

School Psychology (SPSY) 574 Spring 2020

Advanced School-Based Consultation

Instructor: Kathryn Jaspers, Ph.D., NCSP
Class Day and Time: Section 1: Tuesday 1:30-4:30
Section 2: Tuesday 5:30-8:30
Class Location: Corbett Annex Room 100
Office Location: Rogers 426
Office Hours: by appointment
Phone: (503) 768-6119
Email (preferred): jaspers@lclark.edu

Catalog Course Description: The course is intended to provide an application of consultation and intervention skills, learned in previous courses, to an education setting. Focus is on completion of a school-based consultation case using a problem solving consultation model.

Course Pre-requisites: None

Credits: 3 semester hours.

Readings: Course readings (as outlined by syllabus) will be distributed in class or via email, posted on moodle, accessible through the library, or included in textbooks already required for school psychology courses.

Course Goal: The course is intended to provide the student with an advanced knowledge of major models of consultation and the consultation process and practice engaging in the consultation process using a behavioral consultation model. Students will also acquire knowledge and skills to design and evaluate programs (i.e., interventions, service delivery methods) for at-risk and special populations.

Course Objectives

- The student will have knowledge of major models of consultation, including behavioral (problem-solving) consultation, conjoint behavioral consultation, instructional consultation, and mental health consultation.
NASP Domains: 2
- The student will be able to use a behavioral (problem-solving) consultation model to complete a consultation project in a local school, including conducting a problem identification interview, conducting a problem analysis interview, developing an intervention, and evaluating the intervention outcomes.
NASP Domains: 1, 2, 3, 4, 6, 7, 8, 9
- The student will be able to operationally define a problem behavior, choose an appropriate observation method, and conduct systematic observations in a classroom.
NASP Domains: 1, 2, 4, 9
- The student will develop or select an appropriate behavioral and/or academic intervention using a data-based problem-solving framework.
NASP Domains: 3, 4, 6
- The student will consult with a teacher to monitor a child's progress during an intervention and adjust the intervention as necessary.
NASP Domains: 1, 2, 3, 4
- The student will be able to describe legal, ethical, professional, and cultural issues in consultation.
NASP Domains: 8, 10

Course Activities: All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically with regards to the previously described course goal and objectives.

- **Readings** – Course readings will come from articles and book chapters accessible through the library, through textbooks purchased for other courses, and through reading posted on Moodle or distributed in class. Reading the designated material prior to our discussing them should greatly facilitate your mastery. Students may be asked to write or answer discussion questions about reading material.
 - Small Group Readings - Students will be placed into groups of 3-4. Each group is to select 5 research articles that have been published in the past 10 years in the Journal of Educational and Psychological Consultation, and provide an electronic copy of each article 2 weeks before that article is to be discussed in class. School Psychology journals may also be considered (e.g., School Psychology Review; Journal of Applied School Psychology), as long as the article content focuses on consultation. It is recommended that the group tentatively select all articles by February 4th, though the group may choose to adjust the readings to meet their own needs and interests. Articles must be peer-reviewed and should include a research component (i.e., not simply a commentary). Meta-analyses or summaries of research are acceptable. Groups are encouraged to seek out a diverse set of articles within the field of consultation. Each group will decide the order of reading and will read one article by each class that includes ‘Small Group Reading’ on the course calendar. Groups will be given 15-30 minutes of class time to discuss readings in their small groups on the designated days. Group members are to take turns facilitating their group’s discussion.
- **Class Participation** – Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others’ understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you.
- **Examination (70 points)** – There will be one exam during the course. The purpose of examination is to demonstrate your understanding of course concepts and serve as an instructional tool for further learning. The exam will allow students to demonstrate knowledge in multiple modes, which may include (but is not limited to) multiple choice, short answer, and essay formats.
- **Consultation Case (100 points)** – Students will participate in one actual consultation case in a school setting. At a minimum, the case will include consultation-based interviews, observations, development of an intervention plan based on empirical evidence supporting the plan, and participation in a summative conference. Progress will be evaluated through a written consultation report. Requirements for the consultation report are included on the Consultation Requirements handout, which will be distributed in class and/or placed on the Moodle website. The case is due **April 14th 2020**.

