EPSY 5406: CONSULTATION

Department of Educational Psychology
Neag School of Education
University of Connecticut
3 credits
Fall 2022, Tuesday 7:30pm-10:00pm
Format: LIVE IN-PERSON,
Distance Learning (DL) ONLY AS NEEDED – see
below schedule, comprised of possible asynchronous and
synchronous online delivery (using UConn WebEx
platform webex.uconn.edu)
COURSE SYLLABUS

Instructor	Class	Contact	Office Hours
John H. Driscoll, Ph.D.	Gentry 319	john.h.driscoll@uconn.edu (860) 595-7276	By appointment

COURSE DESCRIPTION

The course addresses the procedures for conducting consultation with teachers/ other school personnel and parents to ameliorate problems affecting students' academic and social competencies. The course emphasizes a cognitive-behavioral problem-solving model, which focuses on consultant/consultee problem identification, analysis, treatment implementation, and treatment evaluation.

Students will be presented course content through readings, lectures with power point slides, videos, small group discussion, and case study activities. Students are responsible for participating in these assignments and activities, providing the instructor with information that indicates an understanding and mastery of the course content. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

READINGS

Required Books and Online Resource:

Only School Counseling Students purchase this book:
- BOOK: Brigman, G., Mullis, F., Webb, L., & White, J. (2004) *School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel.* New York: Wiley. (Referred to below as BMWW)

<u>Both</u> School Psychology and School Counseling Students purchase these 2 books and online registration for training:

- BOOK: Kratochwill, T. R. & Bergan, J. R. (1990). *Behavioral consolation in applied settings: An individual guide.* New York: Plenum. (Referred to below as KB)
- BOOK*: The Tough Kid: Teachers and Parents as Partners* by Susan M. Sheridan (available through Pacific Northwest Publishers; https://pacificnwpublish.com) (35 dollars)
- TRAINING REG: *Teachers & Parents as Partners (TAPP):* http://cyfs.unl.edu/TAPP/online-training/ (10 dollars)
  Dr. Sue Sheridan's work provides learning on family school collaboration and a certificate of completion. All students must complete the formal certificate by the close of the semester.

<u>Articles from this Course Readings list will be assigned in accord with the class schedule, which followings this section course readings section.</u>

COURSE READINGS

Building Psychologist and Teacher Relationships

Caplan, G. (1963). Types of mental health consultation. *American Journal of Orthopsychiatry, 3,* 470–481. https://doi.org/10.1111/j.1939-0025.1963.tb00381.x

Erchul, W.P., Raven, B. H., & Ray, A.G. (2001) School Psychologists' Perceptions of Social Power Bases in Teacher Consultation, *Journal of Educational and Psychological Consultation*, 12:1, 1-23, DOI: 10.1207/S1532768XJEPC1201_01

Erchul, W. P., & Raven, B. H. (1997). Social power in school consultation: A contemporary view of French and Raven's bases of power model. *Journal of School Psychology, 35,* 137-171.

Truscott, S. D., Kearney, M. A., Davis, D. E., & Roach, A. T. (2017). Intellectual humility and morality as consultee-centered consultation epistemologies. *Journal of Educational and Psychological Consultation, 27,* 126–142. https://doi.org/10.1080/10474412.2016.1167608

Additional Readings

Butler, T.S., Weaver, A.D., Doggett, R.A., & Watson, T.S. (2002). Countering teacher resistance in behavioral consultation: Recommendations for the school-based consultant. *The Behavior Analyst Today, 3(3), 282-288.*

Brodin, M. (2004). What does he look like? From the inner world of the consultee to the inner world of the client (with a little help from a question). In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds*.), Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 265–278). Mahwah, NJ: Erlbaum & Associates.

Conoley, C. W., Conoley, J. C., Ivey, D. C., & Scheel, M. J. (1991). Enhancing consultation by matching the consultee's perspectives. *Journal of Counseling and Development, 69,* 546–549.

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*(1), 30–37. https://doi-org.ezproxy.lib.uconn.edu/10.1177/10634266040120010401.

Guvå, G. (2004) Meeting a teacher who asks for help but not for consultation. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds.), *Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 255–264). Mahwah, NJ: Erlbaum & Associates.

Sandoval, J. (2014). *An introduction to consultee-centered consultation in the schools: A step-by step guide to the process and skills.* New York, NY: Routledge. (Chapter 3)

Thörn, S. (2004). Allowing ambiguity and listening to the contradictions. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds.), *Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 279–289). Mahwah, NJ: Erlbaum & Associates.

