

Course Syllabi
Consultation, Collaboration, & Supervision: Theory and Practice
EDP 382, #10899
Fall 2013
Wed. 1-4:00 p.m. SZB 434

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This course is designed to introduce theoretical, empirical, and applicable knowledge of evidence-based consultation, collaboration, and supervision as practiced by school- and child-focused psychologists. By the end of this class, students should be able to enter a system and provide consultation services to organizations that serve children and adolescents including schools, hospitals, and mental health clinics. Students will learn how to consult with parents, teachers, and other service providers, identify and provide recommendations for a range of problematic behaviors, and assess outcomes. Students will gain familiarity with a range of empirically supported interventions that are often provided via indirect services, as well as theories of motivation and change relevant to working within external systems.

General Course objectives:

1. Understand and differentiate models and types of consultation.
2. Understand Problem-Solving Consultation as a broad framework that can be applied across multiple service settings for youth and families.
3. Become familiar with the different stages of the behavioral consultation process.
4. Understand and practice behavioral consultation techniques.
5. Become familiar with common intervention strategies recommended by school- and child-focused psychologists in a consultation role.
6. Gain awareness of contextual issues that would impact consultation outcomes including organizational, systemic, and diversity issues.
7. Gain exposure to consultation as practiced in a variety of settings.
8. Understand clinical supervision as a form of consultation and become familiar with the supervision evidence base.
9. Increase self-awareness and sensitivity related to the consultant-consultee relationship.

NASP Domains

This class addresses the following NASP training domains:

1. Data-Based Decision-Making and Accountability (NASP 2.1)
2. Consultation and Collaboration (NASP 2.2)
3. Interventions and Mental Health Services to Develop Life Skills (NASP 2.4)
4. School-Wide Practices to Promote Learning (NASP 2.5)

5. Family-School Collaboration Services (NASP 2.7)
6. Diversity in Development and Learning (NASP 2.8)
7. Research and Program Evaluation (NASP 2.9)
8. Legal, Ethical, and Professional Practice (NASP 2.10)

Required Course Texts:

Kratochwill, T. R. & Bergan, J. R. (1990). *Behavioral Consultation in Applied Settings, an Individual Guide*. New York: Plenum Publishing.

Sheridan, S. M., & Kratochwill, T. R. (2007). *Conjoint behavioral consultation: Promoting Family-School Connections and Interventions*. New York: Springer.

Recommended Texts:

Reineke, W.M., Herman, K.C., & Sprick, R. (2011). *Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up*. New York: Guilford Press.

Additional readings on Canvas and through the library.

Policies and Procedures:

Attendance/Participation Policy:

Students are expected to attend and actively participate in all classes. Please notify the professor before class if you are unable to attend a class and make arrangements to make-up the work you miss. If sudden illness precludes you from providing prior notification and make-up work arrangements, please minimally contact the professor via email or phone regarding your absence. Additionally, sending word with a classmate is appreciated. Please turn off cell phones. Internet use of any kind is not permitted during class.

Grading Policy:

Please use APA Style (6th Edition) for all written assignments.

<http://owl.english.purdue.edu/owl/section/2/10/>

All assignments are due via email or canvas by 5 pm on the day noted; assignments received after the due date will receive a grade reduction by ½ a grade for each day it is late.

- A** (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 94-100; A-=90-93.
- B** (Above Average) will be given for work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)

C (Average) will be given for work that is of marginal quality for graduate students and/or shows significant errors of comprehension evidenced by a total course point value on assignments below 80.

Special accommodations: The University of Texas at Austin provides, upon appropriate request, academic accommodations for qualified students with disabilities. Please provide documentation to the instructor by the second week of class if special accommodations are necessary for the completion of assignments. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

Religious holidays: Students may not be penalized for a class absence, or failure to turn in an assignment due in class, that is related to the observance of a religious holiday. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Academic Integrity: Students are expected to uphold the core values of the University of Texas at Austin (learning, discovery, freedom, leadership, individual opportunity, and responsibility) through integrity, honesty, trust, fairness, and respect toward peers and community.

