

Course Syllabi
 Consultation, Collaboration, & Supervision: Theory and Practice
 EDP 382, #10899
 Fall 2015
 Wed. 1-4:00 p.m. SZB XXX

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This course is designed to introduce theoretical, empirical, and applicable knowledge of indirect service models as practiced by school- and child-focused psychologists; specifically, evidence-based consultation, collaboration, and supervision. By the end of this class, students should be able to thoughtfully 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. Gain awareness of contextual issues that would impact consultation outcomes including organizational, systemic, and diversity issues.
3. Become familiar with the different stages of the behavioral consultation process, and problem-solving as a broad consultation framework.
4. Understand and practice evidence-based techniques to address ambivalence towards change and increase engagement.
5. Become familiar with evidence-based intervention strategies for commonly occurring problems recommended by school- and child-focused psychologists in a consultation role.
6. Understand clinical supervision as a form of consultation.
7. Increase self-awareness and sensitivity related to the consultant-consultee relationship.

NASP Domains

This class addresses the following NASP training domains:

1. Consultation and Collaboration (NASP 2.2)
2. Interventions and Mental Health Services to Develop Life Skills (NASP 2.4)
3. School-Wide Practices to Promote Learning (NASP 2.5)
4. Family-School Collaboration Services (NASP 2.7)
5. Diversity in Development and Learning (NASP 2.8)

6. Research and Program Evaluation (NASP 2.9)
7. Legal, Ethical, and Professional Practice (NASP 2.10)

Required Course Texts:

Weist, M. D., Lever, N. A., Bradshaw, C. P., & Sarno Owens, J. (2014). *Handbook of school mental health: Research, training, practice, and policy (2nd ed.)*. New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5 [available through library]

<http://catalog.lib.utexas.edu/record=b8938014~S29>

Erchul, W. P., & Sheridan, S. M. (2014). *Handbook of research in school consultation (2nd ed.)*. New York, NY, US: Routledge/Taylor & Francis Group. [available through library]

Recommended Texts:

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 and required labs. More than two absences will result in a final grade reduced by ½ a grade for each additional day missed. Please notify the professor or TA in advance if you are unable to attend a class/lab 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. Cell phones should be turned off during class. Internet use of any kind is not permitted during class and will result in an automatic grade deduction.

Grading Policy:

Please use APA Style (6th Edition) for *all* written assignments, particularly as relates to point of view, word choice, bias, citations, quotations, and editorializing. Students are strongly encouraged to familiarize themselves with the APA Publication Manual, Volume 6 <https://owl.english.purdue.edu/owl/resource/560/15/>

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:

Brief Papers: There are 8 possible brief papers on assigned topics; **you must complete 5 of these (one, the setting analyses, must be completed by all)**. Some of these will be methodological critiques of particular studies, with supportive articles to clarify the methodological approaches used. The others will be thought papers that synthesize and comment upon a set of readings designed to stimulate thought, or respond to a particular question posed to the class. These papers should not exceed 2 pages, double-spaced (20% course grade), and should follow APA stylistic conventions. These are due by 5 pm the day before the class.

Consultation Case: You will be paired with an elementary student teacher from the Department of Curriculum and Instruction Intern 2 Cohort, and will schedule and complete three one-hour interviews over the course of the semester. In these meetings you will discuss (without using identifying information) either one client or, alternatively, one classroom, following the behavioral consultation model. You will videotape the three meetings (PII, PAI, PEI) and will complete self-critiques for each (6.66% of course grade for each interview+self-assessment; 20% total). Windows for completing each of these assignments are as follows:

Problem Identification Interview: Oct. 1 – Oct. 11 (recording and self-critique turned in by October 12)

Problem Analysis Interview: Oct. 22 – Oct 29 (recording and self-critique turned in by October 30)

Problem Evaluation Interview: November 18 – December 1 (recording and self-critique turned in by December 2)

Intervention Presentation: In groups of three you will research and present to the class information about an empirically supported school-based intervention. Your presentation should provide a brief overview of the components of the intervention, available outcome research, and commentary about a) how it may be applied in the contexts where you will work and the facilitators/challenges presented by the model b) what sort of consultation model and integrity assessment has been used or would be recommended. Your powerpoint will be turned in and graded together with your presentation. (10% of course grade; 30 minutes each)

In-Class Exam: You will take one in-class exam that covers lecture material and course readings. Questions will be short-answer and essay format (30% of grade)

Final Paper: You will complete a final paper (not to exceed 8 pages, double spaced, not including figures, tables, or references) on one of three topics (20% of grade):