Behavioral Consultation

- Brigman, G., Mullis, F., Webb, L., & White, J. (2004) *School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel.* New York: Wiley. (Referred to below as BMWW)

- Kratochwill, T. R. & Bergan, J. R. (1990). *Behavioral consolation in applied settings: An individual guide.* New York: Plenum. (Referred to below as KB)

Additional Readings

Noell, G.H., Gansle, K., & Long, A. (in press). Behavioral Consultation: Linking Referral Concerns, Intervention, and Outcomes. In Theodore, L.A., Bray, M.A., & Bracken, B. (Eds.) *School Psychology Desk Reference*. Oxford University Press.

Motivational Interviewing

Blom-Hoffman, J., & Rose, G. S. (2007). Applying motivational interviewing to school-based consultation: A commentary on ''Has Consultation Achieved Its Primary Prevention Potential?,'' an article by Joseph E. Zins. *Journal of Educational and Psychological Consultation, 17,* 151–156. https://doi.org/10.1080/10474410701346451

Frey, A. J, Lee, J., Small , J.W., Seeley, J. R., Walker, H.M. & Feil, E. G. (2013): The Motivational Interviewing Navigation Guide: A process for enhancing teachers' motivation to adopt and implement school-based interventions. *Advances in School Mental Health Promotion, 6,* 158–173. https://doi.org/10.1080/1754730X.2013.804334

Additional Readings

Reinke, W., Herman, K., Sprick, R. (2011). Motivational Interviewing for Effective Classroom Management. Guilford Press. https://books.google.com/books?hl=en&lr=&id=sZBJadtKzaAC&oi=fnd&pg=PR1&dq=motivational+interviewing+in+behavioral+consultation&ots=blyfDzemJ_&sig=ycfNE95ozwSbX9K3e3EwL3rXRNY#v=onepage&q=motivational%20interviewing%20in%20behavioral%20consultation&f=false

Hebard, S., & Watson, D. (2017). Motivational interviewing as a framework for consultation with school administrators. *Journal of Counselor Practice, 8,* 83-101. https://doi.org/10.22229/cyi368201

Conjoint Behavioral Consultation

Sheridan, S. M. (1997). Conceptual and empirical bases of conjoint behavioral consultation. *School Psychology Quarterly, 12,* 119–133. https://doi.org/10.1037/h0088954

Bass, H., Brown, K., & Sheridan, S.M. (in press). Conjoint Behavioral Consultation. In Theodore, L.A., Bray, M.A., & Bracken, B. (Eds.) *School Psychology Desk Reference*. Oxford University Press.

Brar-Josan, N., & Yohani, S. C. (2014). A framework for counsellor-cultural broker collaboration. *Canadian Journal of Counselling and Psychotherapy*, *48*(2), 81-99.

Instructional Consultation

Newman, D., Salmon, D., Cavanaugh, K., & Schneider, M. (2014). The Consulting Role in a Response-to-Intervention Context: An Exploratory Study of Instructional Consultation. *Journal of Applied School Psychology, 30*(3), 278-304.

Additional Readings

Rosenfield, S., Kaiser, L., & Cramer, K. (in press). Instructional Consultation. In Theodore, L.A., Bray, M.A., & Bracken, B. (Eds.) *School Psychology Desk Reference*. Oxford University Press.

Mental Health and Consultee-Centered Consultation

Caplan, G. (1963). Types of mental health consultation. *American Journal of Orthopsychiatry, 3,* 470–481. https://doi.org/10.1111/j.1939-0025.1963.tb00381.x

Caplan, G., Caplan, R. B., & Erchul, W. P. (1994). Caplanian mental health consultation: Historical background and current status. *Consulting Psychology Journal: Practice and Research, 46,* 2–12. U10.1037/1061-4087.46.4.2

Caplan, G., Caplan, R. B., & Erchul, W. P. (1995). A contemporary view of mental health consultation: Comments on "Types of mental health consultation" by Gerald Caplan (1963). *Journal of Educational and Psychological Consultation, 6,* 23-30.

Newman, D.S. & Ingraham, C. L. (2017). Consultee-centered consultation: Contemporary perspectives and a framework for the future. *Journal of Educational and Psychological Consultation*, *27,* 1-12. https://doi.org/10.1080/10474412.2016.1175307

Additional Readings

Duncan, B. (2004). School psychologists as consultee-centered consultants within a system of care framework: Service and training challenges. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds*.), Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 79–100). Mahwah, NJ: Erlbaum & Associates.

Hatzichristou, C. (2004). Alternative school psychological services: Development of a model linking theory, research and service delivery. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds*.), Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 115–132). Mahwah, NJ: Erlbaum & Associates.

