

PSYCHOLOGY 750
CONSULTATION AND INTERVENTION
FALL 2008

Instructor: Dr. Tammy D. Gilligan
Office: Johnston 201
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to

Class Time: Tuesday 1:00-3:30
Location: Miller G035
Office Hours: by appointment OR prior
class and immediately following class

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COURSE PURPOSE:

The purpose of this course is to provide you with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level prevention and intervention in educational settings. Course content will focus on collaborative consultation processes, issues related to these processes, as well as relevant research. Content will also incorporate concepts from the intervention literature and current practices relative to the consultative process. Consultation within a cross-cultural framework will be emphasized. A majority of this course will be devoted to instruction in the actual *skills* required to conduct consultative services through applied case work, practice, role play, self-appraisal, supervision and feedback and class discussion.

COURSE OBJECTIVES:

1. To increase knowledge of:
 - a. basic concepts, models and strategies of consultation
 - b. the history of consultation
 - c. consultation models and their underlying principles and assumptions
 - d. variables impacting the consultation process at various stages
 - e. research related to consultation and planned change
 - f. legal and ethical issues involved in the practice of consultation
 - g. one's own value system and its relationship to the consultative process

2. To develop skills in:
 - a. diagnosing and applying models of consultation to specific situations
 - b. collaborative, problem-solving consultation with an individual or group through each stage of the consultative process
 - c. analyzing the consultative process for its effectiveness
 - d. planning and communicating strategies needed to develop rapport and the motivation to problem solve
 - e. negotiating and mediating skills to reach consensus and to move past barriers
 - f. applying knowledge of social and behavioral research to the consultative process
 - g. understanding and appreciating the cognitive, behavioral, and affective considerations of consulting with culturally diverse consultees and client systems

COURSE MATERIALS:

Required Text:

Kampwirth, Thomas (2005) *Collaborative Consultation in the Schools (3rd Edition)*, Pearson Merrill Prentice Hall. ISBN # 0-13-117810-5.

Other Required Readings: (most are posted on Blackboard)

Ingraham, C.L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review*, 29(3), 320-343.

Staton, R. & Gilligan, T.D. (2003). Training school counselors and school psychologists to work collaboratively. *Journal of Counseling Education and Supervision*, 42, 162-176.

Comprehensive Handbook of Multicultural School Psychology (2005)
Chapter 17: Effective Instruction for At-Risk Minority Populations
Chapter 21: Religiosity in Children and Youth: Psychoeducational Approaches

Schaughency, E. & Ervin, R., (2006) Building capacity to implement and sustain effective practices to better serve children. *School Psychology Review*, 35, 55-166.

Shapiro, E. (2006) Are we solving the big problems? *School Psychology Review*, 35, 260-265.

Johnson, S. (1998). *Who Moved My Cheese?* G.P. Putman's Sons. ISBN # 0-399-144463

Select chapters from: Thomas, A. & Grimes, J. (2002). *Best Practices in School Psychology IV*. National Association of School Psychologists. (on Blackboard)

Chapter 12 Best Practice in Preventing and Managing Stress and Burnout

Chapter 16 Best Practice in System-Level Change

Chapter 17 Best Practice in Facilitating School Reform, Organizational Change and Strategic Planning

Chapter 19 Best Practice in Planning and Conducting Needs Assessments

Chapter 25 Best Practice in Increasing Cross-Cultural Competence

Chapter 28 Best Practice in Supporting Home-School Collaboration

Chapter 30 Best Practice in Facilitating Collaborative Family-Teacher Routine Conferences

Chapter 38 Best Practice in Collaborative Problem Solving for Intervention Design

Chapter 41 Best Practice in School Consultation

Chapter 43 Best Practice in Problem-Solving Team Structure and Process

Additional readings may be assigned by the instructor as the course proceeds.
Audio and/or videotapes as needed for class projects will be provided by the student.

