



Department of Psychology, Counseling, and Special Education

PSY 615 Psychological Principles of Consultation

Spring 2015 (3 credits)

Instructor: Dr. Sarah Conoyer

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Office Hours: *Tuesdays*, 3:00 – 6:00 pm (Commerce)

Wed. & Thurs, 3:00- 4:00 pm (MPLEX) or by appointment

Meeting Day: *Wednesdays*, 4:30 – 7:00 pm

Class Location: Metroplex

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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

Erchul, W. P. & Martens, B. K. (2010). *School Consultation: Conceptual and Empirical Bases of Practice* (3rd ed.). New York: Springer.

Supplementary Readings will be outlined in the course calendar and will be provided on eCollege.

Course Description

This course will examine the psychological principles and knowledge base underlying the major models and theories of individual and organizational consultation. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative practices and models employed in business, government, and education.

Course Objectives

1. The student will develop a basic understanding of consultation theory, literature, and its history in a variety of settings by be an active and engaged participant in discussions through analyzing and evaluating information presented within the textbook, external readings/resources, presentations, and class activities.
2. The student will demonstrate knowledge of the core conditions for consultation as well as articulate and demonstrate the interpersonal skills and procedures that form the bases for effective consultation through role-plays and homework activities.
3. The student will differentiate the various models and stages of consultation and discuss a range of target goals for the different consultation models; from the individual student to systems level through lecture, through homework assignments, and class discussions.
4. The student will discuss consultation issues such as barriers to consultation, effective entry strategies, recognition of the needs of teachers, common student problems, and systems level needs through homework assignments and class discussions.

5. The student will understand how to use effective consultation and collaboration skills with culturally diverse populations and review ethical issues that may arise during the practice of consultation through class activities as well as readings.
6. The student will gain knowledge of prevention science and the three-tiered model of prevention and a familiarity with current issues in applied school and human services settings through a mock problem-solving meeting.
7. The student will utilize and synthesize information learned in the course to develop a personal model of consultation.

Links to NASP Model 10 Domains of Practice

Domain 2: Consultation and Collaboration you will gain *knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services*

Domain 5: School-Wide Practices to Promote Learning, you will gain *knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health*

Domain 7: Family–School Collaboration Services, you will gain *knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.*

Domain 8: Diversity in Development and Learning, you will gain *knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity*

Domain 10: Legal, Ethical, and Professional Practice, you will gain *knowledge of; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

COURSE REQUIREMENTS

Requirements & Grading: Students are expected to complete all readings and attend each class prepared to ask questions and/or contribute to class discussions. Course grades will be determined by performance in the following areas:

Quizzes - The assigned chapters include information that will be the focus of the discussions during class. A ten point quiz will be given the week after the chapter is discussed in class. There will be a total of 10 quizzes. Students must take the quizzes during the scheduled class time unless they have an excused absence as described in the Student Handbook and/or have made other arrangements with me in advance. **Total: 100 points**

Homework Activities – Five activities will be distributed in class and are due during the next class period. Each activity will be worth 20 points and will vary in terms of format. For example, some may be written responses to discussion questions. These activities cannot be made up if you miss when they are assigned unless you have a university-documented excuse. Rubrics will be provided on eCollege.
Total: 100 points

Behavioral Consultation Activity – For this activity you will be asked to choose someone that you come into regular contact with and conduct a problem identification and problem analysis interview (from behavioral consultation) on a behavior of concern. A major part of the assignment will include summarizing this information as you would in a school setting and developing an intervention plan based on your findings (treatment implementation). As part of your intervention plan you should discuss how to assess intervention outcomes, intervention integrity, and when to decide to make changes to the plan (treatment evaluation). Further directions will be handed out in class. **Total: 100 points**

Problem-Solving Meeting -Students will work in groups of two or three. Each of you will take on a role at the problem-solving meeting. The roles are as follows:

- School psychologist
- Facilitator
- Teacher
- Parent: Dr. Conoyer and/or Guest speakers

As a group you will choose one of your Behavioral Consultation Reports (see above) and the group will present assessment data as if the report is about a student. You will also present the information you learned about an intervention to target the issue. Your goal is to simulate a problem-solving meeting and provide the information in a parent friendly manner.

The presentation will be graded on the basis of how well the group explains the assessment and intervention information, engages the parent, answers parent questions, and closes the meeting with an action plan. A rubric will be provided for each role. Each member of the group is graded individually based on their role and performance. During the meeting, the rest of the class will observe and take notes that will be provided to the team for feedback. The meeting should last **30-40 minutes**.

Related to the problem-solving meeting, you will complete an intervention plan that details the specifics of the intervention that you described to the parent. The plan will include the following categories: intervention name, how to use it, the logistics, the progress monitoring plan, decision making rule, reinforcement strategies. A format will be provided on eCollege. The intervention plan is worth 20 points. The meeting is worth 30 points. **Total: 50 points**

Collaborative Problem-Solving Activity With Student Teachers - Thanks to a growing partnership with the Undergraduate Teacher Education program at Texas A&M-Commerce students in PSY 615 may have an opportunity to develop consultation skills through work with student teachers from the Department of Curriculum and Instruction or Special Education. More information about this opportunity will be forthcoming.

Participation - Thoughtful, critical analysis of course content and field experiences is essential to your development as a school psychologist. I want you to think deeply and critically about the ideas we will be addressing in this course and share them in class.