Lambert, N. M. (2004). Consultee-centered consultation: An international perspective on goals, process, and theory. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds.), *Consultee-centered Consultation: Improving the quality of professional services in schools and community organizations* (pp. 3–20*)* Mahwah, NJ: Erlbaum & Associates.

Organizational Consultation

Ekenbark, M. (2004). The consultation process in corporate groups. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds*.), Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 221–232). Mahwah, NJ: Erlbaum & Associates.

Fuqua, D. R., & Kurpius, D. J. (1993). Conceptual models in organizational consultation. *Journal of Counseling and Development, 71*, 607–618. https://doi.org/10.1002/j.1556-6676.1993.tb02250.x

Kelly, J. G. (2004). The legacy of consultee-centered consultation for the process of collaborative research. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds*.), Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 233–244). Mahwah, NJ: Erlbaum & Associates.

Nastasi, B. K., & Jayasena, A. K. S. (2014). An international partnership promoting psychological well-being in Sri Lankan schools. *Journal of Educational and Psychological Consultation, 24,* 265–282. https://doi.org/10.1080/10474412.2014.929965

Truscott, S. D., Cosgrove, G., Meyers, J., & Eidel-Barkman, K. A. (2000). The acceptability of organizational consultation with prereferral intervention teams. *School Psychology Quarterly, 15,* 172–206. https://doi.org/10.1037/h0088784

Watkins, M. W., Hall, T. E., & Worrell, F. C. (2014). From Central Guidance Unit to Student Support Services Unit: The outcome of a consultation process in Trinidad and Tobago.

Journal of Educational and Psychological Consultation, 24, 283–306.
https://doi.org/10.1080/10474412.2014.929962

Prevention

Love, K (2007). Close but no cigar (yet): A commentary on ''Has consultation achieved its primary prevention potential?,'' an article by Joseph E. Zins. *Journal of Educational and Psychological Consultation, 17,* 165–169. https://doi.org/10.1080/10474410701346550

Meyers, J., Meyers, A. B., & Grogg, K. (2004). Prevention through consultation: A model to guide future developments in the field of school psychology. *Journal of Educational and Psychological Consultation, 15,* 257-276.
http://www.tandfonline.com/doi/pdf/10.1080/10474412.2004.9669517

Zins, J. (2007). Has consultation achieved its primary prevention potential? *Journal of Educational and Psychological Consultation, 17,* 133–150.
https://doi.org/10.1080/10474412.2015.1127164

Additional Readings

Capella, E., Hamre, B. K., Kim, H. Y., Henry, D. B., Frazier, S. L., Atkins, M. S., & Schoenwald, S. K. (2012). Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools. *Journal of Consulting and Clinical Psychology, 80,* 597–610. https://doi.org/10.1037/a0027725

Developing Interventions

Briere, D., Simonsen, B., Sugai, G., & Myers, D. (2015). Increasing New Teachers' Specific Praise Using a Within-School Consultation Intervention. *Journal of Positive Behavior Interventions, 17*(1), 50-60.

Sibley, M., Olson, S., Morley, C., Campez, M., & Pelham, W. (2016). A school consultation intervention for adolescents with ADHD: Barriers and implementation strategies. *Child and Adolescent Mental Health, 21*(4), 183-191.

Williford, A. P., & Shelton, T. L. (2008). Using mental health consultation to decrease disruptive behaviors in preschoolers: Adapting an empirically-supported intervention. *The Journal of Child Psychology and Psychiatry, 49,* 191–200. https://doi.org/10.1111/j.1469-7610.2007.01839.x

Additional Readings

Rosenfield, S. (1992). Developing school-based consultation teams: A design for organizational change. *School Psychology Quarterly, 7*(1), 27–46. https://doi-org.ezproxy.lib.uconn.edu/10.1037/h0088248

National Association of School Psychologists. (n.d.) Helping handouts.

Additional Videos

Crosslin, F. (2016, November 27). Response Cost. Youtube.
https://www.youtube.com/watch?v=uqeId_uHItY
ESC Region 3. (2017, December 11). Teacher toolkit: Myster motivator (elementary). YouTube
https://www.youtube.com/watch?v=zABfCDC1t3M
Hacking Applied Behavior Analysis. (2019, March 2). Token economy reward systems: 3
common errors. YouTube. https://www.youtube.com/watch?v=ftImDMdEqIk
How to ABA. (2019, July 14). How to implement DRO treatment (differential reinforcement of
other bx). YouTube. https://www.youtube.com/watch?v=yG7r38BWMbg
KPU Learning Centres. (2018, March 7). Read with a purpose. YouTube.
https://www.youtube.com/watch?v=Z3VRnc0-RyY

Implementation and Evaluation of Consultation Interventions

Christ, T. J., Riley-Tillman, T. C., Chafouleas, S. M. (2009). Foundation for the development
and use of direct behavior rating (DBR) to assess and evaluate student behavior.
Assessment for Effective Intervention, 34, 201–213.
https://doi.org/10.1177/1534508409340390
Sanetti, L.M, Kratochwill, T. R., Long, A. (2013). Applying adult behavior change theory to
support mediator-based intervention implementation. *School Psychology Quarterly, 28,*
47–62. https://doi.org/10.1037/spq0000007

Additional Reading

Coffee, G., & Ray-Subramania, C. E. (2009). Goal Attainment Scaling: A progress-monitoring
tool for behavioral interventions. *School Psychology Forum: Research in practice, 3*, 1–
12.

