Course Information

Date Submitted: 1/18/2013

Current Prefix and Number: EDP - Edc. &Counseling Psychology , EDP 671 - SEM IN PSYCHOEDUCTNL CONSULTATN IN SCHS

Other Course:

Proposed Prefix and Number: EDP 671

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Education

b. Department/Division: Educational, School and Counseling Psych

c. Is there a change in 'ownership' of the course? No

   If YES, what college/department will offer the course instead: Select...

e. Contact Person

       Name: Lisa Ruble

       Email: lisa.ruble@uky.edu

       Phone: 859-257-4829

      Responsible Faculty ID (if different from Contact)

       Name:

       Email:

       Phone:

f. Requested Effective Date

   Semester Following Approval: Yes   OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: SEMINAR IN PSYCHOEDUCATIONAL CONSULTATION IN SCHOOLS

   Proposed Title: SEMINAR IN PSYCHOEDUCATIONAL CONSULTATION IN SCHOOLS

c. Current Transcript Title: SEM IN PSYCHOEDUCTNL CONSULTATN IN SCHS

   Proposed Transcript Title: SEM IN PSYCHOEDUCTNL CONSULTATN IN SCHS

d. Current Cross-listing: none

   Proposed – ADD Cross-listing :   n/a

   Proposed – REMOVE Cross-listing: n/a

e. Current Meeting Patterns

      LECTURE: x 3 hours

   Proposed Meeting Patterns

f. Current Grading System: Graduate School Grade Scale

   Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

   Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: A study of the rationale and techniques used in consultation with teachers, parents, administrators and other school personnel for the purpose of both preventing and alleviating the learning and adjustment difficulties of individual or groups of school-aged children.

   Proposed Course Description for Bulletin: no change

2j. Current Prerequisites, if any: Prereq: Admission to School Psychology program, advanced standing in a professional education program, or permission of instructor.

   Proposed Prerequisites, if any: no change

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus?   No

   Proposed to be taught off campus?   No

   If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

   If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Lisa Ruble

Instructor Email: lisa.ruble@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course will be conducted using Adobe Connect which will allow synchronous face-to-face discussion and interactions for all class meetings. The course syllabus conforms to the University Senate Guidelines.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as for the classroom-based students.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students will have acess to services provided by Distance Learning Programs as well as IT.

6.How do course requirements ensure that students make appropriate use of learning resources? Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Not applicable

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The syllabus provides contact information for obtainining technical help.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name: Lisa Ruble

   SIGNATURE|KKMCGH0|Keisha Love|Dept approval for ZCOURSE_CHANGE EDP 671|20120926

   SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE EDP 671|20120926

   SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE EDP 671|20120926

   SIGNATURE|KKMCGH0|Keisha Love|Dept approval for ZCOURSE_CHANGE EDP 671|20121003

   SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE EDP 671|20121004

   SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE EDP 671|20121004

EDP 671
Seminar in Psychoeducational Consultation in the Schools
University of Kentucky
Spring 2010, 3 credits

Dr. Alicia Fedewa   Office: 170H Taylor Education Building
Thursday: 12:30-3:00pm   Phone/Voice Mail: 257-9338
131 Dickey Hall   Office hours: Thursday: 11:30-12:30pm
e-mail: alicia.fedewa@uky.edu   (or email to set up a time)

Course Description
The goal of this course is to provide you with the rationale and techniques used in consultation
with teachers, parents, administrators, and other school and community personnel. For school
psychologists, the purpose of consultation is for both preventing and alleviating the learning and
adjustment difficulties of individual or groups of school-aged children. This course seeks to
bridge theory and practice through the active participation of students in their practicum settings.
Special attention is given to consultation models in educational settings; however, the course will
briefly cover other community settings. The readings are selected to provide a mix of secondary
and original sources as well as an overview of the current consultation literature.

