

Instructor/TA Info

Instructor Information

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Course Information

Description


Very few professionals work independently. In schools, we work with teams that include students, parents, teachers, administrators, colleagues, supervisors, and community-based agencies and organizations. Consultation is an overarching skill that is an important piece to every aspect of a school psychologist’s work. It is a delivery model for providing behavioral, counseling, and psychological services to children and adolescents.

Consultation emphasizes an increase in problem-solving expertise within a triadic relationship (consultant, consultee, and child/individual). Consultation is an *indirect* service delivery approach whereby services are delivered by a consultant (the school psychologist or special education teacher) to a consultee (teacher, parent, or administrator) who, in turn, provides services to a child in the school or community setting. This indirect approach to service delivery is regarded as *best practice*, allowing school psychologists and other mental health professionals to impact many more children/individuals than would be served through direct one-on-one service delivery. Consultation involves collaborative relationships in which consultants are viewed as facilitators. Emphasis is placed on the collaborative problem-solving process, which occurs during a series of interviews and related assessment activities. Throughout this process, consultants elicit a description of problems, assist in analyzing problems, devise intervention plans, and monitor proposed interventions once implemented. This class will assist students in developing knowledge and skills needed to effectively facilitate change at the individual, group, and systems level.

Prerequisites

This is a graduate level course with specific assignments that must be completed during field-based practicum. As such, undergraduate students and students from outside graduate programs may not enroll in this course. Students in this course must be concurrently taking or have completed training in academic and behavioral intervention within the schools.

Materials

Item	Price (new)	Price (used)
 <u>School Consultation 3E - Required</u> by Erchul, W	200.00	150.00

Participation Policy

The objective of this course is to provide a collaborative, interactive learning experience to strengthen each students’ clinical skills. Therefore, it is important to attend and participate in each class meeting. Please come prepared with required readings completed, all assignments ready to present/submit, and notify me in advance if you are having any difficulties with your assignments. It is expected that you will give attention and respect to those who are presenting material or guiding learning activities. Please refrain from working on other tasks during class or engaging in distracting activities. This is how you (and your classmates) will

You are expected to attend each class session. If sickness or other circumstances arise that may keep you from attending, you must notify me prior to the beginning of class.

Attendance Policy

We are united by our common primary identity as children of God (Acts 17:29; Psalms 82:16) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement).

We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement)
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12-27).
- Our interactions create and support an environment of belonging (Ephesians 2:19); and the full realization of each student's divine potential is our central focus.

Classroom Procedures

Please come to each class prepared with your notes from the readings and any other materials you will need to participate. Active listening and participation are important expectations to help you get the most out of this class. Therefore, I ask that you put away or leave behind objects that could become a distraction. Classroom safety is a high priority, particularly during the course of the COVID-19 pandemic. Please come prepared with a mask or ask for one prior to the start of class. Be conscious of social distancing requirements. This will show your respect and concern for the welfare of others who are in our classroom.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grades will be determined by participation in class activities, logs of learning activities outside of class, completed projects, class presentations, and exams.

Course Objectives

Demonstrate knowledge of change theory & the ethics of implementing activities to promote change

- Demonstrate sensitivity to multicultural, ethical, and moral issues relevant to consultation, change, and involvement of parents and caregivers.
- Identify major sources of consultee's difficulty and resistance to change, and demonstrate the knowledge and skill to intervene sensitively and effectively.

children and families

Demonstrate knowledge of consultation strategies to work effectively with families,

- Learn skills and develop characteristics, which will allow you to initiate and implement collaboration, consultation, and coordination of efforts with various school personnel and parents.
- Demonstrate the knowledge to work with a consultee in identifying a target behavior.
- Design a feasible plan for collecting baseline data and working collaboratively with a consultee to develop intervention plans and identify goals, implement plans, monitor and evaluate progress in meeting goals, and implement modifications as needed.
- Develop competencies that allow you to contribute and communicate appropriately in staffings, parent-teacher conferences, and IEP meetings.
- Demonstrate knowledge of consultation principles to effectively facilitate change at a systems level.

Demonstrate knowledge of strategies to involve families in education and service delivery

- Demonstrate knowledge of various family systems models and how each theory views family influences on student development, learning, and behavior.
- Identify ways to support, implement, and apply the PTA's *National Standards for Parent/Family Involvement* <http://www.pta.org/nationalstandards> (<http://www.pta.org/nationalstandards>) --these standards include:
 1. Welcoming all families into the school community
 2. Communicating effectively
 3. Supporting student success
 4. Speaking up for every child
 5. Sharing power
 6. Collaborating with community

Learning Outcomes

Change theory & the ethics of imple

- Demonstrate sensitivity to multicultural, ethical and moral issues relevant to consultation, change and involvement of parents.

