Course Syllabi
**Consultation, Collaboration, & Supervision: Theory and Practice**
EDP 382, #10825
Fall 2017
Wednesday 1-4 p.m. SZB 426

Instructor: Sarah Kate Bearman, PhD
Office: 254G SZB
Office Hours:  By appointment
Email: skbearman@austin.utexas.edu

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: primarily schools, but also 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. Become familiar with the different stages of the behavioral consultation process, and problem-solving as a broad consultation framework.
2. Gain awareness of contextual issues that would impact consultation outcomes including organizational, systemic, and diversity issues.
3. Understand and practice evidence-based techniques to address ambivalence towards change and increase engagement.
4. Become familiar with evidence-based intervention strategies for commonly occurring problems recommended by school- and child-focused psychologists in a consultation role.
5. 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

Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational interviewing for effective classroom management: The classroom check-up*. New York, NY, US: Guilford Press.[available through library]

http://ebookcentral.proquest.com.ezproxy.lib.utexas.edu/lib/utxa/reader.action?docID=759937

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. Failure to use APA style will result in an automatic grade deduction on any written work. 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 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.

## SOURCES OF EVALUATION:

Participation: Participation in this class is not graded, but I expect all students to participate in small group discussions and to engage in role-plays with one another and give constructive feedback to one another

In Class Responsive Writing: During some classes there will be a 20-minute period in which you will be asked to respond to a writing prompt provided at the start of class. This may take the form of asking you to critique a particular study using supporting documents you have read, or asking you to respond to a particular question/s posed to the class. You will not be formally evaluated with regard to writing style but your responses should demonstrate your preparedness and critical thinking of the course readings, and will be evaluated on the following scale: ✔++ (exemplary work, equivalent to 100% grade), ✔+(high quality work, equivalent to 93% grade), ✔(acceptable, equivalent to 87% grade), ✔− (below expected standards, equivalent to 82% grade) ✔− − (unacceptable, equivalent to 70% grade). Students who are not satisfied with their grade on an in-class writing response will be permitted to re-write as a formal 2-page paper that will be evaluated with regard to content as well as style. The revised paper is due within one week of receipt of the graded writing response. No extensions will be granted. The lowest grade will be dropped. **(20% of grade).**

Consultation Case: You will be paired with one (or two) elementary school student teachers from the Department of Curriculum and Instruction, 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 (**40% of total grade**). Deadlines for completing and turning in each of these assignments are as follows:

**Problem Identification Interview**: March 6 at 5 pm (recording and self-critique)
**Problem Analysis Interview**: March 20 at 5 pm (recording and self-critique)
**Intervention Evaluation Interview**: April 10 at 5 pm (recording and self-critique)

Peer consultation: Each student will sign up to present their case during reserved course time for peer consultation. Students are expected to be prepared with cued video footage, organized case information, and one specific consultation question. Grades will be based on student preparation during their own case as well as the quality of feedback given to others (**10% of course grade**).

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**)

| DATE | TOPIC | READINGS | ASSIGNMENT/s & ACTIVITIES |
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| 8/30/17 | Consultation: Brief History, Overview of Models, Intro to Behavioral Consultation | 1. Kazdin, A.E. & Blase, S.L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. Perspectives on Psychological Science, 6, 21-37.<br>2. Atkins, M. S., Cappella, E., Shernoff, E. S., Mehta, T. G., & Gustafson, E. L. (2017). Schooling and children's mental health: Realigning resources to reduce disparities and advance public health. *Annual Review Of Clinical Psychology*, *13*123-147. doi:10.1146/annurev-clinpsy-032816-045234<br>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.) , *Handbook of school mental health: Research, training, practice, and policy (2nd ed.)* (pp. 269-282). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_20 | |
| 9/6/17 | Organizational Social Context in Schools and Other Service Systems | 1. Hemmelgarn, A. L., Glisson, C., & James, L. R. (2006). Organizational Culture and Climate: Implications for Services and Interventions Research. Clinical Psychology: Science And Practice, 13(1), 73-89. doi:10.1111/j.1468-2850.2006.00008.x<br>2. Mehta, T. G., Atkins, M. S., & Frazier, S. L. (2013). The organizational health of urban elementary schools: School health and teacher functioning. *School Mental Health*, *5*(3), 144-154. doi:10.1007/s12310-012-9099-4<br>3. Pas, E. T., Bradshaw, C. P., & Hershfeldt, P. A. (2012). Teacher- and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support. *Journal Of School Psychology*, *50*(1), 129-145. doi:10.1016/j.jsp.2011.07.003 | |
| 9/13/17 | Power and Process in Consultation | 1. Schulte, A. C., & Osborne, S. S. (2003). When Assumptive Worlds Collide: A Review of Definitions of Collaboration in Consultation. *Journal Of Educational & Psychological Consultation*, *14*(2), 109-138. doi:10.1207/s1532768xjepc1402_2<br>2. Gutkin, T. B. (1999). Collaborative versus | |

