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PSYX 680.01: Consultation

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THE UNIVERSITY OF MONTANA

Department of Psychology

Spring Semester, 2014

PSYC 680 –Consultation and Collaboration – 3 semester credits

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Classroom: Skaggs 174

Office hours: Th 12:30-2:30

or by appointment

The intent of this course is to provide a framework to understand the process of consultation and collaboration in the schools, mental health and community settings. Students will learn to provide consultation and work collaboratively with others in planning and decision-making processes at the individual, group, and systems levels, using both direct and indirect methods of consultation to effect change and positive outcomes. (NASP Std. 2.2).

We do not need to think alikewe need to think together

(Dettmer, Dyck & Thurston, 1996)

Gerald Caplan (1963) is generally credited with originating the field of consultation and defined it as follows:

Consultation....denote(s) the process of interaction between two professional persons – the consultant, who is a specialist, and the consultee, who invokes his help in regard to a current work problem with which the latter is having some difficulty, and which he has decided is within the former's area of specialized competence. The work problem involves the management or treatment of one or more clients of the consultee, or the planning or implementation of a program to cater to such clients (Caplan, 1963, p. 470).

Most approaches to consultation, at least those that are described in the school psychology literature, assume a *collaborative, co-equal, indirect, nonhierarchical* mode of consultation in which both consultants and consultees are considered to be equals in the problem solving process. That said, this course takes the Caplan (1963) approach that consultants should *consult* rather than merely *collaborate*. This course views consultants as experts who are solicited by consultees because of their expertise of certain content areas revolving around behavior change and intervention. The role of the school psychologist as a consultant is differentiated from being a professional working in a collaborative manner on a team. Both *consulting* and *collaborating* are essential to the school psychologist's behavioral repertoire.

The field of consultation has primarily taken an indirect approach to intervention. This course presents materials taking a blended approach to consultation by combining BOTH *direct* and *indirect* service delivery models. The paradigm shift in consultation is seen as shifting from solely *talking about intervention* to *doing intervention*.

LEARNING OUTCOMES – the student will:

1. Learn the history, evolution, and methods of various mental health, school-based, organization-based, and community-based consultation models. (NASP Std.2.2; APA B3a,).
2. Develop consultative skills and an orientation to various direct and indirect consultation models using problem solving as a basis for providing consultation services with an intervention and positive outcomes focus (NASP Std. 2.1, 2.2; APA B3c, B3e)
3. Practice delivery of consultation services based upon an understanding of schools and families as systems (NASP Std. 2.2, 2.6).
4. Learn how to facilitate and sustain positive family-school relationships through effective evidence-based consultation methods. (NASP Std. 2.2, 2.8; APA B3e)
5. Learn to view consultation through a multicultural lens and apply socially valid **best** practice methods in cross-cultural consultation. Gain an understanding of, respect for, and ability to work within diverse systems and support the enormous diversity among students, schools, families and communities. (NASP Std. 2.2; APA B3d).
6. Gain an understanding of methodological, statistical, and process/outcome findings in consultation research that are the basis for evidence-based practice in consultation. (NASP Std. 2.2, APA B3b)
7. Learn, understand, and practice the legal aspects and ethical codes of conduct (APA, NASP) relative to best practice consultative services. (NASP Std. 2.2, 2.10; APA B3b).

Required Texts

Best Practices in School Psychology V (2008). Bethesda MD: National Association of School Psychologists (NASP). (chapters are specified in reading schedule)

Conoley, J.C. & Conoley, C.W. (1992). *School consultation: Practice and training*, 2nd ed.. Boston: Allyn & Bacon.

Erchul W.P. & Martens, B.K. (2011). *School consultation: Conceptual and empirical bases of practice*, 3rd Edition. New York: Kluwer Academic/Plenum Publishers.

Jacob, S. Decker, D.M. & Hartshorn, T.S. (2011). *Ethics and Law for School Psychologists* (6th Ed.). Hoboken, N.J. John Wiley & Sons, Inc.

Kratochwill, T.R. & Bergan, J.R. (1990). *Behavioral consultation in applied settings: An individual guide*. New York: Plenum Publishers.

Sheridan, S.M. & Kratochwill, T.R. (2008). *Conjoint behavioral consultation: Promoting family school connections and interventions*, 2nd ed. New York: Springer.

