SYLLABUS FOR CONSULTATION IN SCHOOL PSYCHOLOGY
PSYCHOLOGY 538 (3 GR)
FALL, 2007

Instructor: Gina Coffee, Ph.D. Time: Thursday, 6:00 – 8:50 PM
Office: AB4 314 Classroom: UCTR 312
Office Phone: 936-294-4043 Office Hours: Tuesday 9:30 – 11:30 AM
Home Phone: 936-756-1336 Email: gxc007@shsu.edu

COURSE OVERVIEW
The primary purpose of this course is to provide an overview of consultation theory, research, and practice in psychology and education. An emphasis will be placed on a school-based problem-solving model of consultation. The course is also designed to be broad in coverage and present the role consultation plays in assessment, prevention, intervention, and program evaluation. An applied practicum component that relates the academic aspects of the course to school psychology practice is required.

COURSE OBJECTIVES
1. Students will learn fundamental principles, generalizations, or theories relevant to the course.
2. Students will develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Students will learn to apply course material (to improve thinking, problem solving, and decisions).

In this course students will:
- Be introduced to history, systems, theory and various types of consultation.
- Develop an awareness of various issues within the field of school psychology in general and specifically related to consultation.
- Review best practices and ethical standards of practice related to consultation.
- Examine primary, secondary, and tertiary (universal, selected, and indicated) prevention programs and the role of consultation in these programs.
- Learn about various assessment techniques and strategies that can be used in consultation.
- Learn about various interventions that can be used in consultation service delivery, including, for example, teacher training, parent training, peer tutoring, etc.
- Practice and apply basic consultation skills as appropriate to academic and behavioral intervention.
- Be introduced to program planning and evaluation within a consultation framework that takes into account organization development/systems issues in planning mental health and educational services.
REQUIRED READINGS

Texts


Additional Readings (arranged by topic)


ADDITIONAL RESOURCES


SUPPLIES
Students may find the following items helpful in their completion of course requirements:

- Textbooks/readings
- Paper
- Pens
TIME REQUIREMENT
In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet 3 hours each week. That leaves roughly 9 hours each week outside of class in which to read and complete assignments. Given that this course has an applied component, more time may be required. It is expected that if you enrolled in this course, you can meet the time requirements.

CLASS PARTICIPATION
ACTIVE class participation in class discussions, small group activities, and presentations is expected as an avenue to meet course objectives. Active participation is factored in to the points earned for each course assignment.

ATTENDANCE POLICY
Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Students may miss one class without penalty to their grade, but missing two classes could result in a failing grade for the class. The three hours of absence provided by university policy should be used carefully for serious illness and emergencies. If a student has a conflict with a scheduled class, he/she must meet with me to determine an appropriate plan of action. It is the student's responsibility to contact the instructor regarding make-up work, and arrangements must be arranged with the instructor PRIOR to the absence.

I will provide class handouts and materials during class. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. They will not be available from me except on the date initially provided.

RELIGIOUS HOLIDAYS
Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

CLASSROOM RULES OF CONDUCT
Students should review, and adhere to, the Code of Student Conduct and Discipline at https://www.shsu.edu/students/guide/dean/codeofconduct.html.

PROFESSIONALISM
Attendance; punctuality; adherence to ethical standards; the quality of your interactions with colleagues, supervisors, instructor, and other professionals; and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance to subsequent levels of practice.
ACADEMIC INTEGRITY
The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

STUDENTS WITH DISABILITIES
It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs, nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center (294-1720). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and talk with the instructor about how best deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center, and there are no retroactive accommodations.

INSTRUCTOR EVALUATIONS
Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

ASSIGNMENTS: DETAILED INFORMATION
In-Class Case Scenario: Students will apply consultation knowledge and skills during an in-class case scenario project. Students will then write a case report detailing the consultation process.

Consultation Project: Students will gain practical consultation experience by working in the school setting with one or more teachers and their students. Through cooperative effort with a teacher, students will identify a problem, develop a plan to intervene, monitor the progress of the plan, and terminate the consultation. Teachers must sign a consent form that will be provided in class. Upon termination of the consultation case, students will write a case report detailing the consultation process. Specific guidelines
for case work and the case report will be provided in class. Students will participate in
group discussions of their cases throughout the semester.

Program Evaluation: In pairs, students will evaluate an existing evidence-based
prevention/intervention program that can be used within the context of consultation in
schools or other applied settings. The selected program must be approved by the
instructor. For this project, you will be required to complete a 5-7 page written
evaluation of the program containing a brief description of the program, its applications,
implementation, treatment components, outcome measures, research or program
evaluation support, and your own evaluation of the program. In addition, you will need to
present your findings to the class in a 30 minute presentation in which you both
describe and critique the program.

GRADING & FEEDBACK
You can earn a maximum score of 100. Individuals who score 90-100 will earn an A,
and those scoring from 80-89 will earn a B. Should you earn less than 80 points, you
must meet to discuss alternatives with me. Incompletes will be given according to
university guidelines. Please contact me during office hours, or arrange other times to
discuss concerns, questions, etc., about the class.

The maximum number of points products may earn are listed below.