1. A write up of your consultation case or a consultation case completed at your site
2. A proposal for a school-wide consultation program evaluation
3. A single-case design case study of a student or client at your practicum site

DATE	TOPIC	READINGS	ASSIGNMENT/s	LAB
Summer Reading				
8/26/15	Consultation: Brief History, Overview of Models, Intro to Behavioral Consultation	<ol style="list-style-type: none"> 1. Kazdin, A.E. & Blase, S.L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. <i>Perspectives on Psychological Science</i>, 6, 21-37. 2. Kratochwill, T.R. (2007). Preparing Psychologists for Evidence-Based School Practice: Lessons Learned and Challenges Ahead. <i>American Psychologist</i>, Vol. 62, No. 8, 829-845 DOI: 10.1037/0003-066X.62.8.843 3. Gibson, J. E., Stephan, S., Brandt, N. E., & Lever, N. A. (2014). Supporting teachers through consultation and training in mental health. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.) , <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i> (pp. 269-282). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_20 		Logistics
9/2/15	The Organizational Context of Consultation, Collaboration and Supervision	<ol style="list-style-type: none"> 1. Hemmelgarn, A. L., Glisson, C., & James, L. R. (2006). Organizational Culture and Climate: Implications for Services and Interventions Research. <i>Clinical Psychology: Science And Practice</i>, 13(1), 73-89. doi:10.1111/j.1468-2850.2006.00008.x 2. Markle, R.S., Splett, J.W., Maras, M.A., & Weston, K.J. (2014). Effective School Teams: Benefits, Barriers, and Best Practices. In Weist, M. D., Lever, N. A., Bradshaw, C. P., & Sarno Owens, J. (Eds). <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i>. New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5 3. 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. 4. Meyers, J., Truscott, S. D., Meyers, A. B., Varjas, K., & Kim, S. Y. (2014). Qualitative and mixed methods designs in consultation research. In W. P. Erchul, S. M. Sheridan, W. P. Erchul, S. M. Sheridan (Eds.) , <i>Handbook of research in school consultation (2nd ed.)</i> (pp. 103-137). New York NY IIS. 	<i>Paper 1: Methodological critique of Shernoff, Mehta, Atkins, Torf & Spencer (2011)</i>	PII-walk through

	Process in Consultation	<p>effectiveness and treatment acceptability: An examination of consultee requests and consultant responses. <i>School Psychology Quarterly</i>, 13, 155-168.</p> <ol style="list-style-type: none"> Schulte, A. C., & Osborne, S. S. (2003). When Assumptive Worlds Collide: A Review of Definitions of Collaboration in Consultation. <i>Journal Of Educational & Psychological Consultation</i>, 14(2), 109-138. doi:10.1207/s1532768xjepc1402_2 Gutkin, T. B. (1999). Collaborative versus directive/prescriptive/expert school-based consultation: Reviewing and resolving a false dichotomy. <i>Journal Of School Psychology</i>, 37(2), Erchul, W. P., Grissom, P. F., Getty, K. C., & Bennett, M. S. (2014). Researching interpersonal influence within school consultation: Social power base and relational communication perspectives. In W. P. Erchul, S. M. Sheridan, W. P. Erchul, S. M. Sheridan (Eds.) , <i>Handbook of research in school consultation (2nd ed.)</i> (pp. 349-385). New York, NY, US: Routledge/Taylor & Francis Group. 	<i>Paper 2: Setting analysis paper about your site – due for all</i>	
9/16/15	Consultation Assessment: Functional Behavior Analyses and Functional Analyses	<ol style="list-style-type: none"> Gresham, F. M. (2014). Quantitative research methods and designs in consultation. In W. P. Erchul, S. M. Sheridan, W. P. Erchul, S. M. Sheridan (Eds.) , <i>Handbook of research in school consultation (2nd ed.)</i> (pp. 79-102). New York, NY, US: Routledge/Taylor & Francis Group. Noell, G. H., & Gansle, K. A. (2009). Introduction to functional behavioral assessment. In A. Akin-Little, S. G. Little, M. A. Bray, T. J. Kehle, A. Akin-Little, S. G. Little, ... T. J. Kehle (Eds.) , <i>Behavioral interventions in schools: Evidence-based positive strategies</i> (pp. 43-58). Washington, DC, US: American Psychological Association. doi:10.1037/11886-003 Parker, M., Skinner, C., & Booher, J. (2010). Using functional behavioral assessment data to infer learning histories and guide interventions: A consultation case study. <i>International Journal Of Behavioral Consultation And Therapy</i>, 6(1), 24-34. doi:10.1037/h0100895 		Walk through PAI
9/23/15	Broadening the Scope: Consultation with Caregivers	<ol style="list-style-type: none"> McDaniel, H. L., Weist, M. D., Schiele, B. E., Haak, J., & Taylor, L. K. (2014). Strengthening components and processes of family involvement in school mental health. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno 	<p>Watch PAI Video</p> <p><i>Paper 3: Methodological critique of Sheridan et</i></p>	RP PAI

