



**Learning Objectives:**

Throughout this course students will be able to:

- Develop a basic understanding of consultation and its history in a variety of settings.
- Understand how consultation differs from other practices such as direct clinical service, education, etc.
- Demonstrate knowledge of the core conditions for consultation.
- Articulate and demonstrate the interpersonal skills and procedures that form the bases for effective consultation.
- Appreciate the plurality of models in which a consultant may choose to practice, including behavioral, mental health, collaborative and other consultation approaches.
- Differentiate the various models and stages of consultation.
- Discuss a range of target goals for the different consultation models; from the individual student to systems level.
- Discuss consultation issues such as barriers to consultation, effective entry strategies, recognition of the needs of teachers, common student problems, and systems level needs.
- Understand how to use effective consultation and collaboration skills with culturally diverse populations.
- Review ethical issues that may arise during the practice of consultation.
- Demonstrate familiarity with theory and research from the consultation literature.
- Develop beginning skills for effective consultation through role-plays and group exercises.
- 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.
- Finally, utilize and synthesize information learned in the course to develop a personal model of consultation.

**Required Text:**

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2011). *Psychological Consultation and Collaboration: Introduction to Theory and Practice* (7<sup>th</sup> Ed.). Boston: Pearson Education.

**Other Required Readings:**

Bramlett, R. K., & Murphy, J. J. (1998). School psychology perspectives on consultation: Key contributions to the field. *Journal of Educational and Psychological Consultation*, 9, 29-55.

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.

Dinkmeyer D. (2006). School consultation using individual psychology. *The Journal of Individual Psychology*, 62, 180-187.

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

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.

### **Class Format:**

This course will consist of lecture, discussion groups, small group work, role-playing, and clinical application of skills. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.

### **Administrative Policies and Requirements:** □

**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. You **MUST** contact me if you are going to miss class for any reason. Best way of contact is email but if you call please leave a message. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation.

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. 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 and sit in the back to minimize distractions. Just because you are allowed to leave early does not guarantee full credit for assignments to be done in class on that day.

**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. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. In addition, 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 reframe from using their laptops/cell phones during class.

***Class Participation.*** All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

***Leo Mail.*** All Students should activate and regularly check their Leo Mail (e-mail account). I will **NOT** send communication about the class to personal email accounts.

***Late Assignments:*** Late assignments will **NOT** be accepted unless you have a doctor's note in case of illness or copy of a funeral program in case of a death of a loved one. I do understand that life happens outside of class but you are responsible for keeping up with assignments and turning them in on time. Please read your syllabus in order to turn in all assignments on time. If for some reason you become aware that you will not be able to turn in an assignment you need to contact the instructor immediately. All assignments have to be turned in directly to me in class (assignments will only be accepted via email if previously directed to do so by the instructor).

***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. 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 in the course and possible expulsion from the University.

**All assignments that are turned in should be typed in a 12-point Times New Roman font and Double Spaced. Insert Name, date, and page number as a header (No Title Page). All assignments will be collected during class on the due date (refer to syllabus). No late assignment will be accepted. Have assignments ready when you come to class.**

### **Required Assignments:**

#### **Class Discussion and Participation (10 pts.)**

The course will follow a seminar format and therefore active student participation is required. All assigned readings must be completed prior to class time. This is a course designed for in depth class discussion, in-class practice, and presentations. You will be required, at times in teams, to prepare in-class presentations of the readings. Your reaction to the readings (and familiarity with the readings) needs to be shared with the class in order to maximize everyone's learning. Participation in discussion and group activities is required in class and an absolute necessity for success in the school psychology profession.

**Reading Reflections & Discussion Questions (20 pts.)**

Students must bring a paper copy (max 1 page) that consists of their reflections of the required reading for that day (needs to cover only 1 specific topic not everything read for that class period). This is not merely a summary of what you read but an analysis of what you thought about what you read. Students must raise a point from the reading and provide a brief discussion as to why they agree, disagree, or remain unclear on an issue. In addition, students must generate one discussion question that we will talk about as a group in class. Your discussion question can be the basis of your reflection. Discussion points can include reflections on the readings, questions, or personal viewpoints on issues. Students are expected to work independently in writing reflections and generating discussion points. We will spend time discussing topics raised in the discussion points. Discussion points will be graded based on relevance, thoughtfulness, and creativity. Discussion points are worth 2 points each. (0: no turned in or no relevance, 1: minimal effort or little contribution, 2: thorough & provide contribution to class discussion).