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| | | directive/prescriptive/expert school-based consultation: Reviewing and resolving a false dichotomy. *Journal Of School Psychology*, *37*(2),<br>3. Erchul, W. P., DuPaul, G. J., Bennett, M. S., Grissom, P. F., Jitendra, A. K., Tresco, K. E., & ... Mannella, M. C. (2009). A follow-up study of relational processes and consultation outcomes for students with attention deficit hyperactivity disorder. *School Psychology Review*, *38*(1), 28-37.<br>4. Erchul, W. P., DuPaul, G. J., Grissom, P. F., Junod, R. V., Jitendra, A. K., Mannella, M. C., & ... Volpe, R. J. (2007). Relationships among relational communication processes and consultation outcomes for students with attention deficit hyperactivity disorder. *School Psychology Review*, *36*(1), 111-129. | |
| 9/20/17 | Power and Process in Consultation | 1. PII Interview<br>2. Kratochwill, T.R. & Bergan, J.R. (1990). Problem identification (Chapter 2). Behavioral consultation in applied settings: An individual guide (pp. 45-88). New York: Kluwer.<br>3. Reinke, W.M. Herman, K.C, & Sprick, R. (2011). Chapter 3: Ingredients for Effective Consultation. In Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up. pp. 19-36 | Watch PII Video to Discuss in Class<br><br>RP PII in Terra rooms |
| 9/27/17 | How to change behavior and increase engagement | 1. Levensky, E.R., Kersh, B.C., Cavasos, L.L., & Brooks, J.A. Motivational Interviewing.  In W. T. O'Donohue, J. E. Fisher (Eds.), *General principles and empirically supported techniques of cognitive behavior therapy.* Hoboken, NJ, US: John Wiley & Sons Inc.<br>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. *Journal Of Applied School Psychology*, *29*(2), 183-202. doi:10.1080/15377903.2013.778774<br>3. Reinke, W. M., Herman, K. C., & Sprick, R. (2011). Chapter 4: Motivational Interviewing Applied to Teacher Consultation. *Motivational interviewing for effective classroom management: The classroom check-up*. New York, NY, US. pp 37 - 69.<br>4. 4.  Gueldner, B., & Merrell, K. (2011). Evaluation of a social-emotional learning program in conjunction with the exploratory application of performance feedback | |

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| | | incorporating motivational interviewing techniques. *Journal Of Educational & Psychological Consultation*, *21*(1), 1-27. doi:10.1080/10474412.2010.522876 | |
| 10/4 | Consultation Assessment: Functional Behavior Analyses and Functional Analyses | 1. 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.) , *Behavioral interventions in schools: Evidence-based positive strategies* (pp. 43-58). Washington, DC, US: American Psychological Association. doi:10.1037/11886-003<br>2. Parker, M., Skinner, C., & Booher, J. (2010). Using functional behavioral assessment data to infer learning histories and guide interventions: A consultation case study. *International Journal Of Behavioral Consultation And Therapy*, *6*(1), 24-34. doi:10.1037/h0100895<br>3. Reinke, W. M., Herman, K. C., & Sprick, R. (2011). Chapter 5. The Classroom Check-Up Classroom Consultation Model. In *Motivational interviewing for effective classroom management: The classroom check-up*. New York, NY, US: Guilford Press.pp. 70 - 102<br><br>4. Read PAI interview | Watch PAI Video for class and read PAI |
| 10/11/17 | Content of Consultation: Classroom management | 1. 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. *Prevention Science*, *15*(Suppl 1), S6-S18. doi:10.1007/s11121-012-0296-z<br>2. Reinke, W. M., Herman, K. C., & Sprick, R. (2011). Chapter 8. Developing Effective Strategies for Classroom Change. In Motivational interviewing for effective classroom management: The classroom check-up. New York, NY, US: Guilford Press.pp. 137 - 172<br>3. Trussell, R. P., Lewis, T. J., & Raynor, C. (2016). The impact of universal teacher practices and function-based behavior interventions on the rates of problem behaviors among at-risk students. *Education & Treatment Of Children*, *39*(3), 261-282. doi:10.1353/etc.2016.0012<br>4. Owens, J.S. et al. (2017). Rates of Common | |

