiarity with the core characteristics of consultation models

4. demonstrate the ability to identify and explain techniques and strategies, as well as personal variables (e.g., culture, gender, power) that influence consultation
5. gain practice in the use of collaborative, behavioral client-centered consultation skills
6. demonstrate the ability to recognize and address the unique diverse consulting needs of multicultural and exceptional individuals and their families
7. demonstrate the development or advancement of basic consultation skills
8. demonstrate the ability to integrate consultation services with other indirect and direct psychological services
9. knowledge of legal and ethical responsibilities related to the consultation process
10. demonstrate the ability to select appropriate assessment measures (e.g., functional behavioral assessment, curriculum-based measurement, interviews, DIBELS) to provide data relative to the academic/behavioral concern
11. demonstrate appropriate knowledge and skills relative to home-based consultation with families
12. demonstrate knowledge of prevention programs and strategies to facilitate academic, emotional, and social growth

Student Learning Outcomes will be measured by exam questions, activities in class, and additional course assignments.

SPECIAL ACCOMMODATIONS

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

ACADEMIC INTEGRITY

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

ADD/DROP DATES

Each student should refer to the *Colonel's Compass* for applicable dates.

COURSE REQUIREMENTS

1. Multiple-choice questions over readings: It is critical in this course that you read all assigned material prior to the class in which the material will be covered. To help keep you on track you will turn in 2 multiple-choice questions for each chapter and 2 multiple-choice questions for each article to be covered in class that day. If the chapter or reading will be covered on more than one class day you will turn in the multiple-choice questions on the first day the chapter/article will be covered and you will not turn in any additional questions over the chapter/article. You will e-mail your multiple-choice questions, along with an answer key, notation documenting which chapter/reading the multiple-choice question is based on, page number indicating where the information needed to correctly answer the question will be found, and your name (**I will not provide you with credit if you fail to type your name on the actual document that you attach to the e-mail**). **Please put the following information in the subject line of the e-mail: Your last name, the letters MC, and the date in which the questions were due (Format: Strait-MC-8-27-2012).** You will e-mail your multiple-choice questions to my graduate assistant (I will provide you with this information in class) and you will CC me on that e-mail. You will have 2 free pass days where you will not be penalized for not turning in the multiple-choice questions. You are encouraged to write questions of excellent quality. Based on the quality of the questions, the instructor will include student written multiple-choice questions on the mid-term and the final exam. Good questions will result in an increased proportion of student written questions on each exam. I recommend that as you e-mail your questions to me that you also e-mail them to your classmates so that they can be used as a study tool. This assignment will be graded on a pass/fail basis. If you fail to turn in the multiple-choice questions you will receive a failing grade on the assignment. **Your multiple-choice questions will be due by 8:00 AM on the day the class meets.**

2. Consultation Case Study Report Critiques # 1 and #2: Each student will be provided with a consultation case report to critique. This report will not contain any identifying information; however, the reports you will critique are from real life cases. You will critique the report using the same grading rubric that I will use to grade your practicum and consultation case studies. This activity is designed to measure your ability to see strengths and weaknesses of a consultation case. We will discuss these cases during class time. So, you will read and critique the cases before the class meeting and come prepared to actively participate in the discussion. Each critique is worth 50 points. A portion of these points will also include the quality of participation in the in-class discussion. The remainder of the points will be based on the quality of the completing scoring tool that will be turned in during class.

3. Consultation Case Study Report Critique #3: Each student will be provided with a consultation case report to critique. This assignment is worth **100 points** as it is the final critique that you will turn in. This assignment will not be reviewed in class as the other previous critiques were as this is your opportunity to demonstrate a higher level of skill than you would have been able to present on the previous two critiques.

4. Midterm Exam: The multiple-choice and essay examination will cover material presented in class as well as the materials contained in the assigned readings for the first half of the course. Your mid-term exam will be given in the computer lab. Therefore, using Microsoft Word will be required.

5. Comprehensive Final Examination: The multiple-choice and essay examination will focus on material presented primarily during the second half of the semester; however, the exam is a comprehensive exam so students should be prepared to answer questions regarding material presented during the first half of the semester. Your Final exam will be given in the computer lab. Therefore, using Microsoft Word will be required.

6. Attendance: Attendance in this course is mandatory. If a student has an excusable reason to be absent, the student must contact the instructor prior to the class he/she is going to miss. If an emergency occurs the student is expected to contact the instructor at the earliest possible opportunity.

7. Student Progress: Blackboard will be used to record student grades in this course. Each student can access this site to monitor his/her current grade in the course.