College and Program Conceptual Framework and Philosophy:
The conceptual framework for professional education programs at the University of Kentucky is
guided by the theme, ***Research and Reflection for Learning and Leading***. This includes foci on
Research (Use of research findings and generation of research to enhance student learning and
development); *Reflection* (A dynamic process of reflective assessment on performance,
outcomes, and approaches to solving educational problems); *Learning* (Conceptualizing
learning as a wide range of perspectives including behavioral, constructivist, and social); and
Leading (An obligation and privilege to provide leadership in educational policies and practices
across levels and dimensions of universities, schools, and agencies.).

The school psychology program philosophy is guided by the concepts of the "scientist
practitioner" and the "whole child." The program fosters the conception of the school
psychologist as a professional capable of applying a range of psychological principles and
techniques to school psychological problems in addition to furthering the profession by
contributing to the research base and participating in professional activities. The "whole child"
concept recognizes that no child exists in a vacuum. To understand a child"s reality, one must
look at the ecological system in which the child exists (i.e., the school and home settings, peers,
friends, socioeconomic and environmental characteristics, physical facilities, historical
information about the child, and any other necessary information).

The program also emphasizes cultural competence or culturally responsive psychological
services. This perspective values culture in the provision of services to children, adolescents and
their families from all segments of the community. Diversity is recognized at a wide variety of
points of intervention, assessment, and consultation within the broad educational environment. It
requires professionals to use self-assessment of their own cultural background and be aware of

those influences in their practice. Further, it requires knowledge of and sensitivity to different cultural backgrounds when providing an array of psychological services.

Course Objectives
Consultation theory and methods will be emphasized in a framework consistent with a problem-solving approach to the indirect delivery of psychological services in--but not exclusive to--educational settings. Through the completion of course requirements, seminar discussions, review of related research, field-based experiences, and research assignments, course participants will develop the following competencies:

1. Knowledge of the principle theoretical models of consultation including mental health, behavioral, organizational, and instructional.
2. Knowledge of the key stages and phases of the consultation process.
3. Skills in the use of communication and interpersonal skills to facilitate the consultative process.
4. Knowledge of personal and environment factors that influence the process and outcome of consultation.
5. Knowledge of strategies for evaluating the process and outcome of consultation.
6. Knowledge of and skills in issues relevant to consultation with parents and teachers.
7. Knowledge of legal and ethical responsibilities related to the consultation process.
8. Knowledge of important topics related to consultation research.

Required Text
Kampwirth, T.J. (2006). Collaborative consultation in the schools (3rd ed.). New Jersey: Pearson.

Recommended Text (Text is on reserve in Education Library, Dickey Hall)
Brown, D., Pryzwansky, W.B., & Shulte, A.C. (2006). *Psychological consultation and Collaboration: Introduction to theory and practice* (6th ed.). Boston, MA: Allyn & Bacon.

Readings
Auster, E.R., Feeney-Kettler, K.A., & Kratochwill, T.R. (2006). Conjoint behavioral consultation: Application to the school-based treatment of anxiety disorders. *Education and Treatment of Children, 29*, 243-256.

Curtis, M., & Stollar, S. (1996). Applying principles and practices of organizational change to school reform. *School Psychology Review*, *25*, 409-417.

Erchul, W.P. (1999). Two steps forward, one step back: Collaboration in school-based consultation. *Journal of School Psychology*, *37*, 191-203.

Erchul, W.P., Raven, B.H., & Whichard, S.M. (2001). School psychologist and teacher perceptions of social power in consultation. *Journal of School Psychology, 39*(6), 483-497.

Gonzalez, 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*, 30-37.

Gravois, T.A., & Rosenfield, S.A. (2006). Impact of instructional consultation teams on the disproportionate referral and placement of minority students in special education. *Remedial and Special Education, 27*, 42-52.

Gutkin, T.B. (1999a). Collaborative versus directive/prescriptive/expert school-based consultation: Reviewing and resolving a false dichotomy. *Journal of School Psychology*, *37*, 161-190.

Gutkin, T.B. (1999b). The collaboration debate: Finding our way through the maze: Moving forward into the future: A response to Erchul (1999). *Journal of School Psychology*, *37*, 229-241.