Using consultation to work effectively

- Describe eight different types of activities or stages that characterize most instances of consultation.

Using consultation to work effectively

- Learn skills and develop characteristics, which will allow you to initiate and implement collaboration, consultation and coordination of efforts with various school personnel and parents.

Change theory & the ethics of imple

- Identify major sources of consultee difficulty and resistance to change, and demonstrate the knowledge to intervene effectively.

Using consultation to work effectively

- Demonstrate the knowledge to work with a consultee to identify a target behavior.

Using consultation to work effectively

- Design a feasible plan for collecting baseline data and work collaboratively with a consultee to develop intervention plans and follow up and evaluation of progress, and implementing modifications as needs arise.

- Develop competencies that allow you to contribute appropriately to staffings, conferences, SEOP and IEP meetings.

Using consultation to work effectively Using consultation to work effectively

- Demonstrate knowledge of the principles to effectively facilitate change at a systems level.

Methods to involve families in education

- Demonstrate knowledge of various family systems models and how each theory views family influences on student development, learning and behavior.

Methods to involve families in education

- Identify ways to implement and apply the National Standards for Parent/Family Involvement which include:
 1. effective home/school communication,
 2. promotion and support of parenting skills,
 3. involving parents in meaningful ways to promote student learning,
 4. fostering effective parent volunteer programs,
 5. promoting collaborative school decision making and advocacy, and
 6. facilitating collaboration with community resources.

NASP Domains

- **Domain 2: Consultation and Collaboration**

School psychologists have 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 7: Family–School Collaboration Services**

School psychologists have 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 9: Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Place the following assignments into your PRACTICUM PORTFOLIO:

- **Insert into Domain 2:** Consultation log (see page 20 of syllabus) and self-evaluation of consultation skills (see pages 14-15 of syllabus)
- **Insert into Domain 7:** PTA-based evaluation of BYU student's skills
- **Insert into Domain 9:** Program Evaluation (see page 11 of syllabus)

Assignments

Assignment Descriptions

Readings 9/8

Sep
07

Due: Tuesday, Sep 07 at 11:59 pm

Readings 9/15

Sep

Student Information

12 Sep Due: Monday, Sep 13 at 11:59 pm

15 Sep Due: Wednesday, Sep 15 at 3:00 pm

This quiz is designed to help the instructor better understand student needs and expectations for the course.

Readings 9/22

20 Sep Due: Monday, Sep 20 at 11:59 pm

Readings 9/29

27 Sep Due: Monday, Sep 27 at 11:59 pm

Consultation Score Card #1

29 Sep Due: Wednesday, Sep 29 at 11:59 pm

Readings 10/6

04 Oct Due: Monday, Oct 04 at 11:59 pm

Readings 10/20

18 Oct Due: Monday, Oct 18 at 11:59 pm

Midterm Exam

20 Oct Due: Wednesday, Oct 20 at 1:00 pm

This exam will consist of 2 essays (independent), followed by group discussions. Essays will be based on consultation scenarios & on conducting program evaluation.

Readings 11/3

01 Nov Due: Monday, Nov 01 at 11:59 pm

Consultation Score Card #2

03 Nov Due: Wednesday, Nov 03 at 11:59 pm

Readings 11/10

08 Nov Due: Monday, Nov 08 at 11:59 pm

Readings 11/17

Nov

Readings 12/1

16 Due: Tuesday, Nov 16 at 11:59 pm

Nov

30 Due: Tuesday, Nov 30 at 11:59 pm

Consultation Score Card #3

Dec

01

Due: Wednesday, Dec 01 at 11:59 pm

Team Presentation

Dec

08

Due: Wednesday, Dec 08 at 11:59 pm

Groups will briefly present the major content of their book through discussion and class activity.

Hot Topic Presentation

Dec

09

Due: Thursday, Dec 09 at 11:59 pm

Please present on a current event related to consultation issues in schools, working effectively with parents, teachers, administrators, and community professionals. This could also be an example about working collaboratively or communicating effectively.

Chapter Lecture and Activity

Dec

09

Due: Thursday, Dec 09 at 11:59 pm

Lead 15-20-minute lecture & discussion

Final Exam

Provide 1 to 2-page electronic handout summarizing major points

Due: Wednesday, Dec 15 at 11:59 pm

As part of your presentation, prepare a 10-15-minute learning activity/role play based on the day's topic and reading

Dec

15

This exam will include 3 short-answer questions related to consultation and collaboration, integrating important concepts taught during the semester.

