

Lewis and Clark-Spring Semester 2012  
CPSY 574  
Advanced Consultation/Program Evaluation

**Department:** Counseling Psychology

**Instructor:** Priscilla Smith, MS, NCSP

**Location:** Rogers Hall /Room 108

**Course Days/Times:** Monday 5:30-8:45

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**Textbook:** Thomas, A. & Grimes, J. (Eds.). (2008). *Best practices in school psychology V. NASP Publications*. Bethesda, Maryland: National Association of School Psychology.

**Journals:** Please see semester schedule for assigned journal readings.

**Course Description:** Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory. Credits: 2 semester hours.

**Course Objectives:** The purpose of this course is to enhance consultation skills at the individual and organization levels. Different types of consultation will be addressed and practiced throughout the course. As a result, the course will function as a way to refine and extend the essential consultation skills developed during the first semester. Although it is expected that students will practice and apply their knowledge of all the National Association School Psychology Domains throughout this course, this course will mainly focus on the following domains;

Data-Based Decision Making

2.1.3 Demonstrates effective skills in selecting appropriate measures to monitor and evaluate interventions

2.1.4 Demonstrates skills in appropriately communicating results of the assessment process

Consultation and Collaboration

2.2.4 Collaborates with others to develop prevention and intervention programs that help to create healthy learning environments

2.2.5 Demonstrates in collaboration and consultation with others the ability to develop appropriate curricular or intervention strategies that are evidenced-based and intended to promote learning in students with diverse strengths and needs

Effective Instruction and Development of Cognitive/Academic Skills

2.3.3 Demonstrates ability in conducting valid methods of assessment of academic skills

2.3.4 Demonstrate skills in linking assessment data to development of instructional interventions

### School and Systems Organization, Policy Development, and Climate

2.6.3 Demonstrates an understanding of school and other settings as systems and applies principles of systems theory to promote learning, prevent problems and create effective learning environments

### Home/School/Community Collaboration

2.8.3 Demonstrates knowledge and skills of methods and strategies to facilitate home-school communication and collaboration

2.8.4 Collaborates effectively with families, teachers, school personnel, and others throughout the assessment and intervention process

### School Psychology Practice and Development

2.10.4 Demonstrates effective, clear and helpful communication skills in oral, written and nonverbal forms.

2.10.7 Demonstrates effective attending/listening skills

2.10.8 Demonstrates adaptability and flexibility and is flexible in dealing with change

### **Schedule of Topics and Assignments**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
1	1/9	Introduction to Advanced Consultation-Review of previous skills	Pre-Assessment
2	1/16	Martin Luther King Jr. Birthday/No class	
3	1/23	Effective Communication Skills	
4	1/30	School & Systems Organization, Policy Development, and Climate	
5	2/6	Data Based Decision Making	
6	2/13	Effective Instruction & Development of Cognitive/Academic Skills	Assignment (1) Due
7	2/20	Home/School/Community Collaboration	
8	2/27	Academic Consultation	
9	3/5	Behavioral Consultation	
10	3/12	Group Presentations	Assignments (2 & 3) Due
11	3/19	Guest Speaker (TBA)	Post-Assessment

#### **1/09 Introduction to Advanced Consultation**

Discussion of objectives and syllabus

Review previous consultation experiences/skills and knowledge

Pre-Assessment of Consultation Skills

#### **1/23 Effective Communication Skills**

Readings –Students will be assigned a particular chapter and each student group will synthesize and present the readings

Best Practices Vol. 5 Chapter 101-Establishing Effective Helping Relationships

Best Practices Vol. 5 Chapter 103-Consultation and Instructional Consultation Teams

Best Practices Vol. 5 Chapter 105-School-Based Problem-Solving Consultation: Application in Prevention and Intervention Systems

### **1/30 School & Systems Organization, Policy Development, and Climate**

Readings- Students will be assigned a particular chapter and each student group will synthesize and present the readings

Best Practices Vol. 3 Chapter 43-District-Wide Positive Behavior Support Implementation

Best Practices Vol. 3 Chapter 44-Developing a Positive Behavior Support System at the School Level

Best Practices Vol. 3 Chapter 55-Strategic Planning, Organization Development

### **2/06 Data Based Decision Making**

Readings

Best Practices Vol. 2 Data Analysis Teaming

### **2/13 Effective Instruction & Development of Cognitive/Academic Skills**

Readings -Students will be assigned a particular chapter and each student group will synthesize and present the readings

Best Practices Vol. 2 Chapter 10-Linking Assessment to Intervention

Best Practices Vol. 2 Chapter 11-Facilitating and Evaluating Intervention Integrity