<table>
<thead>
<tr>
<th>Product</th>
<th>Points</th>
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<tbody>
<tr>
<td>In-Class Case Scenario (including case report)</td>
<td>15</td>
</tr>
<tr>
<td>Consultation Project (including case report)</td>
<td>40</td>
</tr>
<tr>
<td>Program Evaluation (paper)</td>
<td>30</td>
</tr>
<tr>
<td>Program Evaluation (presentation)</td>
<td>15</td>
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Grades in the course will be assigned as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>&lt; 80</td>
<td>F</td>
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</tbody>
</table>
# Course Outline

Course outline is tentative and subject to change. Changes will be announced in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>Assignments and weeks testing should occur</th>
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</thead>
<tbody>
<tr>
<td>8/23</td>
<td>Introduction</td>
<td>None</td>
<td>Begin thinking about potential teacher clients.</td>
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<tr>
<td>8/30</td>
<td>Introduction to consultation</td>
<td>SSSS: Introduction and Chps 1 &amp; 2</td>
<td>In class: case scenario</td>
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<td></td>
<td></td>
<td>BP: Chps 38 &amp; 39</td>
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<tr>
<td>9/6</td>
<td>Conceptual foundations and orientations/consultation</td>
<td>BP: Chp 41</td>
<td>In class: case scenario</td>
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<tr>
<td>9/13</td>
<td>Behavioral consultation</td>
<td>Noell &amp; Witt, 1996</td>
<td>In class: case scenario</td>
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<td>Kratochwill et al., 1998</td>
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<td></td>
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<td>Noell et al., 1998</td>
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<td>Watson &amp; Robinson, 1996</td>
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<tr>
<td>9/20</td>
<td>Conjoint consultation</td>
<td>Sheridan, 2000</td>
<td>In class: case scenario</td>
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<tr>
<td>9/27</td>
<td>Instructional and problem-solving consultation teams</td>
<td>BP: Chp 40</td>
<td>This week: begin meeting with teachers</td>
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<td></td>
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<td>Rosenfield &amp; Gravois, 1996</td>
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<td>Lopez, 2000</td>
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<td>10/4</td>
<td>Cultural and family issues in consultation</td>
<td>Ingraham, 2000</td>
<td>In class: discussion of consultation cases</td>
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<td>Henning-Stout &amp; Myers, 2000</td>
<td>DUE: In-Class Case Scenario Report</td>
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<td>Fine &amp; Gardner, 1994</td>
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<td>Ramirez et al., 1998</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Notes</td>
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<tr>
<td>10/11</td>
<td>NO CLASS</td>
<td>15th Annual TASP Conference: October 11-13, 2007</td>
<td>You are strongly encouraged to attend this conference.</td>
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<td><a href="http://www.txasp.org">www.txasp.org</a></td>
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<tr>
<td>10/18</td>
<td>Consultation interventions</td>
<td>BP: Chp 37</td>
<td>In class: discussion of consultation cases</td>
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<td>Barlow, 2004&lt;br&gt;Embry, 2002&lt;br&gt;Gresham, 2004&lt;br&gt;Kratochwill et al., 2004&lt;br&gt;Ringwalt et al.</td>
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<tr>
<td>10/25</td>
<td>Consultation interventions (continued)</td>
<td>SSSS: Chps 3 &amp; 4</td>
<td>In class: discussion of consultation cases</td>
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<td></td>
<td>Safeguarding..., 2000&lt;br&gt;Early warning..., 1998&lt;br&gt;AAETS, 2004</td>
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<tr>
<td>11/1</td>
<td>Evaluation of consultation and intervention services</td>
<td>BP: 11 &amp; 33</td>
<td>In class: discussion of consultation cases</td>
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<td></td>
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<td>Jones et al., 1997&lt;br&gt;Hodges, 2004&lt;br&gt;Lambert &amp; Hawkins, 2004</td>
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<td>11/8</td>
<td>Interpersonal communication, collaboration, and systems issues in consultation</td>
<td>Curtis &amp; Stollar, 1996&lt;br&gt;Gutkin, 1999&lt;br&gt;Erchul, 1999&lt;br&gt;Ikeda et al., 1996&lt;br&gt;Marsh, 2004&lt;br&gt;Hansen et al., 2004</td>
<td>In class: discussion of consultation cases</td>
</tr>
<tr>
<td>11/15</td>
<td>Barriers to consultation</td>
<td>SSSS: Chp 5 &amp; Conclusion</td>
<td>This week: termination consultation cases</td>
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<td>Kratochwill &amp; Van Someren, 1995&lt;br&gt;Kratochwill et al., 1995</td>
<td>In class: final</td>
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</tbody>
</table>
Roach & Kratochwill, 2004
discussion of consultation cases

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Activity</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/22</td>
<td>THANKSGIVING HOLIDAY</td>
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<tr>
<td>11/29</td>
<td>Consultation teams and team process</td>
<td>BP: Chps 42 &amp; 43</td>
<td>In class: program evaluation presentations (3 teams)</td>
<td>DUE: Consultation Project Case Report</td>
</tr>
<tr>
<td>12/6</td>
<td>Final considerations</td>
<td>None</td>
<td>In class: program evaluation presentations (4 teams)</td>
<td>DUE: Program Evaluation report</td>
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</tbody>
</table>