Case Study Report

Dec

15

Due: Wednesday, Dec 15 at 11:59 pm

Program Evaluation Report

Dec

15

Due: Wednesday, Dec 15 at 11:59 pm

Attendance and Participation

Dec

15

Due: Wednesday, Dec 15 at 11:59 pm

Consultation Log

17

Dec

Please submit your Peer Review Spring 2020 Consultation Log here (part of final consultation project).

PTA Ratings (Optional)

Dec**17**Due: Friday, Dec 17 at 11:59 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Diversity and Inclusion in the Classroom

personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Diversity and Inclusion in the Classroom

Schedule

Date	Column 1	Weekly Topic
Week 1		
W Sep 01 Wednesday		
Week 2		
M Sep 06 Monday	Labor Day	
T Sep 07 Tuesday	Readings 9/8	
W Sep 08 Wednesday		Introduction to Consultation - E&M Chapter 1 Introduction to Developmental Evaluation - Patton Chapter 1
F Sep 10 Friday		
Week 3		
M Sep 13 Monday	Readings 9/15	
W Sep 15 Wednesday		Problem-Solving and Response to Intervention - E&M Chapter 2 Developmental Evaluation Purpose and Niche - Patton Chapter 2
Week 4		
M Sep 20 Monday	Readings 9/22	
W Sep 22 Wednesday		Promoting Change in Schools - E&M Chapter 3 Thinking Outside the Box - Patton Chapter 3
Week 5		
M Sep 27 Monday	Readings 9/29	
W Sep 29 Wednesday	Personal Consultation Score Card #1 Due Consultation Score Card #1	The School as a Setting for Consultation - E&M Chapter 4 Situation Recognition - Patton Chapter 4
Week 6		
M Oct 04 Monday	Readings 10/6	
W Oct 06 Wednesday		Bases on an Integrated Model of Consultation - E&M Chapter 5 Systems Thinking - Patton Chapter 5
Week 7		
W Oct 13 Wednesday		Group Presentations and Discussions TEAM #1: Five Dysfunctions of a Team

Week 8		
M Oct 18 Monday	Readings 10/20	TEAM #2 Our Iceberg is Melting
W Oct 20 Wednesday	Midterm Exam	E&M Chapter 6 Model Description and Application - Patton Chapter 6
Week 9		
W Oct 27 Wednesday		Guest Speaker: Jory Liddiard, OT at 10:00am Group Presentations and Discussions TEAM #3 Made to Stick TEAM #4 Who Moved My Cheese?
Week 10		
M Nov 01 Monday	Readings 11/3	
W Nov 03 Wednesday	Personal Consultation Score Card #2 Due Consultation Score Card #2	Guest Speaker: Ben Young, SW at 9:00am E&M Chapter 7 - Assessment in School Consultation Patton Chapter 7 - Adaptive Cycle
Week 11		
M Nov 08 Monday	Readings 11/10	
W Nov 10 Wednesday		E&M Chapter 8 - Selecting Effective School-Based Interventions Patton Chapter 3 - Thinking Outside the Box
Week 12		
M Nov 15 Monday		
T Nov 16 Tuesday	Readings 11/17	
W Nov 17 Wednesday		E&M Chapter 9 - Key Participants in Consultation Patton Chapter 9 - Reflective Practice
Week 13		
W Nov 24 Wednesday	No Classes	
Week 14		
M Nov 29 Monday		
T Nov 30 Tuesday	Readings 12/1	
W Dec 01 Wednesday	Personal Consultation Score Card #3 Due Consultation Score Card #3	E&M Chapter 10 - Students as Clients Patton Chapter 10 - Utilization Focus
Week 15		
W Dec 08 Wednesday	Team Presentation	
Th Dec 09 Thursday	Chapter Lecture and Activity Hot Topic Presentation	
F Dec 10 Friday	Fall Exam Preparation (12/10/2021 - 12/10/2021)	
Sa Dec 11 Saturday		

Sa Dec 18 Saturday	First Day of Fall Final Exams (12/13/2021 - 12/17/2021)	
Week 16		
T Dec 14 Tuesday	Final Exam: 331 MCKB 7:00am - 10:00am	
W Dec 15 Wednesday	Case Study Report Program Evaluation Report	
F Dec 17 Friday	Consultation Log PTA Ratings (Optional)	