Best Practices Vol. 2 Chapter 12-Designing, Implementing and Evaluating Quality Interventions

### **2/20 Home/School/Community Collaboration**

Readings -Students will be assigned a particular chapter and each student group will synthesize and present the readings

Best Practices Vol. 3 Chapter 57-Communicating with and Involving Parents

Best Practices Vol. 3 Chapter 58-School-Community Partnerships

Best Practices Vol. 3 Chapter 61-Working with Families: Instilling a Family-Center Approach

### **2/27 Academic Consultation**

Readings-

Best Practices Vol. 4 Chapter 72-Interventions for Students with Reading Problems

Best Practices Vol. 6 Chapter 106-Use of Resource Teams to Enhance Learning Supports

### **3/5 Behavioral Consultation**

Readings-Students will be assigned a particular chapter and each student group will synthesize and present the readings

Best Practices Vol. 4 Chapter 88-Classroom Discipline

Best Practices Vol. 4 Chapter 92-School Based Intervention for Anxiety and Depression

Best Practices Vol. 4 Chapter 95-Effective Services for Young Children with Autistic Spectrum Disorders

Best Practices Vol. 4 Chapter 104-Direct Behavioral Consultation

### **3/12 Group Presentations**

Readings (TBA)

Assignments-Consultation Log and Group Presentations Due

### **3/19 Guest Speaker (TBA)**

Post-Assessment of Consultation Skills

#### **Course Requirements:**

*Class Attendance*-Participation in this class is a major requirement. It is essential that you attend class, read assignments and complete assigned activities each week. We will use class time to review/reflect on assigned readings, discuss skills practiced during practicum experiences, practice consultation skills through simulations, discuss new content and answer questions posed by students. Because of this, absence from four or more hours of class will likely result in failure of the course.

*Journaling*-Reflective Journaling is one way to integrate and synthesize course readings and experiences. Students are encouraged to go beyond the readings and pose questions, infer broader concepts and tie together different readings and/or reflect on how the information will impact their practice. These entries should be turned in at the beginning of each class and will be returned to the student at the beginning of the next class session. They should be at least one page in length and double-spaced. These entries will only be read by the instructor but may be useful to refer to during classroom discussions.

*Consultation Log*- Documenting your involvement in the consultative practices is essential. It is expected that as each week progresses, students will apply their skills and observe improvement. Consultation logs may contain the following; student information, teacher information, grade level, stage of problem-solving process, assessment data, reflection on working relationship and communication skills and feedback given if applicable. It is important to check with the instructor periodically to assure that your log entries are progressing in an appropriate manner.

*Simulations*-Simulations provide a way for students to practice their consultation skills and gain feedback from peers and the instructor in a safe environment. Each week students will work in dyads or triads to role-play a consultative process. A variety of consultative situations will be practiced including; academic, behavioral as well as issues involving diversity. On 3/12, students will demonstrate their cumulative consultative skills in a collaborative model when given a "surprise" scenario.

*School Culture Analysis*-Students will reflect/analyze on the demographics of their practicum school site and try to understand how these demographics impact the people in the school. Students will also reflect on the leadership, school administration, school meeting procedures, testing, school teaming, response to intervention (RTI) and system level school programs such as positive behavioral support (PBS) and pre-referral services. Careful consideration to the relationships and collaboration among and between teacher and other staff should be noted at their particular school. Challenges to these factors should also be noted.

*Pre/Post Self-Assessment of Consultation Skills*- Students will complete these assessments during the first and last class session and this *Self-Assessment* will be used by students to self-evaluate their consultation skill practice. In completing this self-evaluation, students will implement a plan to increase skills in the area of need throughout this course of study and self-monitor their progress. This Scoring Rubric will also be used by the instructor throughout the class sessions to evaluate student's progress with their consultation skills.

**Course Grading:**

<b>Classroom Participation</b>	<b>10</b>
<b>Readings</b>	<b>20</b>
<b>Journal</b>	<b>15</b>
<b>Consultation Log</b>	<b>15</b>
<b>School Culture Analysis</b>	<b>15</b>
<b>Simulations/Group Presentation</b>	<b>15</b>
<b>Pre/Post Assessment</b>	<b>10</b>
<b>TOTAL POINTS</b>	<b>100</b>

**Disability Services**

The faculty offer educational and professional preparation experiences of the highest quality. One of the faculty's commitments is to extend that experience to qualified students who have disabilities. The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student.

Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Additional information on the rights of students with disabilities and documents containing the Student Disability Policy and Grievance Procedures are also available from this office.