Ethics and Law in Consultation

Davis, J. M., & Sandoval, J. (1982). Applied ethics for school-based consultants. *Professional
Psychology*, *13*(4), 543–551. https://doi org.ezproxy.lib.uconn.edu/10.1037/0735-
7028.13.4.543
Kelman, H. C. (1965). Manipulation of human behavior: An ethical dilemma for the social
scientist. *Journal of Social Issues, 27,* 31–46. https://doi.org/10.1111/j.1540-
4560.1965.tb00494.x
McCarthy, M. M. & Sorenson, G. P. (1993). School counselors and consultants: Legal duties and
liabilities. *Journal of Counseling and Development, 72,* 159–167.
Newman, J. L. (1993). Ethical issues in consultation. *Journal of Counseling and Development,
72,* 148–156. https://doi.org/10.1002/j.1556-6676.1993.tb00914.x
Scholten, T. Pettifor, J., Norrie, B., & Cole, E. (1993). Ethical issues in school psychological
consultation: Can every expert consult? *Canadian Journal of School Psychology, 9,* 100–
109. https://doi.org/10.1177/082957358500900110

Additional Readings

Bloom, R. (2010). Client-centered evaluation: Ethics for 21st century practitioners. *Journal of Social Work Values and Ethics*, 7, (1).

Multicultural Considerations in Consultation

Biddanda, H., Shriberg, D., Ruecker, D. *et al.* Navigating the Waters of Social Justice: Strategies from Veteran School Psychologists. *Contemp School Psychol* **23**, 379–387 (2019). https://doi.org/10.1007/s40688-018-0187-9

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

Ingraham, C. L. (2017) Educating consultants for multicultural practice of consultee-centered consultation, *Journal of Educational and Psychological Consultation, 27:1,* 72-95. https://doi.org/10.1080/10474412.2016.1174936

Ingraham, C. L. (2003). Multicultural consultee-centered consultation: When novice consultants explore cultural hypotheses with experienced teacher consultees. *Journal of Educational and Psychological Consultation*, *14*(3-4), 329-362.

Knotek, S. E. (2012). Utilizing culturally responsive consultation to support innovation implementation in a rural school. *Consulting Psychology Journal: Practice and Research, 64,* 40–62. https://doi.org/10.1037/a0027993

National Association of School Psychologists. (2021). *Social Justice.* https://www.nasponline.org/social-justice

National Association of School Psychologists. (2017). *Social Justice Resource List xls.* https://www.nasponline.org/Documents/Resources%20and%20Publications/Resources/Diversity/Social%20Justice/SJ%20Resource%20List%207.5.17.xlsx

Proctor, S. L. (2016). Introduction to the Special Issue: Encouraging Racial and Social Justice Throughout the Pre-K to Graduate School Pipeline. *School Psychology Forum, 10*(3)*,* 233-236.

Rogers, M. R. (2000). Examining the cultural context of consultation. *School Psychology Review, 29,* 414–418.

Sheridan, S. M. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review*, *29*(3), 344-353.

Schriberg, D., (2016). Commentary: School Psychologists as Advocates for Racial Justice and Social Justice: Some Proposed Steps. *School Psychology Forum, 10*(3)*,* 337-339.

Additional Readings

Ingraham, C. (2004). Multicultural consultee-centered consultation: Supporting consultees in the development of cultural competence. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds*.), Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 133–148). Mahwah, NJ: Erlbaum & Associates.

Michélsen, E. (2004). Anger and gender in consultation. In N. M. Lambert, I. Hylander, & J. H. Sandoval (Eds*.), Consultee-centered consultation: Improving the quality of professional*

services in schools and community organizations (pp. 291-299). Mahwah, NJ: Erlbaum & Associates.