Additional Readings: (supplied by the instructor via Moodle or found in Best Practices V)

Dettmer, P.A., Dyck, N.T. & Thurston, L.P. (1996). Staff development and resources for enhancing collaboration and teamwork. In P.A. Dettmer, N.T. Dyck, & L.P. Thurston, *Consultation, collaboration and teamwork for students with special needs*, pp. 309-340. Boston: Allyn & Bacon.

- Eagle, J.W., Dowd-Eagle, S.E. & Sheridan, S.M. (2008). Best practices in school-community partnerships. In A. Thomas & B. Grimes (Eds.) *Best practices in School Psychology-V*, pp. 953-968. Bethesda MD: NASP.
- Esler, A.N., Godber, Y. & Christenson, S.L. (2008). Best practices in supporting school-family partnerships. In A. Thomas & B. Grimes (Eds.) *Best practices in School Psychology-V*, pp. 917-936. Bethesda MD: NASP.
- Friend, M. & Bauwens, J. (1988). Managing resistance: An essential consulting skill for learning disabilities teachers. *Journal of Learning Disabilities*, 21 (v9) pp. 556-561.
- Gonzales, J.E., Nelson, J.R., Gutkin, T.B. & Shwery, C.S. (2004). Teacher resistance to school-based consultation with school psychologists: A survey of teacher perceptions. *Journal of Emotional and Behavioral Disorders*, 12 (1), pp. 30-38.
- Ingraham, C.L. (2008). Studying multicultural aspects of consultation in schools. In W.P. Erchul & S.M. Sheridan (Eds), *Handbook of Research in School Consultation*, pp 269-291. NY: Lawrence Erlbaum Associates.
- McGivern, J.E., Ray-Subramanian, C.E. & Auster, E.R. (2008). Best practices in establishing effective helping relationships. In A. Thomas & B. Grimes (Eds.) *Best practices in School Psychology-V*, pp. 1613-1631. Bethesda MD: NASP.
- Minke, K. M. (2000). Preventing school problems and promoting school success through family-school-community collaboration. In K. M. Minke & G. G. Bear (Eds.), *Preventing school problems-promoting school success: Strategies and programs that work* (pp. 337-420). Bethesda, MD: National Association of School Psychologists.
- Watson, T.S. & Sterling-Turner, H. (2008). Best practices in direct behavioral consultation. In A. Thomas & B. Grimes (Eds.) *Best practices in School Psychology-V*, Ch 104, pp. 1661-1672. Bethesda MD: NASP.

ASSIGNMENTS AND STUDENT EVALUATION

Your performance in the course will be evaluated by the following assignments/activities.
(300 points)

(1) Reading Journal. (50 points)

You will keep a reading journal in which you will record your reactions, insights and comments about specified required readings for this course. You will submit your reading journal 5 different times over the course of the semester. You may either type or handwrite your journal, which ever you prefer. Readings for your journal and due dates are indicated below.

RJ 1	TOPIC: Intro to Consultation EM Ch 1 Intro to Consultation EM Ch 2 Problem Solving & RTI in Consultation BK Ch. 1 Behavioral Consultation - Overview	2/6/14
RJ 2	TOPIC: School Consultation Bases & Model EM Ch. 4 The School as a Setting for Consultation EM Ch. 5 Consultation Processes & Outcomes	3/4/14
RJ 3	TOPIC: Teachers as Consultees -Managing Resistance E&M Ch 9 Teachers as Consultees Friend & Bauwens 2001: Managing Resistance Gonzales et al. 2004: Teacher resistance to consultation	3/20/14
RJ 4	TOPIC: Group Consultation Process CC Ch. 3 Targets & Operational Levels CC Ch. 4 How to Enter and When to Stay	4/17/14

RJ 5	TOPIC: Addressing diversity, cultural and community partnerships through consultation and collaboration S&K Ch. 4 Working with Diverse Families/CBC Ingraham (2008) Consultation thru Multicultural Lens BP-V Eagle pp. 953-968 – BP School/Community	5/1/14
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(2) Consultation skills demonstration & self-critique. (50 points)

The purpose of this assignment is to practice consultation skills in specific situations provided by your instructor. You will self-critique your skill by identifying those skills that are strengths as well as skills to continue developing. You will work with a class partner to video record yourself in these consultative roles that display the critical consultation skills reviewed and practiced in class. You will submit your video recording, a peer evaluation, and a 2-page written self critique.

