

PSYCHOLOGY 749
PSYCHOLOGICAL CONSULTATION IN SCHOOLS AND AGENCIES
SPRING 2016
SAM F. BROUGHTON, PH. D., NCSP

Office: RCC 106 Office Phone: 661-1867 FAX: 661-1628 Cell Phone: 319-4213
E-Mail: sbroughton@fmarion.edu

CEMC 109
Tuesday
Class (PSY 749) 4:30-7:30 p.m.
Practicum Seminar (PSY700D) 7:30pm-8:30 p.m

CATALOG DISCRIPTION:

Major theoretical approaches to consultation, goals of consultation, the consultant-consultee relationship, stages of consultation, best practices and ethical considerations in the use of consultation. Consideration is given to how consultation can be implemented in different service delivery models employed in schools and agencies. Role changes in school or agency psychological services required for the implementation of a consultation model. Must be concurrently enrolled in PSY 600D (Psychological Consultation Practicum).

CONCEPTUAL BASIS FOR COURSE:

PSY 604, PSY 609, PSY 704 and this course have much in common, including a data-based, behavioral/ecological orientation to assessment and intervention, use of operant and social learning principles, **functional analysis of behavior and development of evidence-based intervention plans** which rely on alterable aspects of the school and classroom environment, objective monitoring of progress, data-based decision making and problem-solving, multi-tiered systems of intervention and intervention assistance teams, and use of single-case evaluation designs and related statistical procedures. You are expected to have mastered this model and these procedures in PSY 604 and PSY 704 prior to entering this course. Both behavioral and academic assessment and intervention require the cooperation and participation of the teacher. Without this cooperation, neither can occur successfully. Therefore, the continuing development and use of consultation skills are essential to implementing the model espoused in previous intervention courses. You learned interpersonal and multicultural skills necessary for successful consultation and collaboration in PSY 609. You were introduced to and practiced behavioral consultation and intervention in PSY 604 and academic consultation and intervention in PSY 704. This course will expand your knowledge and skills in consultation and collaboration and integrate them with your intervention knowledge and skills.

COURSE GOALS:

The course emphasizes the need to work through others (teachers, classroom aides, and school and district administrators) in order to promote meaningful change and outcomes for the largest number of children in schools. Central to the course will be an advanced understanding of the interpersonal skills needed to gain alliances with school personnel, the pressures and influences faced by school personnel, the stages and methods of interaction required to encourage successful interventions and institutional change, and the various models available for working within a consultation or collaboration framework.

Course Objectives:

This course addresses the following school psychology option objectives and NASP Domains:

Primary NASP Domains Addressed and Assessed:

Domain 2.1: Data-Based Decision Making and Accountability

1. Trainees will employ multiple and varied assessment strategies for understanding and solving child and school problems.
2. Trainees will employ systematic assessment and data-collection strategies to make empirically-based decisions regarding placements, development of intervention strategies, the effectiveness of service delivery, and program evaluation.
3. Trainees will approach all aspects of practice from a scientist practitioner, data-based decision-making problem-solving orientation.

Domain 2.2: Consultation and Collaboration

4. Trainees will employ behavioral, mental health, and/or collaborative consultation methods to develop and implement successful individual, classroom, school-wide, and systems level interventions.
5. Trainees will employ interpersonal interaction and collaborative relationship skills to facilitate individual, group and systems level planning, decision-making, intervention, evaluation and change activities.
6. Trainees will articulate a preferred personal approach to consultation, collaboration, and the delivery of indirect services based on empirical evidence and literature.

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills

7. Trainees will develop and implement empirically sound interventions to facilitate child cognitive and academic growth.
8. Trainees will account for differences in development, competence, experience, previous instruction, and background when developing and implementing cognitive and academic interventions.
9. Trainees will include appropriate assessment, progress monitoring, and program outcome evaluation strategies whenever planning and implementing direct or consultative/indirect cognitive or academic intervention strategies.

