

CONSULTATION AND INDIRECT SERVICES

PSYC 618

Summer 2011

1:00-3:30

(Monday-Thursday)

Owens G-05

Dr. Antigo Martin-Delaney
114-A Kinard

martina@winthrop.edu
Phone Ext. 2629

Primary Text:

Dinkmeyer, D. & Carlson, J. (2006). *Consultation: Creating School-Based Interventions, 3rd Edition*. New York: Routledge, Taylor and Francis Group

Course Description:

This course examines the realities of indirect service delivery while considering how consultative services might ideally be provided within a “Response to Intervention (RTI)” problem-solving framework. Since consultation is a complex mode of service delivery, its practice must be rooted in a sound base of knowledge, integrated with the application of specific attitudes and skills. The ultimate purpose of this course is to integrate theory with “hands-on” guided practice activities and video illustrations. The practice activities in this course will utilize case studies focusing on academic problems, behavior problems and social/emotional problems in children and adolescents.

Students will be presented an overview of a collaborative solution-focused model and a conjoint behavioral model of consultation. These problem-solving models can be utilized within the RTI framework to work with teachers and parents to enhance student learning and success. Under this umbrella, consultation (with its emphasis on indirect, internal consultation) is viewed as one vehicle that allows school psychologists to intervene efficiently and effectively in problem situations and assist school personal and parents prevent some mild/moderate academic and behavioral problems from becoming chronic problems in need of ongoing intervention.

Within this course emphasis will be on “consultation-as-paradigm” and “consultation-as-technique.” This course will challenge students to make a paradigm shift, to reconfigure their frames of reference, and to examine their professional orientation and approaches to service delivery. Finally, the need to be sensitive to personal and organizational culture will be discussed throughout the term and special attention will be given to the ethical issues involved in working with culturally diverse populations.

Course Objectives:

Specifically, each student will:

1. Learn to view consultation as a shift in paradigm, not simply an add-on component to testing and assessment skills.
2. Develop micro skills needed for effective consultative problem-solving and intervention planning/development with teachers, parents, administrators and other professionals from diverse backgrounds and cultures.
3. Learn the theoretical/didactic foundation of consultation models and how these models can be integrated under a RTI framework.
4. Examine issues of prevention and intervention for a variety of problems children, youth and families experience across environments.

Course Requirements:

- **Case Study Role-plays:** Effective communication is a vital skill when working with parents, teachers and administrators. It serves as the foundation for cooperation and collaboration in all work environments. Role-playing simulations will be utilized to assist candidates to begin developing both verbal and nonverbal skills for communication effectively. Emphasis will be on the use of effective communications skills to facilitate the problem-solving process within consultation.

Guided Practice Role-playing:

Each student will role-play a number of consultation meetings with various peer of his/her choice. Initial role-play activities will for practice in developing skills demonstrated through video examples. Although these practices will not be graded, it is important that each candidate take advantage of the opportunity to practice and receive constructive feedback that will assist them in acquiring technical skills that must be demonstrated competency by the end of the course.

Graded Role-playing Competency:

Role-Play 1

- Using a case study provided, the **1st graded role-play** will be no more than 30 minutes in length and show rapport building, effective communication exchanges and the following phases of the initial consultation: *Problem Identification*.
 - The Consultation Process Grading Criteria Form will be used by the professor and peers as the scoring rubric for all graded role-play activities (copy of this rubric will be provided on the first day of class).
 - Candidates taking the consultant role will be **required** to analysis and reflect on his/her consultation skills/techniques by completing page 1 of the Analysis and Reflection on the Consultation Process Form at the end of his/her role-play session and turn it in to the professor for review and feedback.
 - **Role-play 1 is worth up to 65 points**

Role-play 2

- Using the same case study provided for graded role-play 1, the **2nd graded role-play** will again be no more than 30 minutes in length and will show the following phases of consultation: *Problem Analysis and Plan Development*. It is during the 2nd role-play students will demonstrate the effective use of the problem-solving process and strategies for handling resistance as needed.
 - The Professor and peers will also complete Consultation Process Grading Form at the end of this role-play session.
 - Candidates taking the consultant role will be **required** to analysis and reflect on his/her consultation skills/techniques by completing pages 2 & 3 of the Analysis and Reflection on the Consultation Process Form at the end of his/her role-play session and turn it in to the professor for review and feedback.
 - Grading is not only on actual skill displayed in the role-plays, but also on your ability to integrate skills and knowledge mastered in other courses (e.g., PSYC 601, 606, 607 and 608) as they relate to the presenting problem/concern.
 - **Role-play 2 is worth up to 65 points**
- **Team Presentation/Discussion Session:** During the first day of class candidates will be paired for Team Presentation/Discussion sessions. Each team will be responsible for providing their peers with an overview of a specific type of consultation. The following topics have been selected for coverage by the various teams, but have not been pre-assigned:
 - *Behavioral Case Consultation (focus on working with individual teachers)*
 - *Mental Health Case Consultation (focus on working with other mental health providers)*
 - *Parent & Family Consultation (focus on understanding family systems)*
 - *Education/Training Consultation (focus on providing systems level education/in-service training)*
 - *School-based Collaborative Teaming (focus on group dynamics and working with teams of teacher & parents)*

Each team must:

- research their particular area/model of consultation and provide a bibliography of the materials used to develop prepare for their presentation (at least 5 references beyond texts for class required);
- provide two readings—journal articles or chapter from a book—(one from each presenter) at least one week prior to their presentation. These may be send via email;
- develop a PowerPoint presentation for use in their presentation and share equally in the presentation of their research;
- demonstrate how at least one aspect consultation would look using their assigned area/theory via a class participation activity or demonstration
- allow time and prepare for a question/answer period of at least 10 minutes at the end of their presentation.