**Article Review and Presentation (40 pts.):**

Students are required to find a peer reviewed journal article related to any aspect of consultation/collaboration as it relates to school-age children. Students must have their article approved by the professor to ensure that it is a peer-reviewed article. Attempts should be made to find specific articles that relate to aspects of consultation as discussed in your textbook, consultation with minority students, or students with IDEA disabilities.

Students are expected to write a 2-3 page critique of the article and give a 15-20 minute in-class presentation/discussion on that article. For the critique, students should follow the same format as the weekly reflection papers (only in more depth). For example make sure you explain how the article relates to an area of consultation discussed in class, explain the strengths and weaknesses of the article, ability for results of article to be generalized to other students (i.e. different ethnic groups, ability levels, etc.), and improvements if any are needed. You will turn in your article review on the same day you do your presentation.

For the presentation students should provide copies or a citation for classmates and the instructor to find the article one week before they present. This will allow classmates and the instructor time to read the article. During the presentation you will present the article and provide pertinent information from your critique. You will also lead the class in discussion over the article. After the presentation classmates will complete a brief written critique of your presentation. This is meant to serve as a teaching tool to help each student improve his or her presentation skills.

**Case Examples (30 pts.):**

Throughout the semester students will complete 3 case examples dealing with different aspects of consultation. Students will be required to write a brief explanation explain what techniques they would use or to handle the given situation. More information will be provided later.

**Exams (100 pts.):**

A midterm and a final exam will be given over the course of the semester. Each exam is worth 50 points. The exams will consist of multiple choice, short answer, and possibly short essay questions.

**Grading Scale:**

A 200 - 180

B 179 - 160

C 159 - 140

D 139 - 120

F < 120

## Fall 2012 Course Schedule PSY 615

**Dr. Hayes (Subject to Change)**

Date(s)	Topic(s)
08/27	<ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• Review of the syllabus and course requirements</li> <li>• Introduction to Consultation and Collaboration (Brown et al. Ch. 1)</li> </ul>
09/03	<b>Labor Day (No Class)</b>
09/10	<ul style="list-style-type: none"> <li>• Consultation Stages &amp; Processes (Brown et al. Ch. 6)</li> </ul>
09/17	<ul style="list-style-type: none"> <li>• Skills &amp; Characteristics of Consultants &amp; Collaboration (Brown et al. Ch 7)</li> <li>• Consultee as a Variable (Brown et al. Ch 8)</li> <li>• <b>Presenter 1</b></li> </ul>
09/24	<ul style="list-style-type: none"> <li>• Teacher Consultation-Teacher Collaboration (Brown et al. Ch. 9)</li> <li>• Bramlett &amp; Murphy (1998)</li> <li>• Dinkmeyer (2006)</li> <li>• <b>Presenter 2</b></li> <li>• <b>Practice Case Example</b></li> </ul>
09/28	<p style="text-align: center;"><b>NOT A CLASS DAY</b></p> <p style="text-align: center;">Dallas-Forth Worth Regional Association of School Psychologists Fall Conference held at TWU (<a href="http://www.dfwrasp.org">http://www.dfwrasp.org</a> for details)</p>

---

10/01

- Consultation with Parents (Brown et al. Ch. 10)
- **Presenter 3**
- **Case Example 1**

---

10/04 –

**NOT A CLASS DAY**

10/06

Texas Association of School Psychologists Annual Convention  
held in Houston, TX (<http://txasp.org> for details)

---

10/08

- Ethical & Legal Considerations (Brown et al. Ch 12)
- Multicultural Issues & School Consultation in Multicultural Settings
  - Ingraham (2000)
  - Sheridan (2000)
  - Soo-Hoo (1998)

---

10/22

- **Midterm**

---

10/29

- Mental Health Consultation (Brown et al. Ch. 2)
- **Presenter 4**

---

11/05

- Cognitive-Behavioral Consultation & Collaboration (Brown et al. Ch. 3)
- **Presenter 5**

---

11/12

- Solution-Focused Consultee-Centered Consultation & Collaboration (Brown et al. Ch. 4)
- Systematic Change in Using Consultation & Collaboration (Brown et

al. Ch. 5)

- **Presenter 6**
- 

11/19

- Data-Based Decision Making (Brown et al. Ch. 11)
  - **Presenter 7**
  - **Case Example 2**
- 

11/26

- Writing Comprehensive Behavioral Consultation Reports
    - Brinkman et al. (2007)
  - **Presenter 8**
  - **Presenter 9**
- 

12/03

- Issues in Consultation & Collaboration (Brown et al. Ch. 13)
  - Case Study Illustration of Consultation & Collaboration
  - **Case Example 3**
- 

12/10

- **Final**
-