NASP DOMAINS ADDRESSED AND ASSESSED:

Primary Domains Addressed and Assessed:

Data-based Decision-Making and Accountability

(2.1)

PSY 749
Syllabus
Page 3

Consultation and Collaboration	(2.2)
Intervention and Instructional Support to Develop Academic Skills	(2.3)

Secondary Domains Also Addressed:

Interventions and Mental Health Services to Develop Social and Life Skills	(2.4)
School-Wide Practices to Promote Learning	(2.5)
Preventive and Responsive Services	(2.6)
Family School Collaboration Services	(2.7)
Diversity in Development and Learning	(2.8)

TEXTS:

Dougherty, A. M. (2014). *Psychological Consultation and Collaboration in School and Community Settings* (6th ed.). Belmont, CA: Brooks/Cole.

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd ed.). New York: The Guilford Press.

JOURNAL READINGS:

Journal readings to be supplied by instructor via Black Board.

COURSE REQUIREMENTS: Regular attendance in class and practicum seminar meetings. Completion of all assigned readings in texts and journals prior to the class meeting in which the assigned material is to be discussed. Active participation in class discussions, simulations, and role-plays. Prompt completion and return of written assignments by the designated dates.

QUIZZES AND TESTS: Short quizzes will be given at the beginning of class randomly throughout the semester to test comprehension and retention of previously covered concepts and principles. The mid-term and final examinations may include objective and short answer discussion questions from text and readings and class lecture/discussion/presentations. Each exam will have a take-home component and require analysis, evaluation, and response to simulated case information.

PRACTICUM AND CASE STUDY: Concurrent enrollment in PSY 700D Advanced Psychological Consultation Practicum is required with this course. Students will be assigned to work in a consulting capacity with teachers and other school personnel. Practicum will consist of assessing the attitudes and needs of consultees, assessing the academic environment and instructional methods in classrooms, evaluating classroom management procedures, conducting curriculum-based and/or behavioral assessments, developing and implementing instructional and/or behavioral intervention plans through consultation with teachers and other school personnel, negotiating the alteration of intervention plans according to assessment outcomes and teacher acceptability, evaluating student progress, and effectively communicating all of the aforementioned with consultees and other involved personnel. Students will maintain interview and progress notes through each phase of the consultation process as well as relevant behavioral or cbm data for pupils involved in any interventions implemented as a result of the consultation process. Students will maintain a portfolio which contains: 1) a log of all student and teacher contacts and related work, 2) transcripts/session notes of all consultation contacts and interviews, 3) pupil work samples/curriculum based assessment

worksheets from each stage of negotiated academic interventions, 4) completed behavioral assessment forms from negotiated behavioral interventions, 5) computer generated graphs of student progress with aim and trend lines indicated for academic or behavioral interventions, 6) a case study report and description of intervention strategies implemented with each student and decision rules and rationales for any changes in interventions, 7) rating of trainee performance by field supervisor employing the **Intervention Practicum Competency Assessment Form** (see School Psychology Handbook). One academic or behavioral assessment and intervention case study (see item 6) will be written for the portfolio and presented in class in detail to be evaluated by the practicum instructor using the **Case Study Evaluation Form** (see School Psychology Handbook).

GROUP SUPERVISION: A practicum seminar will be held after class meetings weekly for group supervision, coverage of specific questions about consultation/collaboration problems, assessment and intervention issues, clinical case review roundtable, and final case presentations. (See PSY 700D syllabus.) Dr. Broughton will serve as the university practicum supervisor and seminar leader for the practicum.

CONFERENCES AND INDIVIDUAL SUPERVISION: It is required that students will schedule a phone or office conference with Dr. Broughton weekly during this course. Students who wish to meet with Dr. Broughton personally may do so immediately prior to or after class, during published office hours, or by appointment. It is my responsibility to assist you with mastery of course material. You may use a variety of venues to communicate with or pose questions to me. I may be contacted by phone at **661-1867 (office)** or **319-4213 (cell)**. If I am unavailable by phone, please leave a message on the voice mail. I also am available by e-mail at sbroughton@fmarion.edu (office). E-mail is an excellent vehicle for posing questions about the course, subject matter, or practicum issues outside of class. Please make use of it.