- o Suggested Case timeline
 - **January 29-February 10th:** Conduct Problem Identification Interview
 - **February 5-February 21st:** Conduct Problem Analysis Interview (within 2 weeks of previous interview).
 - **by February 28th:** Begin Intervention Implementation by end of Feb (after baseline data collection), within 2 weeks of 2nd interview (PAI).
 - **End of February to Early April:** Intervention Implementation, Data Collection, Check in with consultee
 - **by April 10th:** Conduct Plan Evaluation Interview
 - **April 14th:** Case Due

- **Case Presentations (20 points total)** – Each student will present each consultation case twice to the class. Classmates are expected to attend to and provide feedback/ideas to each presenter.
 - For the first presentation, each student has 15 minutes to present to the class (1) problem identification interview information, (2) baseline data, and (3) at least three research-based intervention ideas from three peer-reviewed research articles. Graphical representations of data and/or other handouts would be beneficial. Students will submit to the instructor **a photocopy** of the problem identification interview **and an annotated bibliography for the three research articles on the day of the presentation**. Failure to submit the requested documents on the day of the presentation will result in a points deduction. Students must inform the instructor of the presentation date one week before they would like to present. **This presentation should take place after the student has completed the problem identification interview and before completing the problem analysis interview.**
 - For the second presentation for each case, each student has 15 minutes to present his/her consultation final case, including intervention data and evaluation of results, to the class. Once again, visuals and handouts are recommended. The second presentations will take place on **April 14th and 21st 2020.**

- **Second Consultation (20 points total)** - Students will engage in a second consultation experience that is substantially different from their first case. Examples could include a parent consultation, a team-based consultation, or an academic case (if the student's first case was behavioral). This consultation can be brief in nature, and students may select the model of consultation they would like to follow. Students are encouraged to seek out an experience that they think will add to their professional development and skills in working with diverse consultees and clients. Students are to write a brief (2-4 pages, double spaced) reflection on their experience. The reflection should include (1) an overview of the consultation experience, (2) a consideration of cultural, linguistic, or other factors that impacted interactions between any members of the consultation triad, (3) an exploration of one's own relational and interpersonal strengths and weaknesses as it relates to consultation, (4) an indication of which consultation model(s) were used, (5) how 2 through 4 above impacted your process in this case, and (6) any other points of learning for you during this case, particularly as it related to growth from your first case.

Evaluation of Course Progress: You will be doing more than this, but you will receive credit for one consultation case, case presentations, and one examination. The consultation case will be worth 100 points, the exam will be worth 70 points, and case presentations will be worth 20 points total (10 points each). There may be additional reading quizzes or points awarded for developing or answering discussion questions if the instructor deems necessary.

Grading Scale:

Grade	Percentage
A	95+%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%

Students earning a grade of C or below (<80%) will be required to retake the course for credit toward degree.

CPSY Departmental Attendance Policy: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Participation: It is the responsibility of the student to attend each class, arrive on time, be prepared by having completed all readings, and participate in class discussions. Failure to meet with the expectations will result in a warning from the instructor, followed by a grade reduction if the behavior continues.

Late Work: It is expected that all work is completed and turned in by the date listed in the syllabus. Late work will be accepted only in the case of excusable absences (illness, accidents, death in your family, and official College trips), and the instructor may request written documentation.

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism will result in a grade penalty or failure of the course and may also result in being reported to the Dean of Students. For this course, plagiarism will be defined as four or more consecutive words taken directly from the article without the use of quotation marks, omitting or giving an incorrect citation for a quotation or paraphrase, or changing the original work by only changing key words while maintaining much of the original meaning and structure. The electronic version of your submitted documents may be used to detect instances of plagiarism. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual or creative statements by authors to emphasize a point. Excessive use of quotes will result in point loss. See www.plagiarism.org for information and resources on plagiarism, citations, paraphrasing, and more. It is expected that work turned in for this class has not been used for any other classes.