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| | | Classroom Behavior Management Strategies and Their Associations With Challenging Student Behavior in Elementary School. Journal of Emotional and Behavioral Disorders, 1–14. | |
| 10/18/17 | Broadening the Scope: Consultation with Caregivers | 1. 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 Owens (Eds.), *Handbook of school mental health: Research, training, practice, and policy* (2nd ed.) (pp. 195-207). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_15<br>2. Sheridan, S. M., Witte, A. L., Holmes, S. R., Coutts, M. J., Dent, A. L., Kunz, G. M., & Wu, C. (2017). A randomized trial examining the effects of Conjoint Behavioral Consultation in rural schools: Student outcomes and the mediating role of the teacher–parent relationship. *Journal Of School Psychology*, *61*33-53. doi:10.1016/j.jsp.2016.12.002 | PII Recording and Self-Analysis Due |
| 10/25/17 | Content of Consultation: Targeted Interventions for DBDs | 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.) , *Handbook of school mental health: Research, training, practice, and policy (2nd ed.)* (pp. 385-398). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_28<br>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.) , *Handbook of school mental health: Research, training, practice, and policy (2nd ed.)* (pp. 399-411). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_29<br>3. Slough, N. M., & McMahon, R. J. (2008). Preventing serious conduct problems in | |

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| | | school-age youth: The fast track program. *Cognitive And Behavioral Practice*, *15*(1), 3-17. doi:10.1016/j.cbpra.2007.04.002<br><br>4.  IEI interviews 3&4 | |
| 11/1/17 | Process and Content Integrity in Consultation, Collaboration, and Supervision | 1. Kelleher, C., Riley-Tillman, T. C., & Power, T. J. (2008). An initial comparison of collaborative and expert-driven consultation on treatment integrity. *Journal Of Educational & Psychological Consultation*, *18*(4), 294-324. doi:10.1080/10474410802491040<br>2. Reinke, W. M., Stormont, M., Herman, K. C., & Newcomer, L. (2014). Using coaching to support teacher implementation of classroom-based interventions. *Journal Of Behavioral Education*, *23*(1), 150-167. doi:10.1007/s10864-013-9186-0<br>3. Noell, G. H., Volz, J. R., Henderson, M. Y., & Williams, K. L. (2017, February 20). Evaluating anIntegrated Support Model for Increasing Treatment Plan Implementation Following Consultation inSchools. School Psychology Quarterly. Advance online publication. http://dx.doi.org/10.1037/spq0000195<br>4. Owens, J. S., Coles, E. K., Evans, S. W., Himawan, L. K., Girio-Herrera, E., Holdaway, A. S., & ... Schulte, A. C. (2017). Using multi-component consultation to increase the integrity with which teachers implement behavioral classroom interventions: A pilot study. School Mental Health, doi:10.1007/s12310-017-9217- | *Watch IEI video*<br><br>PAI Recording and Analysis Due |
| 11/8/17 | Multicultural Aspects of Consultation | 1. Rogers, M. R. (2000). Examining the cultural context of consultation. *School Psychology Review*, *29*(3), 414-418.<br>2. Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. *Journal Of Educational & Psychological Consultation*, *19*(1), 26-44.<br>3. O'Bryon, E. C., & Rogers, M. R. (2010). Bilingual school psychologists' assessment practices with English language learners. *Psychology In The Schools*, *47*(10), 1018-1034. doi:10.1002/pits.20521doi:10.1080/10474 410802462769<br>4. Gravois, T. A., & Rosenfield, S. A. (2006). Impact of instructional consultation teams on the disproportionate referral and placement of minority students in special | |

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| | | education. *Remedial And Special Education*, *27*(1), 42-52. doi:10.1177/07419325060270010501 | |
| 11/15/17 | | **IN CLASS EXAM** | |
| 11/22/17 | | **No Class—Thanksgiving Break** | |
| 11/29/17 | Extending the Consultation Lens: Other Types of Consultation Settings | 1. 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), Clinical Practice of Pediatric Psychology, pp. 63-77. New York, NY, The Guilford Press.<br>2. Rubens, S. L., Loucas, C. A., Morris, M., Manley, P. E., Ullrich, N. J., Muriel, A. C., & ... Northman, L. (2016). Parent-reported outcomes associated with utilization of a pediatric cancer school consultation program. *Clinical Practice In Pediatric Psychology*, *4*(4), 383-395. doi:10.1037/cpp0000150<br>3. Sheridan, S. M., Warnes, E. D., Woods, K. E., Blevins, C. A., Magee, K. L., & Ellis, C. (2009). An exploratory evaluation of conjoint behavioral consultation to promote collaboration among family, school, and pediatric systems: A role for pediatric school psychologists. *Journal Of Educational & Psychological Consultation*, *19*(2), 106-129. doi:10.1080/10474410902888566 | IEI Recording and Analysis Due |
| 12/6/17 | **Wrap up and recommendations** | 1. Gravois, T. A. (2012). Consultation services in schools: A can of worms worth opening. *Consulting Psychology Journal: Practice And Research*, *64*(1), 83-87. doi:10.1037/a0028123 | |