		<p>Owens (Eds.), <i>Handbook of school mental health: Research, training, practice, and policy</i> (2nd ed.) (pp. 195-207). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_15</p> <p>2. Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon, K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. <i>School Psychology Review</i>, 41(1), 23-46.</p> <p>3. Akobeng, A.K. (2005). <i>Understanding randomized controlled trials</i>. Arch Dis Child, 90, 840-844.</p> <p>4. 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>	al.,(2012) RCT	
9/30/15	Content of Consultation: Classroom management	<p>1. Little, S. G., Akin-Little, A., & O'Neill, K. (2015). Group contingency interventions with children—1980-2010: A meta-analysis. <i>Behavior Modification</i>, 39(2), 322-341.</p> <p>2. Kellam, S. G., Wang, W., Mackenzie, A. L., Brown, C. H., Ompad, D. C., Or, F., & ... Windham, A. (2014). The impact of the good behavior game, a universal classroom-based preventive intervention in first and second grades, on high-risk sexual behaviors and drug abuse and dependence disorders into young adulthood. <i>Prevention Science</i>, 15(Suppl 1), S6-S18. doi:10.1007/s11121-012-0296-z</p> <p>3. Domitrovich, C. E., Pas, E. T., Bradshaw, C. P., Becker, K. D., Keperling, J. P., Embry, D. D., & Jalongo, N. (2015). Individual and school organizational factors that influence implementation of the pax good behavior game intervention. <i>Prevention Science</i>, doi:10.1007/s11121-015-0557-8</p>	<i>Paper 4: Consider the impact of the Good Behavior Game as reported in the Kellam et al. (2014) article in the context of the study by Domitrovich et al (2015). How should consultants address implementation issues for highly effective interventions?</i>	classrm checkup and the GBG
10/7/15	How to change behavior and increase engagement	<p>1. Levensky, E.R., Kersh, B.C., Cavaos, L.L., & Brooks, J.A. Motivational Interviewing. In W. T. O'Donohue, J. E. Fisher (Eds.), <i>General principles and empirically supported techniques of cognitive behavior therapy</i>. Hoboken, NJ, US: John Wiley & Sons Inc.</p> <p>2. Frey, A. J., Lee, J., Small, J. W., Seeley, J. R., Walker, H. M., & Feil, E. G. (2013). Transporting motivational interviewing to school settings to improve the engagement and fidelity of tier 2 interventions. <i>Journal Of Applied School Psychology</i>, 29(2), 183-202. doi:10.1080/15377903.2013.778774</p>	<p>Watch PEI Video</p> <p><i>Paper 5: Critique and comment on the Gueldner & Merrell (2011) article.</i></p>	RP: MI

		<p>3. Herman, K. C., Reinke, W. M., Bradshaw, C. P., Lochman, J. E., Borden, L., & Darney, D. (2014). Increasing parental engagement in school-based interventions using team engagement and motivation methods. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.) , <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i> (pp. 223-236). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_17</p> <p>4. Gueldner, B., & Merrell, K. (2011). Evaluation of a social-emotional learning program in conjunction with the exploratory application of performance feedback incorporating motivational interviewing techniques. <i>Journal Of Educational & Psychological Consultation</i>, 21(1), 1-27. doi:10.1080/10474412.2010.522876</p>		
10/14/15	Content of Consultation: Targeted Interventions for DBDs	<p>1. Storer, J. L., Evans, S. W., & Langberg, J. M. (2014). Organization interventions for children and adolescents with attention-deficit/hyperactivity disorder (ADHD). In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.) , <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i> (pp. 385-398). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_28</p> <p>2. Vujnovic, R. K., Holdaway, A. S., Owens, J. S., & Fabiano, G. A. (2014). Response to intervention for youth with attention-deficit/hyperactivity disorder: Incorporating an evidence-based intervention within a multi-tiered framework. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.) , <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i> (pp. 399-411). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_29</p> <p>3. Slough, N. M., & McMahon, R. J. (2008). Preventing serious conduct problems in school-age youth: The fast track program. <i>Cognitive And Behavioral Practice</i>, 15(1), 3-17. doi:10.1016/j.cbpra.2007.04.002</p>	PII Recording and Self-Analysis Due	<u>Walk Through Plan Implementation Phase</u>
10/21/15	Content of Consultation: Targeted Interventions for	<p>1. Fox, J. K., Herzig, K., Colognori, D., Stewart, C. E., & Warner, C. M. (2014). School-based treatment for anxiety in children and adolescents: New developments in transportability and dissemination. In M. D.</p>	<u>Presentations:</u> Trauma	<u>Walk through PEI</u>