Assignment Due: February 27, 2014 (2/27/14)

(3) Conjoint Behavioral Consultation (CBC) Case (100 Points)

The following is a two-part assignment to deliver Conjoint Behavioral Consultation services in an analog condition. Students will form triads for this assignment. Each of the 3 students will play the role of the school psychologist, the teacher, and the parent. You will video or audio tape the consultation sessions that addresses a student problem through identification, analysis, and solution via intervention. More details will be provided about selecting the “problem” and specific expectations for the role play. You will submit video/audio tape of conferences of you when you are in the role of the school psychologist. You will also submit relevant CBC forms, peer feedback evaluations, and a written self-analysis of the process.

(A) Conjoint Behavioral Consultation Process – Part I (50 Points)

- (CNII) Conjoint Needs (Problem) Identification Interview (25 pts)

Assignment Due: March 27, 2014 (3/27/14)

- (CNAI) Conjoint Needs (Problem) Analysis Interview (25 pts)

Assignment Due: April 14, 2014 (4/14/14)

(B) Conjoint Behavioral Consultation Process – Part II (50 Points)

- (CPI) Conjoint Plan Implementation (non-conference consultation) – report support for teacher and parent during implementation, integrity of implementation. (25 pts)
- (CPEI) Conjoint Plan Evaluation Interview. (25 pts)

Assignment Due: May 01, 2014 (5/01/14)

(4) Professional Development Workshop (Collaboration & Training) – Group Project (100 Points)

The purpose of this assignment is two-fold. First, practice and demonstrate your *collaboration* skills by working within your group to develop a workshop. Second, demonstrate your systems level consultative and training skills by presenting a workshop. Class members will organize into 2 groups (6 students per group) to use best practices in professional development training skills to develop a one-hour “workshop” on a related to Crisis in the Schools. You will provide a workshop for your peers. More details will be provided in advance. Evaluation of your work will be accomplished from 3 perspectives: self, peer and instructor evaluation.

Presentations Due: May 6, 2014 (5/6/14) OR May 8, 2014 (5/8/14)

(Order of group workshop presentations to be determined by “draw”)

Moodle –

Additional readings, required consultation assignment forms, and other information will be provided through the course Moodle module. The instructor will specify which assignments will be submitted via Moodle.

GRADING:

Grades are determined based on straight percentages are as follows:

94% - 100%	A
90% - 93%	A-
87% - 89%	B+
84% - 86%	B
80% - 83%	B-
77% - 79%	C+
74% - 76%	C
70% - 73%	C-
67% - 69%	D+
64% - 66%	D
60% - 63%	D-
0% - 59%	F

POLICIES AND PROCEDURES:

1. **Attendance** and active engagement is an expectation. Please inform the instructor prior to class if a late arrival or early departure from class is absolutely necessary. An excused absence will be granted only in a *documented* emergency situation.
2. **Late assignments** will be penalized by a reduction of five (5) points *per day* late.
3. **The University of Montana Student Conduct Code (SCC)** should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an “F” for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program. The SCC can be accessed either on line (UM Homepage, A-Z Index, select “S”, scroll down to “Student Conduct Code”) or in the UM Catalog, page. 22.
4. **Students with disabilities** have the responsibility to declare their disability to the instructor at the beginning of the course if they require accommodations. Such students have the responsibility to arrange for such accommodations with Disability Services for Students (DSS). Please refer to the UM Catalog, page 334.
5. **Cell phones** are to be turned off during class.
6. **Courtesy** is expected. Come to class on time and stay for the entire session. If you have an emergency and must come in late or leave early, please do so quietly.

Appropriate Language:

Students are expected to use appropriate language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “ED kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