ASSIGNMENTS:

Consultation Case Study: You will complete the first stages (problem/needs identification and problem/needs analysis) for either one client (using the same child you have identified for your social/emotional assessment), or, alternatively, for one classroom, following the behavioral consultation model or conjoint behavioral consultation model, in the event that you are working with a family. You will present the problem/needs identification and problem/needs analysis in class (30% of course grade). At the end of the semester, you will turn in a formal write-up of these components as well as a proposal for an appropriate plan implementation and evaluation (30% of course grade; not to exceed 7 pages).

Intervention Presentation: In groups of two, you will research and present to the class information about an empirically supported intervention in which the psychologist/specialist serves as a consultant to a teacher, parent, or other provider. Two empirical articles will be suggested for you; you should recommend one additional article for your colleagues to read that is relevant to the consultation role (implementation barriers, the needs of diverse populations, etc.). Your presentation should provide a brief overview of the components of the intervention, available outcome research, and commentary about how it may be applied in the contexts where you will work. Your powerpoint presentation will be turned in for a grade. (20% of course grade; 30 minutes each)

Discussion Questions: Each week one day prior to class you will post one discussion question that you think will generate thoughtful conversation in the class. The question should not focus on any logistical aspect of one reading, but should reflect your critical thinking about the readings overall and how they relate to your current or future professional role/s. All class members should be prepared to discuss the questions generated by the class. (5% of course grade)

Consultee Qualitative Interview and Analysis: To help you better understand the perspectives of the providers with whom you will work, you will complete a qualitative interview related to the barriers and facilitators of professional consultation (5% of course grade). You will make the de-identified transcript of your interview available to the class, and each student will identify repeating ideas and relevant text that occur across the transcripts related to effective consultation. (10% of course grade).

Date	Topic	Readings	Assignment
8/27/14	Introduction and Overview of the course	Course Overview & Consultation Introduction; Review of Learning Theory and FBA	
9/3/14	Psychologist as Consultant	Nadeem, E., Gleacher, A., & Beidas, R.S. (2013). Consultation as an implementation strategy for evidence-based practices across multiple contexts: Unpacking the black box. <i>Adm Policy Ment Health</i> , 40, 439-450. Kratochwill, T.R., & Pittman, P.H. (2002). Expanding problem-solving consultation training: Prospects and frameworks. <i>Journal of Educational and Psychological Consultation</i> , 13, 69-95.	
9/10/14	Engaging Consultees & Building Partnerships	Allen, M.D., & Green, B.L. (2012). A multilevel analysis of consultant attributes that contribute to effective mental health consultation services. <i>Infant Mental Health Journal</i> , 33, 234-245. Sheridan, S. M., & Kratochwill, T. R. (2007). Conjoint behavioral consultation: Promoting Family-School Connections and Interventions. New York: Springer (Chapter 1). Shernoff, E.S., Mehta, T., Atkins, M.S., Torf, R. & Spencer, J. (2011). A qualitative study of the sources and impact of stress among urban teachers. <i>School Mental Health</i> , 3, 59-69. Reineke, W.M., Herman, K.C., & Sprick, R. (2011). <i>Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up</i> . New York: Guilford Press, Chapter 4.	
9/17/14	Problem Identification & Analysis in Consultation	Sheridan, S. M., & Kratochwill, T. R. (2007). <i>Conjoint behavioral consultation: Promoting Family-School Connections and Interventions</i> . New York: Springer (pp 24-45; stop at "plan implementation.") Kratochwill, T. R., & Bergan, J. R. (1990). <i>Behavioral consultation in applied settings: An individual guide</i> . New York: Plenum (Chapters 1, 2 & 3)	