8. Grading

Multiple-Choice Questions	=	Pass/Fail
Consultation Case Study Report Critique # 1	=	50 points
Consultation Case Study Report Critique # 2	=	50 points
Consultation Case Study Report Critique # 3	=	100 Points
Midterm Exam	=	100 points
Final Exam	=	100 points

Grading Scale	A = 100-90%	C = 79.9-70	F = 59.9 and below
	B = 89.9-80%	D = 69.9-60	

- ❖ *It is important to note that this course is a core school psychology course. Students must make an A or B in this course. Please refer to your student handbook regarding consequences for not obtaining an appropriate grade in this course.*
- ❖ *Students in all psychology courses are expected to use correct grammar, spelling, and composition in written assignments. These elements of writing will be taken into consideration in grading all out of class writing assignments.*

Course Outline

Date	Topic	Reading Assignment	Assignment Due
M 8/24	Introduction to Class/Review Syllabus	N/A	N/A
M 8/31	Overview of School Based Consultation	Kampwirth Ch. 1	MC Questions
M 9/7	No Class---Holiday		
M 9/14	Consultation Models and Professional Practices Consultation with Parents and Families Considerations of Cultural Diversity and Individual Differences	Kampwirth Ch. 2	MC Questions
M 9/21	Problem-Solving Consultation in a Multi-Tiered System of Support Consultation Process Steps Treatment Integrity Generalization and Maintenance Review Consultation Protocol	Kampwirth Ch. 3 Christ, 2008 Consultation Protocol (No MC questions required for protocol)	MC Questions
M 9/28	Continued from 9/16	Kampwirth Ch. 3 Continued	
M 10/5	Review of Consultation Case and Critiques	Consultation Case #1	Consultation Case Critique #1
M 10/12	No- Class Fall Break		
M 10/19	Communication and Interpersonal Skills Consultation with Teachers, Parents and Families Resistance by Parents- Consultees	Kampwirth Ch. 4 Miller & Kraft, 2008 Esler, Godber, & Christenson, 2008 Sheridan, Taylor, & Woods, 2008	MC Questions

M 10/26	Mid-Term Exam 8:00-10:00 in the Cammack Computer Lab		
M 11/2	Legal and Ethical Issues in School Consultation	Kampwirth Ch. 5	MC Questions
M 11/9	Consulting about Students with Social , Emotional and/or Behavioral Problems Can't Do/Won't Do Assessment	Kampwirth Ch. 6 VanDerHeyden & Witt, J.C., 2008	MC Questions
M 11/16	Classroom Discipline Review 2 nd Consultation Case Review	Bear, 2008 Consultation Case #2	MC Questions Consultation Case Critique #2
M 11/23	Consulting about Students with Academic Learning Problems Cultural, Socioeconomic, and Linguistic Differences Working with Culturally Diverse Children and Families	Kampwirth, Ch. 7 Ortiz, Flanagan, & Dynda, 2008	MC Questions
M 11/30	Transition Planning Systems-Level Consultation: The Organization as the Target of Change Prevention Strategies for School Psychology Practice Promoting Social, Emotional, and Academic Growth School-Wide Bullying Prevention School Violence Prevention Consultation Regarding Prevention Programs	Kampwirth, Ch. 8 & 9 Curtis, M.J., Castell, J.M., & Cohen, R. M., 2008 Strein & Koehler, 2008 Osher, 2008 Felix & Furlong, 2008 Larson, 2008	MC questions Consultation Case Critique #3

M 12/7**Final Exam from 8:00-10:00 in the Cammack Computer Lab**

Article References

- Bear, G.G. (2008). Best practices in classroom discipline. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 4, (pp. 1403-1420). Bethesda, MD: National Association of School Psychologists.
- Christ, T. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 2, (pp. 159-176). Bethesda, MD: National Association of School Psychologists.
- Curtis, M.J., Castill, J.M., & Cohen, R. M. (2008). Best practices in system-level change. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 3, (pp. 887-902). Bethesda, MD: National Association of School Psychologists.
- Esler, A. N., Godber, Y. & Christenson, S.L. (2008). Best practices in supporting school-family partnerships. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 3, (pp. 917-936). Bethesda, MD: National Association of School Psychologists.
- Felix, E., & Furlong, M. (2008). Best practices in bullying prevention. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 5, (pp. 1279-1289). Bethesda, MD: National Association of School Psychologists.
- Larson, J. (2008). Best practices in school violence prevention. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 5, (pp. 1291-1307). Bethesda, MD: National Association of School Psychologists.
- Miller, D.D. & Kraft, N.P. (2008). Best practices in communicating with and involving parents. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 3, (pp. 937-951). Bethesda, MD: National Association of School Psychologists.
- Ortiz, S.O., Flanagan, D.P. & Dynda, A.M (2008). Best practices in working with culturally diverse children and families. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 5, (pp. 1721-1738). Bethesda, MD: National Association of School Psychologists.
- Osher, D., Sprague, J., Weissberg, R.P., Keenan, S., Kendziora, K., & Zins, J.E. (2008), A Comprehensive Approach to Promoting Social, Emotional, and Academic Growth in Contemporary Schools. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 5, (pp. 1263-1278). Bethesda, MD: National Association of School Psychologists.
- Roach, A.T. & Elliot, S.N. (2008). Best practices in facilitating and evaluating intervention integrity. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 2, (pp. 195-208). Bethesda, MD: National Association of School Psychologists.
- Sheridan, S.M., Taylor, A.M. & Woods, K.E. (2008). Best practices for working with families: instilling a family-centered approach. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V*, Volume 3, (pp. 995-1008). Bethesda, MD: National Association of School Psychologists.

Strein, W. & Koehler, J. (2008). Best practices in developing strategies for school psychology practice. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V, Volume 5*, (pp. 1309-1322). Bethesda, MD: National Association of School Psychologists.

VanDerHeyden, A.M. & Witt, J.C. (2008). Best practices in can't do/won't do assessment. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology V, Volume 2*, (pp. 131-139). Bethesda, MD: National Association of School Psychologists.