10 points	8-9 Points	5-7 Points	0-4 Points
Attends all classes* from start to finish; Strong idea generator and/or facilitator in class activities	Absent*, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics	Absent*, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions	Absent*, Late to, or Left Early from more than 2 classes; Often not engaged in activities and/or distracts from group process

*Absences may be excused by the instructor in special circumstances. Excused absences should be minimized. An excessive number of excused absences could result in an incomplete grade for this class. Please be proactive in discussing “special circumstances” for excused absences with me. Do NOT assume that absences will be automatically excused. (See more information regarding attendance below).

Guidelines for Written Work

Papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.: Author.

GRADING

Final grades will be calculated based on the total number of points obtained for the assignments.

Quizzes	100 points
Homework Activities	100 points
Behavioral Consultation Activity	100 points
Problem Solving Meeting	50 points
Participation	10 points
Total points possible	360 Points

Final grades will be assigned using the following scale:

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

Late Work: It is very important that you complete every assignment. You may submit late assignments to me with no penalty **if** you have a documented University excuse (death in the family, serious accident/injury, or medical emergency). If you do not have a documented University excuse however, **points will be deducted for each day the assignment is late**. This means that if you will not be in class, your assignment is still due at the end of the class period noted so you will need to find a way to get me your assignment prior to the end of class (e.g., email). The number of points deducted for each day the assignment is late is equal to one letter grade. For example, if an assignment is worth 100 points and it is submitted a day late, the maximum number of points you can earn is 89.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES

Course Specific Procedures

Attendance, Tardiness, & Leaving Class Early

Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class. In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is late 30 minutes or more will be counted as absent. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply. Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early can have similar consequences as coming to class late.

Professional Conduct

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education, Dean's Office).

Please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to refrain from using their laptops/cell phones during class.

Leo Mail and eCollege

All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example ***PSY 615: Question about Assignment.*** All emails will be returned in 24 hours unless I notify you otherwise

Academic Integrity

All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.

University Procedures

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Non-smoking Policy

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Spring 2015 Course Schedule PSY 615 (Subject to Change)

Date	Topic	Readings	In-Class Activities	Assignment due
1/21/15	Introduction/Course Overview/ The Foundations of Consultation and Collaboration	Dougherty Ch 1	Problem Solving Teams Assignments	
1/29/15	Consultants, Consultees, and Collaborators	Dougherty Ch 2 Erchul & Martens: Ch 9		
2/4/15	Mental Health Consultation	Dougherty Ch 9	Quiz #1 HW 1	
2/11/15	Behavioral Consultation and Collaboration	Dougherty Ch 10 <i>Brinkman et al. 2007</i>	Quiz #2	HW 1 Due
2/18/15	<i>Online Class</i> – Stages and Processes of Consultation (Entry, Diagnosis)	Dougherty Ch 3,4,5	Quiz #3 – on Ecollege HW 2	
2/25/14	Stages and Processes cont. (Implementation, Disengagement)	Dougherty Ch 6, 7	Quiz #4	HW 2 Due
3/4/15	Communication and Interpersonal Skills	<i>Kampwirth & Powers Ch 4.</i>	Quiz #5 HW 3	
3/11/15	Pragmatic Issues of Working Within An Organization	Dougherty Ch 8 Erchul & Martens: Ch 4	Quiz #6	HW 3 Due
3/18/15	<i>No Class – Spring Break</i>			
3/25/15	Organizational Consultation	Dougherty Ch 11 Erchul & Martens: Ch 4	Quiz #7 HW 4	
4/1/15	School-Based Consultation and Collaboration	Dougherty Ch 12 Erchul & Martens: Ch 9 & 10	Quiz #8	HW 4 Due

4/8/15	Online Class- Promoting Change in Schools	Dougherty Ch 13 Erchul & Martens: Ch 3	Quiz #9 – On Ecollege	
4/15/15	Facilitating Problem Solving Meetings and Data-Based Decision Making	Erchul & Martens: Ch 8	Quiz #10 HW 5	Behavioral Consultation Report Due on Ecollege
4/22/15	Multicultural Consultation	Ingraham, C. (2000). Sheridan, S. M. (2000). Soo-Hoo, T. (1998).		HW 5 Due
4/29/15	Ethical and Legal Issues in Consultation	Dougherty Ch 14 Lasser, J. & Klose, L.M. (2007)		
5/6/14	Problem Solving Team Meetings			Intervention Plan Due

Supplemental Readings Available on Ecollege:

Brinkman, T.M., Segool, N.K., Pham, A.V. & Carlson, J.S. (2007). Writing comprehensive behavioral consultation reports: Critical elements. *International Journal of Behavioral Consultation and Therapy*, 3, 372-383.

Ingraham, C. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in the schools. *School Psychology Review*, 29, 320-343.

Kampwirth, T. & Powers, K. (2012). Communication and Interpersonal Skills. In *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (4th ed.). Upper Saddle River, N.J.: Pearson.

Lasser, J., & Klose, L.M. (2007). The impact of social psychological phenomena on ethical decision-making. *School Psychology Review*, 36, 484-500.

Sheridan, S. M. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review*, 29, 344-353.

Soo-Hoo, T. (1998). Applying frame of reference and reframing techniques to improve school consultation in multicultural settings. *Journal of Educational and Psychological Consultation*, 9, 325-345.