9/24/14	Plan Implementation	<p>Sheridan, S. M., & Kratochwill, T. R. (2007). <i>Conjoint behavioral consultation: Promoting Family-School Connections and Interventions</i>. New York: Springer (pp 45-51).</p> <p>Reineke, W.M., Herman, K.C., & Sprick, R. (2011). <i>Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up</i>. New York: Guilford Press, Chapters 2 & 8.</p> <p>Moore, K. J., & Patterson, G. R. (2009). Parent training. In W. T. O'Donohue, J. E. Fisher (Eds.), <i>General principles and empirically supported techniques of cognitive behavior therapy</i> (pp. 481-487). Hoboken, NJ, US: John Wiley & Sons Inc.</p>	
10/1/14	Interventions and Plan Evaluation I	<p>Sheridan, S. M., & Kratochwill, T. R. (2007). <i>Conjoint behavioral consultation: Promoting Family-School Connections and Interventions</i>. New York: Springer (Chapter 6)</p> <p>READINGS ASSIGNED BY PRESENTERS</p>	<u>Presentations:</u> My Teaching Partner, The Good Behavior Game
10/8/14	Interventions and Plan Evaluation II	<p>Sheridan, S. M., & Kratochwill, T. R. (2007). <i>Conjoint behavioral consultation: Promoting Family-School Connections and Interventions</i>. New York: Springer (Chapter 3).</p> <p>Kratochwill, T. R., & Bergan, J. R. (1990). <i>Behavioral consultation in applied settings: An individual guide</i>. New York: Plenum (Chapter 5)</p> <p>READINGS ASSIGNED BY PRESENTERS</p>	<u>Presentations:</u> Incredible Years Classroom, Multisystemic Therapy,
10/15/14	Interventions and Plan Evaluation III	<p>Graham, D. S. (1998). Consultant effectiveness and treatment acceptability: An examination of consultee requests and consultant responses. <i>School Psychology Quarterly</i>, 13, 155-168.</p> <p>Wickstrom, K. F., Jones, K. M., LaFleur, L. H., & Witt, J. C. (1998). An analysis of treatment integrity in school-based behavioral consultation. <i>School Psychology Quarterly</i>, 13, 141-154.</p> <p>READINGS ASSIGNED BY PRESENTERS</p>	<u>Presentations:</u> PCIT/TCIT; Treatment Foster Care
10/22/14	Professional Supervision	<p>Accurso, E. C., Taylor, R. M., & Garland, A. F. (2011). Evidence-based practices addressed in community-based children's mental health clinical supervision. <i>Training And Education In Professional Psychology</i>, 5(2), 88-96. doi:10.1037/a0023537</p> <p>Schoenwald, S. K., Mehta, T. G., Frazier, S. L., & Shernoff, E. S. (2013). Clinical supervision in effectiveness and implementation research. <i>Clinical Psychology: Science And Practice</i>, 20(1), 44-59. doi:10.1111/cpsp.12022</p> <p>Reiser, R. P., & Milne, D. (2012). Supervising cognitive-behavioral psychotherapy: Pressing needs, impressing possibilities. <i>Journal Of Contemporary Psychotherapy</i>, 42(3), 161-171. doi:10.1007/s10879-011-9200-6</p>	
10/29/14	Professional Supervision	Beidas, R. S., Edmunds, J. M., Cannuscio, C. C., Gallagher, M., Downey, M., & Kendall, P. C. (2013). Therapists perspectives	<u>Consultee Interview</u>