PSYX 680 SCHEDULE OF READINGS & ASSIGNMENTS – SPRING 2014

Week	Date	Topic & Assignments Due	Readings
1	1/28 1/30	Intro to course, Biases Defining Consultation & Collaboration Collaboration in the Schools Definition & Purpose of Consultation	NASP Position Statements Minke 2000 CC Ch. 1
2	2/4 2/6	Skills Needed for Consultation - practice CBC in Practice: Promoting Positive F-S Relationships GUEST SPEAKER – Melissa Hanson (LOCK DOWN) DUE RJ #1 – Introduction to Consultation Problem Solving & RTI Behavioral Consultation: An Overview	CC Ch. 2 SK Ch. 3 Class Cancelled EM Ch. 1 EM Ch. 2 KB Ch. 1
3	2/11 2/13	Skills Needed for Consultation – practice Promoting Change in Schools The School as a Setting for Consultation BP in School-Based Problem-Solving Consultation	(CC Ch 2 see 2/4) EM Ch. 3 EM Ch. 4 BP-V Ch. 105
4	2/18 2/20	NASP Conference – Washington DC Establishing helping relationships Family-School Partnerships in Prevention & Intervention Special Topics in Systems-Level Consultation BP Implementing Effective PS Teams	BP-V Ch. 101 SK Ch. 1 JDH Ch. 9 BP-V Ch.102
5	2/25 2/27	GUEST SPEAKER – Ann VerPloegen - Consulting for Transitions – Part C to B and Secondary DUE: Consultation skills demonstration & self-critique Definition and Characteristics of CBC Demo of CBC – CNII (Identification) CBC Meeting Agendas	SK Ch. 2 KB Ch. 2 SK Appendix K
6	3/4 3/6	Problem Identification Interview Transcript & Analysis CNII Objectives, Definitions and Materials Catch Up/ CBC-CNII emphasis DUE RJ #2 - Bases of Integrated Model School Consultation Model Description and Application Direct Behavioral Consultation	EM Ch 11 p. 194-204 SK Appendix A-C EM Ch. 5 EM Ch. 6 BP-V Watson Ch. 104
7	3/11 3/13	Assessment in School Consultation Selecting Effective School-Based Interventions GUEST SPEAKER – Melissa Hanson RESCHEDULED Consultation skills in a rural education cooperative	EM Ch. 7 EM Ch. 8
8	3/18 3/20	GUEST SPEAKER – Amy Burton SPSY –Consultation & Collaboration in a Native American school/community Ethical & Legal Issues working with Teachers & Parents DUE RJ #3 – Teachers as Consultees & Managing Resistance Teachers as Consultees Managing Resistance: An Essential Skill Teacher Resistance to School Based Consultation	JDH Ch. 8 EM Ch. 9 Friend & Bauwens (2001) Gonzales et al. (2004)
9	3/25 3/27	Ethical & Legal Issues School-Based Interventions Problem Analysis Transcript Problem Analysis Interview & Analysis Demo CBC – CNAI (Analysis) DUE: CBC – CNII Demo & Critiques	JDH Ch. 7 KB Ch. 3 EM Ch 11 p. 204-214
10	4/1 –4/3	SPRING BREAK	NO CLASS
11	4/8 4/10	CNAI Objectives, Definitions & Materials Catch Up EDS COMPS Exams (4/11)	SK Appendix D-G

12	4/15	The Consultant as a Trainer Staff Development & Resources for enhancing consultation, collaboration and teamwork DUE: CBC – CNAI Demo & Critiques	CC Ch. 7 Dettmer et al. Ch. 12
	4/17	Treatment Implementation CPI Intervention Plans and Examples DUE RJ #4: Group Consultation Process Targets & Operation Levels How to Enter and When to Stay	KB Ch. 4 SK Appendix H CC Ch. 3 CC Ch. 4
13	4/22	Treatment Evaluation Evaluation Issues and Strategies in Consultation Transcript Outcome Evaluation Interview & Analysis	KB Ch. 5 CC Ch. 6 EM Ch 11 p. 214-216
	4/24	CPEI Objectives, Definitions & Materials	SK Appendix I-J
14	4/29	CBC in Unique Contexts Research on CBC	SK Ch. 5 SK Ch. 6
	5/1	DUE: CBC – CPI/CPEI Demo & Critiques DUE: RJ #5 Addressing diversity; community partnerships Working with Diverse Families/CBC Consultation through a Multicultural Lens BP in Fostering School/Community Relationships	SK Ch. 4 Ingraham (2008) BP-V Eagle et al. pp. 953-968
15	5/6	Professional Development Workshop #1	Topic/Crisis
	5/8	Professional Development Workshop #2	Topic/Crisis
16		FINAL EXAMS WEEK	

Final Note: The course schedule is subject to minor adjustments, as determined by the instructor.

Key: BP-V = Best Practices V (2008); CC = Conoley & Conoley (1992); EM = Erchul & Martens (2011); JDH = Jacob, Decker & Hartshorn (2011); KB – Kratochwill & Bergan (1990); SK = Sheridan & Kratochwill (2008)