

***Psychology 615***  
***Psychological Principles of Consultation***  
***Tuesday 4:30 - 7:10 PM***  
***Fall 2013***

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**Instructor:** Dr. DeMarquis Hayes

**Office:** Binnion 219

**Office Hours:** Monday 2:00 – 4:30 (MPLX)  
Tuesday 2:00-4:30 (Commerce)  
or by appointment

**Telephone:** 903-886-5418

**Email:** demarquis.hayes@tamuc.edu

**Class:** Henderson 304

**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](mailto:StudentDisabilityServices@tamuc.edu)

**Catalog Course Description:**

PSY 615. *Psychological Principles of Consultation*. Three semester hours. 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.

**Instructor's Description:**

This course is designed to examine the theory, principles, and procedures of the consultation process with an emphasis on consulting in the educational setting. Various models and methods of consultation will be covered. These include behavioral, mental health, collaborative, and organizational models of consultation. The distinct responsibilities and relationships involved in each model of consultation will be emphasized. Consultation as an intervention at the individual, group, and system levels will be discussed as well.

## 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.

## Course Objectives (Links to NASP Model 10 Domains of Practice):

**2.1: Data-Based Decision Making & Accountability:** *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**2.2: 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.*

**2.7: 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.*

**2.8: 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.*

**2.10: Legal, Ethical, and Professional Practice:** *You will gain knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

**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:**

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. 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 upon your return to class.

You will be allowed to miss up to **TWO** class days with no penalty of points deducted from your final grade. Any student that misses more than two days will have 5 points per absence deducted from their **FINAL** grade. Also, if any work is due on the day you are absent and you fail to turn it in due to missing class I will **not** accept the late work. The only acceptations, as previously mentioned, would be for extreme circumstances as long as you have appropriate documentation and have contacted me. Graduate students that miss more than 4 class days (unexcused) will automatically receive a grade of “F” in the course.

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 unless you have previously cleared it with the instructor or it is due to a documented approved circumstance which will be determined on a case by case basis.

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 before the start of class and sit in the back or on the side in order to minimize distractions when you leave. Just because you are allowed to leave early does not guarantee full credit for assignments to be done in class on that day. Also, regularly leaving class early will 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. 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. Also, student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable 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 and/or Dean’s Office). Finally, 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.

***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 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/eCollge. I **WILL NOT** send communication about the class to personal email accounts.

**Late Assignments:** Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (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.

**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.

### **Course Requirements:**

#### **1. Reading Reflection & Discussion Questions: (50 pts.)**

Students must turn in a copy on eCollege (1 page in length) that consists of their reflections of the required reading for that day (needs to cover only 1 specific topic not everything covered in the readings for the week). 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** (you need to write a question, either at top or bottom of your page, about the reading that you would like to ask your classmates & or professor). You need to have a question that you will ask your classmates based on the assigned reading and we will discuss in class. Each student will take times during class to share their reflections in order to spark discussion about the reading for that class period. Even though you will turn the assignment in on eCollege it is a good idea to have a copy for yourself in class so you can be prepared to discuss with peers. Your Reading Reflection/Discussion points will be graded based on relevance, thoughtfulness, and creativity. There will be 11 discussion points due throughout the semester worth 4 points each (students that turn in every discussion point will get 6 extra points). Even though you are turning assignment in on eCollege, please put your name, date assignment due, and chapter or reading that was covered at the top of the page.

#### **2. Exams (200 pts.):**

A midterm and a final exam will be given over the course of the semester. Each exam is worth 100 points. The exams will consist of multiple choice, short answer, and possibly short essay questions.

- 3. Team Presentation/Discussion Session (100 pts):** During the first day of class students 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 teacher)
- Education/Training Consultation (focus on providing systems level education/in-service training)
- Mental Health Consultation (focus on working with other mental health providers)
- Multicultural Consultation (focus on cultural competence)
- Parent & Family Consultation (focus on family systems)
- School-Based Collaborative Teaming (focus on group dynamics & working with teams of teachers & 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 3 references not including text book)

develop a Power Point presentation to discuss the information learned

engage in a role play or training exercise for the class to demonstrate their area/model of consultation

each presentation should be about 30-45 minutes

**4. Case Examples (50 pts.):**

Throughout the semester students will engage in in-class assignments that role play different aspects of consultation. Participation is required and students may be required to write a brief explanation explaining how they would proceed in the hypothetical consultation relationship.

**Grading Scale: (total 400 points)**

- A 400 - 360
- B 359 - 320
- C 319 - 280
- D 279 - 240
- F < 240

## Fall 2013 Course Schedule PSY 615

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

Week	Date(s)	Topic(s)
1	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>
2	09/03	<b>Enjoy Labor Day (No Class)</b>
3	09/10	<ul style="list-style-type: none"> <li>• Mental Health Consultation (Brown et al. Ch. 2)</li> </ul>
4	09/17	<ul style="list-style-type: none"> <li>• Cognitive-Behavioral Consultation &amp; Collaboration (Brown et al. Ch. 3)</li> </ul>
09/20		<p>Dallas-Fort Worth Regional Association of School Psychologists Fall Conference held at Arlington ISD (<a href="http://www.dfwrasp.org">http://www.dfwrasp.org</a> for details)</p> <ul style="list-style-type: none"> <li>• Morning session Ethics</li> <li>• Afternoon session Assessment of Emotional Disturbance</li> </ul>
5	09/24	<ul style="list-style-type: none"> <li>• Solution-Focused Consultee-Centered Consultation &amp; Collaboration (Brown et al. Ch. 4)</li> <li>• Writing Comprehensive Behavioral Consultation Reports               <ul style="list-style-type: none"> <li>○ Brinkman et al. (2007)</li> </ul> </li> </ul>

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6	10/01	<ul style="list-style-type: none"><li>• Systematic Change in Using Consultation &amp; Collaboration (Brown et al. Ch. 5)</li></ul>
7	10/08	<ul style="list-style-type: none"><li>• Consultation Stages &amp; Processes (Brown et al. Ch. 6)</li></ul>
10/10 – 10/12	Texas Association of School Psychologists Annual Convention held in San Antonio, TX ( <a href="http://txasp.org">http://txasp.org</a> for details)	
8	10/15	<ul style="list-style-type: none"><li>• <b>Midterm</b></li></ul>
9	10/22	<ul style="list-style-type: none"><li>• Skills &amp; Characteristics of Consultants &amp; Collaboration (Brown et al. Ch 7)</li></ul>
10	10/29	<ul style="list-style-type: none"><li>• Consultee as a Variable (Brown et al. Ch 8)</li></ul>
11	11/05	<ul style="list-style-type: none"><li>• Teacher Consultation-Teacher Collaboration (Brown et al. Ch. 9)</li></ul>
12	11/12	<ul style="list-style-type: none"><li>• Consultation with Parents (Brown et al. Ch. 10)</li></ul>
13	11/19	<ul style="list-style-type: none"><li>• Multicultural Issues &amp; School Consultation in Multicultural Settings<ul style="list-style-type: none"><li>○ Ingraham (2000)</li><li>○ Sheridan (2000)</li><li>○ Soo-Hoo (1998)</li></ul></li></ul>

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14	11/26	<b>Thanksgiving Break (No Class)</b>
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15	12/03	<ul style="list-style-type: none"><li>• Ethical &amp; Legal Considerations (Brown et al. Ch 12)</li></ul>
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16	12/10	<ul style="list-style-type: none"><li>• <b>Final (on eCollege No Class)</b></li></ul>
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