		<p>on the effective elements of consultation following training. <i>Administration And Policy In Mental Health And Mental Health Services Research</i>, 40(6), 507-517. doi:10.1007/s10488-013-0475-7</p> <p>Bearman, S., Weisz, J. R., Chorpita, B. F., Hoagwood, K., Ward, A., Ugueto, A. M., & Bernstein, A. (2013). More practice, less preach? The role of supervision processes and therapist characteristics in EBP implementation. <i>Administration And Policy In Mental Health And Mental Health Services Research</i>, 40(6), 518-529. doi:10.1007/s10488-013-0485-5</p> <p>Gadomski, A. M., Wissow, L. S., Palinkas, L., Hoagwood, K. E., Daly, J. M., & Kaye, D. L. (2014). Encouraging and sustaining integration of child mental health into primary care: Interviews with primary care providers participating in project teach (capes and cap pc) in ny. <i>General Hospital Psychiatry</i>, doi:10.1016/j.genhosppsych.2014.05.013</p>	<u>Transcripts Due</u>
11/5/14	Cultural and Family Issues in Consultation	<p>Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010) One size does not fit all: Taking diversity, culture, and context seriously. <i>Administration and Policy in Mental Health</i>, 37, 48-60.</p> <p>Sheridan, S. M., & Kratochwill, T. R. (2007). <i>Conjoint behavioral consultation: Promoting Family-School Connections and Interventions</i>. New York: Springer (Chapter 4)</p>	<u>Consultation Case Presentations:</u> Problem/Needs Identification & Analysis
11/12/14	Consultation-Liaison	<p>Robinson J. D. & Baker, J. (2006). Psychological Consultation and Services in a General Medical Hospital. <i>Professional Psychology: Research and Practice</i>, 37, 264-267.</p> <p>Weinstein, A. G., & Henrich, C. C. (2013). Psychological interventions helping pediatric oncology patients cope with medical procedures: A nurse-centered approach. <i>European Journal Of Oncology Nursing</i>, 17(6), 726-731. doi:10.1016/j.ejon.2013.04.003</p>	<u>Consultation Case Presentations:</u> Problem/Needs Identification & Analysis
11/19/14	Consultation-Liaison	<p>Tunick, R. A., Gavin, J. A., DeMaso, D. R., & Meyer, E. C. (2013). Pediatric Psychology Critical Care Consultation: An Emerging Subspecialty. <i>Clinical Practice in Pediatric Psychology</i>, 1, 42-54.</p> <p>Bearison, D. J. (1994). Medication compliance in pediatric oncology. In D. J. Bearison, R. K. Mulhern (Eds.) , <i>Pediatric psychooncology: Psychological perspectives on children with cancer</i> (pp. 84-98). New York, NY, US: Oxford University Press.</p> <p>Carter, B.D., Thompson, S.Z., & Thompson, A.N. (2014). Pediatric Consultation-Liaison: The Psychologist Hospitalist. In M. C. Roberts, B. S. Aylward, & Y. P. Wu (Eds), <i>Clinical Practice of Pediatric Psychology</i>, pp. 63-77. New York, NY, The Guilford Press.</p>	
11/26/14	No class	No class	<u>Qualitative Analysis Due</u>
12/3/14	Consultation,	Mitchell, A. D., & Kratochwill, T. R. (2013). Treatment of selective	

	Collaboration & Supervision in the Real World	<p>mutism: Applications in the clinic and school through conjoint consultation. <i>Journal Of Educational & Psychological Consultation</i>, 23(1), 36-62. doi:10.1080/10474412.2013.757151</p> <p>Auster, E. R., Feeney-Kettler, K. A., & Kratochwill, T. R. (2006). Conjoint Behavioral Consultation: Application to the School-Based Treatment of Anxiety Disorders. <i>Education & Treatment Of Children</i>, 29(2), 243-256.</p> <p>Brown, M. B., Holcombe, D. C., Bolen, L. M., & Thomson, W. (2006). Role Function and Job Satisfaction of School Psychologists Practicing in an Expanded Role Model. <i>Psychological Reports</i>, 98(2), 486-496. doi:10.2466/PR0.98.2.486-496</p> <p>Cappella, E., Hamre, B. K., Kim, H., 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. <i>Journal Of Consulting And Clinical Psychology</i>, 80(4), 597-610. doi:10.1037/a0027725</p>	
12/10/14	Exam Week	No class	<u>Consultation Case Study Due 12/12</u>