	Internalizing Disorders	<p>Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.) , <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i> (pp. 355-368). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_26</p> <p>2. Warner, C. M., Brice, C., Esseling, P. G., Stewart, C. E., Mufson, L., & Herzig, K. (2013). Consultants' perceptions of school counselors' ability to implement an empirically-based intervention for adolescent social anxiety disorder. <i>Administration And Policy In Mental Health And Mental Health Services Research</i>, 40(6), 541-554. doi:10.1007/s10488-013-0498-0</p>	<p><i>Paper 6: Comment on the Warner et al. (2013) study. How would you approach this from a consultation perspective?</i></p>	
10/28/15	Process and Content Integrity in Consultation, Collaboration, and Supervision	<p>1. Kelleher, C., Riley-Tillman, T. C., & Power, T. J. (2008). An initial comparison of collaborative and expert-driven consultation on treatment integrity. <i>Journal Of Educational & Psychological Consultation</i>, 18(4), 294-324. doi:10.1080/10474410802491040</p> <p>2. Kazdin, A. E. (1981). Drawing valid inferences from case studies. <i>Journal Of Consulting And Clinical Psychology</i>, 49(2), 183-192. doi:10.1037/0022-006X.49.2.183</p> <p>3. Webster-Stratton, C., Reinke, W. M., Herman, K. C., & Newcomer, L. L. (2011). The Incredible Years Teacher Classroom Management training: The methods and principles that support fidelity of training delivery. <i>School Psychology Review</i>, 40(4), 509-529</p> <p>4. Reinke, W. M., Stormont, M., Herman, K. C., & Newcomer, L. (2014). Using coaching to support teacher implementation of classroom-based interventions. <i>Journal Of Behavioral Education</i>, 23(1), 150-167. doi:10.1007/s10864-013-9186-0</p>	<p><u>Presentations</u> Depression</p> <p><i>Paper 7: Critique and comment on the Kelleher, Riley-Tillman, & Power article</i></p>	<u>RP PEI</u>
11/4/15	Multicultural Aspects of Consultation	<p>1. Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. <i>School Psychology Review</i>, 29(3), 320-343.</p> <p>2. Rogers, M. R. (2000). Examining the cultural context of consultation. <i>School Psychology Review</i>, 29(3), 414-418.</p> <p>3. Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. <i>Journal Of Educational & Psychological Consultation</i>, 19(1), 26-44. doi:10.1080/10474410802462769</p>	<p>PAI Recording and Analysis Due</p> <p><u>Presentations</u> Violence/ Aggressive Behavior</p> <p><i>Paper 8. Discuss the relevance of</i></p>	<u>EXAM PREP</u>

		4. Gravois, T. A., & Rosenfield, S. A. (2006). Impact of instructional consultation teams on the disproportionate referral and placement of minority students in special education. <i>Remedial And Special Education</i> , 27(1), 42-52. doi:10.1177/07419325060270010501	<i>using a culturally sensitive lens in consultation, and the potential role of consultation in addressing cultural disparities.</i>	
11/11/15	IN CLASS EXAM			
11/18/15	Extending the Consultation Lens: Other Types of Consultation Settings	<ol style="list-style-type: none"> 1. 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. 2. Beidas, R. S., Edmunds, J. M., Cannuscio, C. C., Gallagher, M., Downey, M., & Kendall, P. C. (2013). Therapists perspectives 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 3. 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. 	<u>Presentation:</u> ASD/Social Skills	No Lab
11/25/15	No class!			
12/2/15	Wrap up and recommendations	<ol style="list-style-type: none"> 1. Gravois, T. A. (2012). Consultation services in schools: A can of worms worth opening. <i>Consulting Psychology Journal: Practice And Research</i>, 64(1), 83-87. doi:10.1037/a0028123 2. Lewis, T. J., & Newcomer, L. L. (2002). Examining the efficacy of school-based consultation: Recommendations for improving outcomes. <i>Child & Family Behavior Therapy</i>, 24(1-2), 165-181. doi:10.1300/J019v24n01_11 3. 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 	PEI Recording and Analysis Due	As needed for final paper
12/9/15		No class	<u>Final Paper Due 12/7/15</u>	