Henning-Stout, M., & Meyers, J. (2000). Consultation and human diversity: First things first. *School Psychology Review*, *29*, 419-425.

Hojnoski, R.L. (2007). Promising directions in school-based systems level consultation: A commentary on "Has consultation achieved its primary prevention potential?," an article by Joseph E. Zins. *Journal of Educational and Psychological Consultation, 17*(2&3), 157-163.

Ingraham, C.L. & Meyers, J. (2000). Introduction to multicultural and cross-cultural consultation in schools: Cultural diversity issues in school consultation. *School Psychology Review*, *29*(3), 315-319.

Meyers, B. (2002a). The contract negotiation stage of a school-based, cross-cultural organization consultation: A case study. *Journal of Educational and Psychological Consultation, 13*, 151-183.

Meyers, J. (2002b). A 30 year perspective on best practices for consultation training. *Journal of Educational and Psychological Consultation, 13*, 35-54.

Rosenfield, S.A. (2002). Developing instructional consultants: From novice to competent to expert. *Journal of Educational and Psychological Consultation, 13*, 97-111.

Sheridan, S.M., Erchul, W.P. et al. (2004). Perceptions of helpfulness in conjoint behavioral consultation: Congruence and agreement between teachers and parents. *School Psychology Quarterly, 19*, 121-140.

Ysseldyke, J., Burns, M.K., and Rosenfield, S. (2009). Blueprints on the future of training and practice in school psychology: What do they say about educational and psychological consultation? *Journal of Educational and Psychological Consultation, 19*, 177-196.

Course Requirements
1. **Audiotape Transcription and Self-Critique** (20% of grade)
Tape record a consultative session—*preferably the first consultation session, the entry/contracting phase*. Transcribe the interview. Using the self-critique handout posted on Blackboard, you will critique your interview and write a one-page summary, including an analysis of strengths and weaknesses and recommendations for improvement. The packet to be turned in to the instructor will include: audiotape, completed critique form, and one-page summary. Feedback using the same critique form will be provided by the instructor. DUE DATE: Feb. 11.

2. **Peer-Reviewed Audiotape Analysis** (20% of grade)
Tape record a consultation session consisting of the problem identification stage. After this session is conducted, transcribe the conversation and submit the tape to a peer, who will provide *critical* feedback using the critique summary that was used in requirement #1. Using this peer feedback, write a one-page summary of improvement made from initial session(s) and continued areas for improvement. Packet to be turned in includes: audiotape, transcription, peer-completed critique, and one page summary. Feedback using the same critique form will be provided by the instructor. DUE DATE: April 8.

3. **Systems-Wide Consultation Project** (20% of grade).
Consultation exists on multiple levels as we will address in this course. An important means of disseminating information on a larger scale is through systems-level consultation. For this assignment you will pair up with one other student in the course and the two of you will each conduct a needs assessment at your respective schools (thus, *two* needs assessments will be completed, not one). From these needs assessments, the two of you will choose one school in which to conduct your consultation (i.e. figure out logistically what topics they are interested or need to know more about, your areas of interest/skill, and the means of disseminating that knowledge). In the past, most students have used teacher inservices or PTA meetings to present on a topic of the school‟s interest. Whatever topic or mode you choose to do for your systems-consultation project, be sure it *meets the needs of your school*. You will each write a separate two page (APA 6th edition style, double-spaced) reflection on this process and together will present an overview of your project to the class in a short, 15 minute presentation. DUE DATE: March 25.

4. **Case Study Report and Presentation** (20% of grade).
Students will participate in an actual consultation case through their supervised practicum or other experiences as arranged with the instructor. Students will conduct a minimum of **5** consultation sessions (entry, problem identification, problem analysis, implementation / evaluation, termination). Each session will be summarized in a one-page overview. The consultee (i.e., teacher) will evaluate your services using an evaluation form, which will be provided in class. At the conclusion of the semester, you will integrate the one-page reports into an overall portfolio that documents the consultation case and includes the following: referral problem, background information, consultation services provided, consultation outcomes, evaluation, and recommendations. This portfolio, along with the consultee evaluation form and any addition supporting documents, will be presented to the instructor by the last day of class for grading.