Disability Services Statement: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Incomplete: Incomplete (INC) grades may be given when circumstances beyond the control of the student prevent him/her from completing the course on time. It is the responsibility of the instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the

work on time. The date by which the Incomplete must be made up is one year following the last day of classes of the semester. Once the Incomplete is made up, the instructor must submit a Supplemental Grade Change form to the Graduate Office of the Registrar. An Incomplete grade that is not made up within the due date becomes a permanent grade of Incomplete.

Changes: The instructor reserves the right to make appropriate changes in the syllabus and course. It is the student's responsibility to keep updated on course information if he or she is absent.

Communication: The instructor may communicate with students via email regarding changes in class or assignments. Please check your school email regularly. The instructor may use Moodle or email to post/share course content, including readings. If you need assistance accessing or using Moodle, information can be found at https://www.lclark.edu/information_technology/educational_technology/resources/moodle-resources/. If further assistance is needed, please email itservice@lclark.edu or call the IT Service Desk at 503-768-7225.

Extra Credit: No credit options beyond those described in this syllabus will be offered. Likewise, no adjustments will be made in the grading criteria specified in this syllabus.

Cell Phones and Laptops: Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. If laptops or tablets are used in class, internet functions must be turned off. Laptops/tablets can be used for note-taking purposes only. Abuse of this privilege will result in loss of privileges for all students for the remainder of the semester.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing projects. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/.

SPSY 574 – Spring 2020
ADVANCED CONSULTATION AND PROGRAM EVALUATION
Approximate Class Schedule – Subject to Change

CLASS	DATE	TOPICS	ASSIGNMENT
1	07-Jan	Review of Syllabus and Course Assignments Review of behavioral consultation process;	
2	14-Jan	Review of Behavior Change, Operational Definitions; Observation techniques Problem Identification Interview (BC and CBC)	Review: Principles of Operant Conditioning (Kazdin) & BOSS Manual
3	21-Jan	Problem Analysis Interview (BC and CBC) Single-Case Design to measure change	Nuts and Bolts of SCD; Review: Kazdin's How to Evaluate Interventions in Applied Settings
4	28-Jan	Developing a PII and PAI interview form PAI (continued) Plan Implementation & Evaluation	Definitional and Procedural Characteristics of Conjoint Behavioral Consultation (Sheridan & Kratochwill, Chapter 2) Creating Single Subject Design Graphs (Dixon)
5	4-Feb	Curriculum-Based Measurement Case Presentations: PII	Reading: Consulting with Teachers Regarding Academic Skills Small Group Readings Due
6	11-Feb	Case Presentations: PII, PAI	Small Group Reading The Basis of Social Power and Their Application to School Consultation (Erchul & Martens, 2010, pp. 43-61)
7	18-Feb	Case Presentations: PII, PAI Generalization	Small Group Reading Consultation Generalization (Tillman)
8	25-Feb	Review: Behavior change, behavioral consultation, single-case design, systematic observation, curriculum-based measurement, behavioral interventions, academic interventions; TBD	Reading TBD
9	3-Mar	Examination Case Presentations: PII, PAI	
10	10-Mar	Alternative Consultation Models; Conjoint Behavioral Consultation (CBC); Working with Diverse Families Case updates	Conjoint Behavioral Consultation in Practice: Working with Diverse Families Newman, D., Ingraham, C., & Shriberg, D. (2014). Consultee-Centered Consultation in Contemporary Schools. <i>Communique</i> , 42(6), 14-16. (via NASP website)
11	17-Mar	Ethical/Legal Issues; FBA Case updates Academic Consultation	Reading TBD Small Group Reading
	24-Mar	Spring Break - No Class	
12	31-Mar	Academic Consultation (cont)	Reading TBD Small Group Reading Second Consultation Due
13	7-Apr	Case updates; Progress monitoring for behavior and academic consultation; CBC (continued)	Reading TBD Small Group Reading
14	14-Apr	Case Final Presentations	Consultation Case Due Case Final Presentations x 6
15	21-Apr	Case Final Presentations Wrapping up	Case Final Presentations x 5