CLASS PREPARATION, PARTICIPATION AND DISCUSSION: Active participation in classroom discussion, assigned presentation of academic information, questions, and responses to questions are essential to this class. Points will be assigned to classroom participation for each class session based upon the following scale: 0=inadequate, 1=adequate and 2=exceptional. Points will be assigned according to the following rubric:

Category	0	1	2
Participation	Fails to ask or respond adequately to questions; shows lack of preparation for response to class discussion; student absent	Asks relevant questions of professor and other students; provides relevant comments to class discussion; Is adequately prepared regarding reading assignments as indicated by contributions to discussions	Volunteers additional information to discussion; Volunteers additional references or data obtained through additional reading; Advances discussion through conceptualizations and insights
Presentations	Provides shallow or superficial presentation of assigned presentation materials; student absent or fails to present as scheduled	Provides complete and scholarly presentation of assigned materials with appropriate research and references	Exceeds minimum presentation requirements by citing additional data or references, advances comprehension or conceptual grasp of course concepts, principles, and data/research

The modal semester rating (0, 1, or 2) for each student's class participation will be added to the final course average after the test grade average has been computed. Evaluation of class preparation and participation addresses **NASP Domain 2.10**.

GRADES: The grade for each test will be based on the percentage of available points obtained according to the following criteria: 90 - 100 = A[4.0]; 85 - 89 = B+[3.5]; 80 - 84 = B [3.0]; 79 - 75 = C+[2.5]; 74 - 70 = C [2.0].

COURSE CALENDAR, ASSIGNMENTS AND ACTIVITIES:

Caveat: This syllabus and calendar of course assignments is subject to revision or alteration as necessary as may be required as the result of unforeseen events or conditions which may occur during the semester.

Week	Class Meeting Date	Topics/Assignments/Activities	NASP Domains
1	Jan 10	<p>Topics: Course Introduction; Review of the Behavioral Model/Philosophy/ Methods/Ecological Perspective, School-wide intervention (tiered) models: problem solving, intervention assistance teams, prevention; data-based decision making; Introduction to indirect services: consultation and collaboration; Historical overview and comparison to other service delivery models.</p> <p>Assignments: Dougherty chapter 1 Rathvon chapter 2</p> <p>Activities: Review syllabi for 749 and 700D; Lecture</p>	2.1, 2.2, 2.3, 2.4
2	Jan 17	<p>Topics: Consultant skills (interpersonal, communication, cultural diversity, problem-solving, organizational, group, ethical); Consultant roles; Introduction to consultation models.</p> <p>Assignments: Dougherty Chapter 2, additional readings on Blackboard</p> <p>Activities: lecture, mock interviews</p>	2.2, 2.3, 2.4, 2.7, 2.8
3	Jan 24	<p>Topics: An eclectic model of consultation, stages of consultation, causes of resistance to consultation</p> <p>Assignments: Dougherty chapter 3, additional readings on Blackboard</p> <p>Activities: lecture; mock interviews</p>	2.2
4	Jan 31	<p>Topics: The entry stage of consultation</p> <p>Assignments: Dougherty chapter 4, additional readings on Blackboard</p> <p>Activities: lecture; case study analysis; mock interviews</p>	2.2
5	Feb 7	<p>Topics: The diagnosis and implementation stages of consultation</p> <p>Assignments: Dougherty chapters 5 & 6, additional readings on Blackboard</p> <p>Activities: lecture; case study analysis; mock interviews</p>	2.2
6	Feb 14	<p>Topics: The disengagement stage of</p>	2.2

		consultation Assignments: Dougherty Chapter 7, additional readings on Blackboard Activities: lecture	
7	Feb 21	Midterm Exam	
8	Feb 28	Topics: Consulting within Organizations Assignments: Dougherty chapter 8, additional readings on Blackboard Activities: lecture	2.2, 2.5
9	Mar 7	Topics: The Mental Health Model of Consultation and Collaboration Assignments: Dougherty chapter 9, additional readings on Blackboard Activities: lecture	2.2, 2.4
10	Mar 14	SPRING BREAK	
11	Mar 21	Topics: The Behavioral Model of Consultation and Collaboration Assignments: Dougherty chapter 10, additional readings on Blackboard Activities: lecture	2.2, 2.3, 2.4
12	Mar 28	Topics: Organizational Consultation and Collaboration Assignments: Dougherty chapter 11, additional readings on Blackboard Activities: lecture	2.2, 2.5
13	Apr 4	Topics: School-Based Consultation and Collaboration Assignments: Dougherty chapter 12, additional readings on Blackboard Activities: lecture	2.2, 2.5
14	Apr 11	Topics: School-Based Consultation and Collaboration Assignments: Dougherty chapter 12, additional readings on Blackboard Activities: lecture	2.2, 2.5
15	Apr 18	Final Exam	