COURSE OBJECTIVES

By the end of the semester, students should be able to demonstrate *knowledge* of:

1. A variety of consultation theories and models (e.g., behavioral, organizational, and mental health).
2. Adapting consultation to work with a variety of stakeholders (e.g., teachers, administrators, parents/guardians, community groups, agencies, students, etc.) in a variety of school settings (i.e., rural, suburban, and urban).
3. Interventions that promote academic, social, emotional, behavioral, communication, and pre-vocational skills.
4. The various process variables that affect verbal communication in human systems, as well as strategies to promote effective teamwork within the school and larger community.

By the end of the semester, students should be able to demonstrate *skills* in:

1. Conducting a consultation case, with intervention component monitored for effectiveness, using a Behavioral Consultation model. Collaboration with other professionals is required as part of the consultation case.
2. Developing and evaluating empirically-based interventions using a problem-solving consultation model.
3. Using computer software to collect and display data gathered during the consultation process.

COURSE REQUIREMENTS

Exams: Mid-term and final examinations will cover all assigned readings and course presentations. The mid-term will be no more than 50 multiple-choice questions. The final is a team-based exam (Jeopardy format).

Consultation Case Project: Each student will be required to complete a data-based consultation case study project using Behavioral Consultation and describe the process in written format including the below stated areas. Conducting the consultation case, with an intervention component monitored for effectiveness, is required. The following components are required to be discussed in a written paper, graded with a writing rubric specific to this consultation case project:

- Provide written details about each consultation stage (there are 4) and associated meetings (i.e., Problem Identification, Problem Analysis, Treatment Implementation, and Treatment Evaluation) in written format.
- Provide graphical data of baseline and progress monitoring results.

Behavior/Social-Emotional Intervention Paper: Each student will be required to write a paper that reviews the literature on interventions that promote social competence (e.g., social skills, executive functioning skills, academic engagement, compliance/rule-following, anger management, study skills, subjective well-being, emotional regulation, etc.) *that are appropriate for delivery via school-based consultation*. The paper should comply with APA style as depicted in the *Publication Manual of the American Psychological Association* (7th ed.). References should be retrievable, original (do not use secondary sources), and relatively recent. The paper should be approximately 10 pages in length excluding references and title page. In addition, each student must submit a one-page hand out reporting only the major findings of their paper (a list of interventions feasible in the area selected that apply to the consultation process). This one-page handout is required, graded only on completion; it is for distribution to the class so they can use them as resources in the future for intervention planning during consultation.

<u>Discussions:</u> Students are required to read and view each unique class date's required materials, use the information to post at least 1 question per week assigned on HuskyCT, **AND** respond to at least one of your peer's original posts per week assigned with adequate effort, analysis, and depth. The term "Post" appears in every assigned week – and you are only required to do what is stated above. However, participation regularly in class discussion is encouraged beyond this requirement. These posts may be in the form of critiques, raising of new concepts, or making real world connections. Specific "Discussion Guidelines" are printed below. All class discussion activities together are worth 15% of the final grade. They are graded on completion only. In other words, you have to post one initial post to the prompt and one response to a peer for each discussion forum to get full credit for that assigned week.

Discussion Guidelines

One of the advantages of having online resources for class is that you are able to engage in online discussions with your instructor and fellow students at times when it is convenient for you, beyond just in class. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics.

Again, as stated above, post at least one question and one comment during each module. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read and/or viewed the relevant course materials.

Here are some guidelines for participating in an online discussion:
- Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
- Do the appropriate preparation, such as reading and experiential activity work, before you join the discussion.

- Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.
- Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
- Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said.
- Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
- Share your experience with your fellow students. You may be able to offer advice to someone who is newer to online course work.
- Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable.

Criteria for Grading all Assignments

1. Clarity of writing and thought.
2. Factual accuracy of writing and thought.
3. Validation of views using current theoretical and empirical literature.
4. Completion of assignments on due dates.
5. According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

Specific Weighting of GRADING

Course Components	Weight	Due
Exams: • Mid-term • Final	*30%* • 15% • 15%	 • Week 8 • Week 14
Written Assignments: • Intervention paper • Consultation case/project	*30%* • 30% *30%* • 30%	 • Week 14 • Week 14
• Discussion Board	*10%* *Graded on* *Completion*	Completed on Weeks: 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, But equals 10% in total

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Note: A grade of a B or better is required for students in the School Psychology Program to meet the minimal competency level for professional practice. If you earn a grade lower than a B, the professor, your major advisor, and you will meet to develop an action plan, which may include your re-taking the course.