Each team will be given 1½ hours for their presentation. Each Team has free license to develop their presentation and participation activity/role-play demonstration as their think best. They should enlist the help of peers during role-play demonstrations/group participation activities as needed.

Grading for presentations will be shared by peers and professor using rubric to be provided.

- **Team Presentation/Discussion Session is worth 55 points**
- **Participation and professionalism:** Discussion and peer feedback are an integral part of this course. All students are expected to come to class daily, arrive on time and come prepared to participate. Various viewpoints, experiences and questions are encouraged and will be respected by all class members. Disagreement, while welcome, should be framed within the context of respectful dialogue, a positive exchange of ideas and constructive and supportive feedback will enhance skills develop among each class member. If students arrive late to class or display unprofessional behavior in class, the behavior may result in the reduction of the participation grade, at the discretion of the professor.
 - **Participation/Professionalism is worth up to 10 points.**
- **Final Exam:** The final exam for this course will be given the last day of class (see tentative class schedule) and will be case study in format. Candidates will be required to integrate knowledge gained from assigned readings, lectures and in-class discussions when responding to questions in narrative format. Candidates will have 1½ hours to complete this exam.
 - **Exam is worth up to 50 points**
- **Attendance:** Attendance is required. You are allowed one (1) excused absence during this summer session. Each absence beyond this will result in automatic reduction of your final grade point total by 15 points. NO EXCEPTIONS unless unusual circumstances require special consideration (e.g., death in immediate family, extended illness-your own or a child).

Final Point Distribution for Grading:

Grades for the course will be assigned based on successful completion of each of the following components:

<u>Component</u>	<u>Maximum Points</u>
Role Play 1	65
Role Play 2	65
Team Presentation	55
Final Exam	50
Participation/Professionalism	10

The following final grades are possible in this course.

A = 245 – 221 points
B = 220 – 196 points
C = 195 – 172 points
F = 171 points or less

University Code of Student Conduct

Academic dishonesty is a serious offense and may result in the student receiving an F for the course. Academic misconduct includes but is not limited to providing or receiving assistance in a manner that is not authorized by the professor in the creation of work to be submitted for academic evaluation. For additional information, students should see Winthrop's Student Handbook.

Students with Disabilities

If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your professor notification letter, please notify me so that I am aware of your accommodations well before the first {*test/paper/assignment*}.

Tentative Class Schedule

DATE	ISSUES TO BE DISCUSSED	ASSIGNMENTS
WEEK 1: May 16	<ul style="list-style-type: none"> ○ Review Course Objectives & Requirements ○ Consultation by Any Other Name: Definitions & Distinctions ○ The Process of Consultation: Overview of Models Currently Used in Schools 	Syllabus Chapters 1
May 17	<ul style="list-style-type: none"> ○ The Process of Consultation (continued) ○ Implementing RTI within Collaborative Problem-solving Consultation Approach ○ Interpersonal Communication Skills: An Overview 	Chapter 3
May 18	<ul style="list-style-type: none"> ○ Interpersonal Communication Skills: An Overview (continued) ○ “Techniques are not enough” ○ Internal Consultant: Agonies of Entry and Getting Started 	Chapter 2
May 19	<ul style="list-style-type: none"> ○ Problem Identification—From Diagnosis to Discovery ○ Understanding & Dealing with Resistance 	
WEEK 2: May 23	<ul style="list-style-type: none"> ○ Problem Analysis—Getting the Data & and Giving Feedback About the Data and Problem ○ Plan Development & Implementation: Engagement vs. Installation 	Chapter 4
May 24	<ul style="list-style-type: none"> ○ Guided Practice Role-plays 	
May 25	<ul style="list-style-type: none"> ○ Graded Role Plays 1 	
May 26	<ul style="list-style-type: none"> ○ Graded Role Play 1 	Chapter 6
WEEK 3: May 31*	<ul style="list-style-type: none"> ○ Team 1: Behavioral Case Consultation: working with individual teachers ○ Team 2: Mental Health Case Consultation: working with other mental health providers 	TBA TBA

June 1	<ul style="list-style-type: none"> ○ Team 3: Parent & Family Consultation: <i>understanding family systems</i> 	TBA
	<ul style="list-style-type: none"> ○ Team 4: Education/Training Consultation: <i>providing systems level in-service training</i> 	TBA
June 2	<ul style="list-style-type: none"> ○ Team 5: School-based Collaborative Teaming: <i>understanding group dynamics when working with teachers and parents</i> ○ Consulting with Entire Systems 	TBA
June 3*	<ul style="list-style-type: none"> ○ Consulting with Entire Systems (continued) ○ Guided Practice Role-plays 	To be provided
WEEK 4:		
June 6	<ul style="list-style-type: none"> ○ Ethics and Advocacy in Consultative Relationships ○ Guided Practice Role-plays 	NASP Ethical Guidelines from Best Practices V
June 7	<ul style="list-style-type: none"> ○ Graded Role Play 2 	
June 8	<ul style="list-style-type: none"> ○ Graded Role Play 2 ○ Pulling It All In Context—Getting to the Heart of the Matter 	
June 9	<ul style="list-style-type: none"> ○ Final Exam 	

*class moved to allow Memorial Day off

**Winthrop School Psychology Program
Syllabus Addendum for PSYC 618**

School Psychology Program students' grades are aggregated and used to document their attainment of knowledge and skills. This form documents the relationship of this course to the NASP Domains of Training and Practice and how course grades are determined by the instructor.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
<p>2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other:</p>