On the designated day (either April 22 or April 29), students will present their consultation case to the class. Please note that the case MUST BE completed at the time of presentation due to graduation requirements. The case presentation, as well as all of the pertinent paperwork documented over the course to be included in the portfolio, will follow the same sequence (i.e., referral problem, background information, etc.). Grading will not only be based on the *information* delivered to the class, but also the *manner* in which it was delivered. In other words, providing a cursory overview of the case or providing a brief written summary of the information to the class will not be accepted. Rather, the presentation should be considered a „mock presentation" that one typically sees at a national conference (e.g., National Association of School Psychologists, American Psychological Association, American Education Research Association). In short, grading will be based on the quality, as well as the breadth of the case study. DUE DATE: April 22 or April 29.

5. **Discussion Facilitator** (20% of grade)
School psychologists are often asked to provide in-services and workshops to school personnel. To gain more experience in preparing lecture material for these activities and conveying the information in an interesting and effective means, students will be randomly assigned to lead a course discussion from our required text chapter and article readings at the beginning of the semester. A variety of teaching methods may be used to engage the audience (e.g., lecture, activity, video, modeling, performance feedback, small group discussion, writing, small group activity, etc.). It is expected that the presentation will be similar to a professional workshop, including use of power point (note: students will be graded on how they engage the class; if the powerpoint slides are full of text and there is more "reading" than speaking, grades will be reflective of this—we all dislike sitting through presentations like that, so let"s not create those types of presentations!). Grading will be based on how well the material is presented (organized, clear) as well as creative use of strategies to engage the group.

Attendance and Participation
Students are expected to attend all classes. Absence from class (without a valid justification and advanced notice as described below) may result in a 10-point grade deduction. You must notify the instructor by e-mail at least 12 hours in advance if you will not be able to attend class, or you will be at-risk for a 10-point deduction in your grade. The instructor may also (at her discretion) employ grade deductions for tardiness (tardy is defined as 10 minutes late and after), as tardiness to class is distracting to others.

Ethical and Professional Behavior
Students are expected to behave in accordance with the ethical principles and professional standards of the American Psychological Association and the National Association of School Psychologists. This includes acting with integrity, treating others fairly and respectfully, and being responsible and reliable. These principles serve as a guide to students" behavior both on and off-campus. This includes (1) arriving on time, (2) leaving at the scheduled time and not before (unless given prior approval), (3) appropriately engaging during lecture, class discussion, or practicum activities (not talking or working on another task, including texting or other phone activities), and (4) respecting confidentiality. It is important to remember that it is a privilege to be invited to work in the schools. Students represent the School Psychology program as well as the University and we expect students" behavior to be professional, respectful, and responsible.

Violations of the ethical and professional standards may result in a lowered grade and may be grounds for dismissal from the program.

Confidentiality
The course includes discussion of current and past actual case material. To protect the identity of the clients and their settings, please keep these discussions confidential. In written reports, **always use pseudonyms** and appropriately disguise demographic information so that participants cannot be identified.

Academic Honesty and Integrity
Students are expected to complete their course work with honesty and integrity. Some examples of academic dishonesty include cheating, plagiarism, misrepresenting work as one‟s own, and receiving or giving unauthorized materials, information, or assistance. Any form of cheating or plagiarism is unacceptable. The minimum penalty for either of these academic offenses is an "E" in the course. Academic dishonesty may also be grounds for dismissal from the School Psychology Program (see Program Handbook).

Disability Accommodations
Students with documented disabilities who need academic accommodations should notify the professor at the beginning of the course so that she can help to support your learning and provide accommodations as needed.