COURSE SCHEDULE

Session	Topics for Discussion	Assignments/Readings
08/30 1	Syllabus Review and Course Discussion Introduction to theories and models of consultation • Formal definition of consultation • Consultation versus collaboration • Roles and functions of the consultant, consultee, and client	1)Week 1 Introduction Power Point 2) Syllabus Review & Navigating Consultation on Husky CT 3) Week 1 Introduction PowerPoints 4) Read Caplan (1963) p. 2 5) Read Caplan definition 6) Read What Do We Mean When We Say Collaboration (1992)
09/06 2	• 3 Types of Consultation (Mental Health, Behavioral, Organization) • Historical influences • Social power and interpersonal influence • The school as a setting for consultation • Essentials of communication • Resistance within school-based consultation	1) Selected Professor Bray Recording & Videos in class and after class as designated/ suggested. 2) Week 2 Power Points (Resistance, Communication, Building Relationships, Social Power, Historical, School setting, Types of Consultation Models) 3) Read Building Psych and Teacher Relationships Articles p. 2 4) View French & Raven Social Power Video before class *** 5) POST
09/13 3	Behavioral Consultation • Problem Identification • Problem Analysis • Treatment Implementation (include	1) After class view Week 3 Professor Bray Recordings as needed 2) Week 3 Power Points on Behavioral Consultation

	treatment Integrity) • Treatment Evaluation	3) Read Behavioral Consultation Articles p. 3 and Book Chapters. 2 & 4 (BMWW) Chapters [1], 2, 3, (4), 5 (KB) 4) Read Implementation & Evaluation of Consultation Articles 5) Review PII, PIA, TEI Documents 6) View Dr. Kratchowill Video in class 7) Read Effective Consultation Document 8) Behavioral Consultation Example Video 9) ABA Video in class and out 10) POST
09/20 4	Motivational Interviewing Teleconsultation	1) Read Motivational Interviewing Articles p. 3 2) View Teleconsultation – Dr. Aaron Fischer (Webinar, Handouts, & Slides) in and after class 3) Week 4 Power Points on Motivational Interviewing and also extra Materials 4) View Week 4 Video on Motivational Interviewing (Emily Winter) in and after class as needed 6) POST
09/27 5	Conjoint Behavioral Consultation (CBC) and Family-School Collaboration: Home/School/Community collaboration is addressed in terms of consultation	1) View Week 5 Professor Bray Recording after class as needed 2) Week 5 Power Points on Conjoint Behavioral Consultation and Home-School Collaboration 3) Read Conjoint Behavioral Consultation Articles; BMWW Chapter 10 4) Begin work on certification: Web Site http://cyfs.unl.edu/TAPP/online-training/ 5) CBC Running Effective Meeting Video 6) 2 CBC Role Play Documents 7) CBC Materials Link: http://cyfs.unl.edu/futures/future_module3.html 8) POST
10/04 6	Mental Health Consultation	1) Read Chapter 1 (KB) 2) BMWW Chapter 1: School Counselors only read 3) Read Mental Health/Consultee-Centered Consultation Articles p. 4 4) Week 6 Power Points: Mental Health Consultation and Also extra Materials (e.g., Consultant Skills) 5) View Week 6 Video Lecture on Mental Health Consultation (Emily Winter) in class

		and after as needed 6) View Caplan Video Mental Health Consultation excerpts in class 7) View Mental Health Consultation Example: Infant and Early Child, TBD 8) POST
10/11 7	Organizational Consultation Midterm Review	1) Read Organizational Consultation Articles p. 5 2) Week 7 Power Points Organizational Consultation 3) Professor Bray Video Recording on Organizational Consultation as needed 4) Review Report Writing for Consultation (Brinkman et al., 2007) 5) POST
10/18 8	Midterm *50 item Test*	---
10/25 9	Prevention	1) Read Prevention Articles p. 6 2) Read Prevention PowerPoint 3) Prevention Video 1 excerpts in class 4) Prevention Video 2 excerpts in class
11/01 10	Interventions to Promote Social, Physical, & Academic Competence via Consultation Models	1) Read Intervention Development Articles p. 6 2) Intervention PowerPoint 3) POST
11/8 11	Ethics, Law and Consultation	1) Week 11 Power Points on Ethics 2) Read Ethics Articles p.7; BMWW Appendix C & Chapter 3 3) Listen to Don Bersoff APA Interview on Ethics 4) POST
11/15 12	Multicultural Considerations in Consultation	1) Read Multicultural Considerations in Consultation Readings p. 8; BMWW Chapter 1 2) Review Week 12 Power Points 3) Recognizing Bias and Promoting Equity in Early Childhood Settings Video 4) Ingrahm (2003), other articles and NASP Social Justice Resources p. 8 and HuskyCT 5) Read Case Study 6) POST
11/22	*Thanksgiving Break*	
11/29	Instructional Consultation	1) Read Instructional Consultation Articles p. 4 2) Week 6 Power Points – Instructional

13	Final Review	Consultation 3) Professor Bray Video Recording on Instructional Consultation after class as needed 4) Instructional Consultation Example Video
12/06	Reading Day (No Class)	
12/13 14	Final Exam: JEOPARDY!!	-**_Both written products due_**

*Drs. Linda Reddy (Rutgers) and Lea Theodore (Adelphi) and Sandy Ward (Instructional Consultation) provided some of the PP slides used in this course.

Preparing for the Course: Introduction, Information, and Software Requirements:

You will need the following software for this course: 1) Silverlight plugin: http://www.microsoft.com/silverlight/. 2) Media site requirement, go to: https://support.sonicfoundry.com/training/viewingrequirements. 3) Power point, Adobe Reader, and Real Audio Player Software.

The video lectures in this course are streamed through Media Site in HuskyCT. You will need to have the Silverlight plugin installed on your computer to view these video lectures. If you don't already have Silverlight installed, you can download it here: http://www.microsoft.com/silverlight/.

COURSE POLICIES & EXPECTATIONS

Student Conduct:
- Students are expected to conduct themselves in accordance with UConn's Student Conduct Code. Review and become familiar with these expectations, particularly the section on Academic Integrity.
- When discussing persons with disabilities, use "person first" language. That is, mention the person before considering or describing any other features of their abilities (e.g., "person with autism," or "student who is gifted and talented"). This language communicates respect and acknowledgement that ability level is one of many characteristics of a human being.
- Please be respectful of other students and your instructor and do not text/message, engage with social media, surf the web, or respond to cell phone calls during class.
- Respectful language and behavior is expected of all students during classes and class discussions.
- Regular attendance and active participation in class are essential to mastering presented material.

- Students are responsible for reading and understanding the information presented in the assigned materials before coming to class. This advance preparation is essential to be ready to understand and participate fully in class.

Due Dates, Late Policy & Makeup Work for Legitimate Absences:

All course due dates are identified in the course schedule. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the course progresses. All changes will be communicated in an appropriate manner.* You are responsible for acting in accordance with the Student Code.

- All assignments must be submitted on or before the due date. Prior permission must be received for any exception to this policy. Without prior permission I will either refuse to accept assignments or assign a lower evaluation.
- The assignment of an incomplete (I) grade is discouraged *strongly* and will be assigned *only* in the case of emergencies and where satisfactory progress has been demonstrated in the class. The "I" must be negotiated one week before the end of the class and a course completion contract drawn up and signed by the student and instructor.
- Make up or missed work due to legitimate absences should be arranged with the professor. Unless the student has made prior arrangements with the instructor, late assignments will not be accepted. This includes discussion board posts. If the instructor does decide to accept late work, each day past the due date 10 points may be deducted per day and after 3 days may no longer be accepted.

Absences from Class Due to Religious Beliefs: Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. The University Senate requires that students anticipating such a conflict should inform me in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with me a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy.

Class Cancellations: If class cancellation (e.g., instructor emergency, inclement weather) is required, students will be informed (a) via the UConn Alert notification system for university, campus, and building closings and (b) by me via email in the case that I have an emergency. If students have questions about whether a class will be held, they should visit http://alert.uconn.edu/. During inclement weather when the university remains open, we should

use common sense and good judgment in our decision making, and keep personal safety and the safety of others our foremost concern.

Further RESOURCES & UNIVERSITY POLICIES

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources. Policies from the University Senate, the Office of Institutional Equity, the Office of the Provost, and Community Standards will be followed (http://provost.uconn.edu/syllabi-references).

Academic Integrity: This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's guidelines for academic integrity.

University Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research:

Scholarly activity at the graduate and postdoctoral level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and The Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research, and service be maintained. Scholarly integrity encompasses "both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts." It also addresses "ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds" (Council of Graduate Schools, *Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach, 2012*).

The Graduate Faculty Council, in accordance with the provisions of its By-Laws, has adopted this policy concerning scholarly integrity in graduate education and research and has approved the procedures set forth herein for addressing alleged violations. The Dean of The Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy.

Members of the Graduate Faculty have primary responsibility to foster an environment in which the highest ethical standards prevail. All members of the University community have a

responsibility to uphold the highest standards of scholarship, which encompasses activities of teaching, research, and service, and to report any violation of scholarly integrity of which they have knowledge. Instructors have a responsibility to take reasonable steps to prevent scholarly misconduct in their courses and to inform students of course-specific requirements.

Note: Student misconduct other than scholarly misconduct, as defined herein, is governed by the University's Student Code, which is administered under the direction of the Office of the Provost. Enforcement of its provisions is the responsibility of the Director of Community Standards. At the Health Center, student misconduct other than scholarly misconduct is governed by the Health Center Rules of Conduct.