Religious Observances
It is the University‟s policy to permit students, faculty, and staff to observe holidays associated with their religious faith. Please notify me in advance (at least one week before class) if you will be absent due to a religious observance.

Evaluation Methods
Student performance will be evaluated on the basis of the assignments discussed above. Overall, students are expected to demonstrate their acquisition of new knowledge and mastery of basic interpersonal consultation skills in the solution of consultation problems. As school psychology consultants, students are expected to communicate clearly, to reason logically, to think creatively, to use sound judgement, and to conduct themselves according to ethical and professional standards.

Grades are based on a modified mastery learning approach that recognizes mistakes as opportunities for learning rather than for penalties. Assignments are weighted as follows:

Audiotape Transcription and Self-Critique	20%
Peer Reviewed Audiotape analysis	20%
Systems-Level Consultation	20%
Case Study Report and Presentation	20%
Discussion Facilitator	20%

Final grades will be determined based on the percentage of total possible points as follows: A=94-100%, B=84-93%, C=75-83%

Tentative Schedule of Topics, Readings, and Assignments

Week 1 (01/14)   Introduction/Overview of Course
                        Initiation of Consultation Cases
                        <u>Readings</u>: Ysseldyke, Burns, and Rosenfield (2009)
                        Jones (Chapter 9; 2009)
                        Pre-Assessment

Week 2 (01/21)   Overview of School-Based Consultation
                        Stages of Consultation
                        <u>Readings</u>: Kampwirth, chapters 1 and 5; *Meyers (2002b)

Week 3 (01/28)   Behavioral and Mental Health Models of Consultation
                        Entry Issues and Stages
                        <u>Readings</u>: Kampwirth, chapter 2; *Brown et. al., chapter 6

Week 4 (02/04)   Solutions-Oriented Consultation
                        <u>Readings</u>: Kampwirth, chapter 5 (review)
                        Early class dismissal to work on Systems Presentations

Week 5 (02/11)   Systems-level Consultation
                        <u>Readings</u>: Kampwirth, chapter 8; *Curtis & Stollar (1996);
                        *Meyers, J. (2002a); *Hojnoski, R.L. (2007)
                        Audiotape Transcription/Critique Due

Week 6 (02/18)   Consulting with Parents
                        Conjoint Behavioral Consultation
                        <u>Readings</u>: Brown et al., chapter 10
                        *Sheridan et al. (2004)

Week 7 (02/25)   Instructional Consultation
                        <u>Readings</u>: Kampwirth, chapter 7; *Rosenfield, 2002; *Gravois &
                        *Rosenfield, 2006

Week 8 (03/04)   NO CLASS (NASP Conference)

Week 9 (03/11)   Emotional / Behavioral Consultation
                        Consultation for Specific DSM-IV Disorders
                        <u>Readings</u>: Kampwirth, chapter 6; *Auster, et al., 2006

Week 10 (03/18)   No Class (Spring Break)

Week 11 (03/25)   **Systems-Level Consultation Presentations & Papers Due**

Week 12 (04/01)   Communication & Resistance
                        <u>Readings</u>: Kampwirth, chapter 3; *Gonzalez et al. (2004); *Erchul,
                        Raven, & Whichard, 2001)

Week 13 (04/08)   Consultation Processes: Plan Selection, Implementation,
         Evaluation / Accountability and Research Issues
         The consultation-collaboration debate
         <u>Readings</u>: Brown et al., chapters 7, 14; *Gutkin (1999a,b); *Erchul
         (1999)
         Peer Review Audiotape Analysis Due

Week 14 (04/15)   Cross-cultural Consultation
         Ethical and Legal issues
         <u>Readings</u>: Kampwirth, chapter 4; *Ingraham & Meyers (2000);
         *Henning-Stout & Meyers, B. (2000)

Week 15 (04/22)   **Class Presentations of Case Study**

Week 16 (04/29)   **Class Presentations of Case Study (cont'd)**

*Supplemental readings (optional to all but the discussion facilitators)
Note: The course outline is tentative and subject to change. Changes will be announced in
class.