DEFINITIONS OF SCHOLARLY MISCONDUCT
Scholarly misconduct is broadly defined as a failure to uphold standards of scholarly integrity in teaching, learning, research, or service.

For the purpose of this Policy, scholarly misconduct shall be deemed to include, but not be limited to, the following types of misconduct. The list is not intended to be exhaustive, but does identify major categories of scholarly misconduct, and provides illustrations where appropriate.

- *Cheating* involves dishonesty during a course, on an examination required for a particular degree, or at other times during graduate study, e.g., copying the work of another student.
- *Plagiarism* involves using another person's language, thoughts, data, ideas, expressions or other original material without acknowledging the source. (adapted from Council of Writing Program Administrators, *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices,* 2003).
- *Distorted reporting* involves "any omission or misrepresentation of the information necessary and sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated" (D. Fanelli, *Nature* 494:149; 2013).
- *Fabrication or Falsification of Grades* involves any form of falsification of coursework or tampering with grades, e.g., a student making unauthorized changes to her/his own grades or an instructor consciously misreporting grades of students.
- *Misrepresentation* involves taking an examination for another student, submitting work done by another individual as one's own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to the Graduate School or in any scholarly or research activity, including publication.
- *Academic or Research Disruption* involves unauthorized possession, use, or destruction of examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files, or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.

- *Fabrication or Falsification in Research* involves falsification of, tampering with, or fabricating results or data.
- *Research Violations* include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.
- *Professional Misconduct* involves violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy).
- *Deliberate Obstruction* involves hindering investigation of any alleged act of scholarly misconduct.
- *Aiding or Abetting* involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

Copyright: Dr. Bray and my lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are our own original expression and have been recorded prior or during Dr. Bray or my lecture in order to ensure that we obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Mental Health Services: Sometimes students who are taking psychoeducational courses want to know where they can get therapeutic help to support their mental health. If so, you may wish to consult with one of these various services/resources:

University Resources:

For more information regarding mental health concerns, please contact UConn Counseling and Mental Health Services (CMHS) at UConn. You can visit http://counseling.uconn.edu/ or call 860-486-4705 to schedule an appointment.

Non-University Resources:

- General information line for therapy/mental health services: Dial 211.

- Emergency line Dial 911: If you currently experiencing a medical or mental health emergency dial 911 immediately.

University Closings: In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through http://alert.uconn.edu. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at http://publicsafety.uconn.edu/emergency/.

Final Exam Policy: In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the Office of Student Support and Advocacy (OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

Course Evaluation: Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:
- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics and/or hyperlinks.
- Make use of WORD and EXCEL to make tables and graphs.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

As such University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session.

Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu

Student Responsibilities with Associated Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, in which links can be clicked on and include more information as follows:

- The Student Code
  - Academic Integrity http://community.uconn.edu/the-student-code-appendix-a/
  - Resources on Avoiding Cheating and Plagiarism-- https://lib.uconn.edu/about/get-help/writing/plagiarism-resources/
- Copyrighted Materials
  - Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.
- Netiquette and Communication: http://www.albion.com/netiquette/corerules.html
- Adding or Dropping a Course
  - If you should decide to add or drop a course, there are official procedures to follow:
    - Matriculated students should add or drop a course through Student Administration System.
    - Non-degree students should refer to the Registrar's office Non-Degree and Visiting Students page for more information
  - You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing a course or informing the instructor you want to drop does not constitute an official drop. For more information, refer to the:
    - Undergraduate Catalog
    - Graduate Catalog
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
  - The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and

such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information.

- **Policy Against Discrimination, Harassment and Related Interpersonal Violence:** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

- Sexual Assault Reporting Policy
  - o To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information. **Sexual Assault Reporting Policy links:** To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at http://sexualviolence.uconn.edu/.

Students with Disabilities

Students with Disabilities: The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020. Detailed information regarding the accommodations process is also available on their website at http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government" (Retrieved March 24, 2013 from Blackboard's website).

Technology and Academic Help

For all **NON-TECHNICAL** and **NON-ACADEMIC** support questions or general eCampus information, please contact ecampus@uconn.edu or call us at (860)486-1080.

HuskyCT Courses, Training, and Tools	Department Contact Information
Examples o Course Content Not Viewable o Course Tools Not Working (i.e., tests, assignments, discussions, etc.) o Course Tech, Plug-Ins, and Software	For support in online courses contact: **UITS Help Center** Location: Math Sciences Building, Ground Floor, Room M037 Phone: (860) 486-HELP (4357) Email: HelpCenter@uconn.edu

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

o   HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)

o Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)

o Google Apps (Google Apps @ UConn Accessibility, Google for Education Privacy Policy)

o Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)

o Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).