Useful Journals:

Journal of Educational and Psychological Consultation
Consulting Psychology Journal: Practice and Research

COURSE REQUIREMENTS:

1. Active Class Participation/Preparation (10 points): You are expected to attend all class meetings and to participate (hopefully with appropriate enthusiasm and genuine interest) in class discussions, activities and role-plays. You are expected to stretch and take risks as we work to develop an internal sense for the consultative process. Class meetings will provide you an opportunity to master new skills, try various approaches, and obtain constructive feedback from your colleagues and me. You are also expected to help create a safe and supportive learning environment; to provide thoughtful feedback to your peers. Your willingness to bring forth clinical concerns and your comments and feedback will help make this class optimally instructive for you. If you must be absent due to illness or other emergency, please notify me as soon as possible. More than one absence may result in a lower grade or incomplete for the course. Please be on time for class as we will begin promptly at 1:00.
2. Readings: Reading assignments have been selected for their relevance to specific topics. Please read **all** assignments in advance so that class time can be devoted to informed discussions, activities and role-plays. There is a moderate amount of assigned reading for this course. You will need to make an intentional effort to stay “on track” and up to date with the reading. During the semester, you will be asked to identify and read other relevant literature and report content to the class pertaining to your specific consultation case and professional specialization project. You are responsible for all material in the reading even it topics are not specifically covered during class meetings.
3. Applied Consultation Case: (30 points) To give you opportunity to apply material from class and the readings, you are required to engage in a “real” situation that calls for consultation. This experience should be arranged through your practicum site with opportunity for field based and university based supervision. The consultation should involve *at least* two face-to-face meetings with the consultee (note: I’m aware that some “real life” cases will actually require more face-to-face meetings. However, it is to your professional benefit to arrange a consultative case that will allow for maximum meeting times to identify and accomplish goals. Solid consultation cases usually involve four to six intentional, planned sessions.) Examples of acceptable consultation cases from past cohorts include: increasing student motivation in the classroom setting, enhancing positive social interactions of a student, decreasing truancy of a student, promoting parent/school connections, providing information/intervention ideas for a specific disability or disorder, and increasing

verbal communication of child with selective mutism. There are MANY possibilities for teacher, parent, conjoint or even organizational consultation projects that would allow maximum learning opportunities for you. Once you have identified a possible consultation case with your site supervisor, you will need to set a supervision time with me to discuss the case parameters **before** proceeding. To keep you on schedule, you should have case arrangements established by early October. All consultation sessions should be audio taped with the knowledge and written permission of the consultee (see attached sample permission).

Developing optimal consultation skills requires self-appraisal, identifying personal areas of skill strength and needs, and appropriate supervision. Above all, you must practice skills to become effective as a consultant. That being said, after the first consultation session, you should review and analyze your audio tape using the Evaluation/analysis checklist forms provided for you. Please write a brief (one to two page) review summarizing the initial goals, strengths and areas of need of your session. Include your future process goals in this written summary for the NEXT session. **Your written analysis of the first session, completed evaluation checklists, and the audiotape of the first session must be submitted to me for review prior to scheduling your second consultation session. You should not engage in a second consultation session until you have received supervision and feedback from me.**

After subsequent consultation sessions, you should review each tape and write a brief summary of each session for me to review. Submit the summary and tape for additional supervision prior to engaging in the next session. It is sometimes helpful to locate specific sections of your tape for immediate supervisory feedback. At times, we will need to engage in email dialogues regarding your case. For some cases, this can be an acceptable format after at least one face-to-face supervision session with me. In order to fully develop your consultative skills, supervision from me must occur throughout your case..

Your *intentional* participation in supervision, *effective* management of the case, and *reflective* written reviews are included in my evaluation of this course component for you. Please note that arranging for timely supervision is the responsibility of the student and is a necessary component of the every day skills school psychologists must possess and demonstrate.

4. Consultation Case Final Analysis: (50 points) You are required to provide a reflective written analysis/summary of your consultative experience. Please refer to the attached guidelines for the written analysis. This is an opportunity for you to demonstrate knowledge, skills and self-appraisal competencies gained from your readings, class, and experiences. This assignment asks you to describe how you dealt with the challenges and triumphs of consultation. A case consultation log should be attached to the written analysis/summary. This log should include date, location, and total time of each session. A typed transcript of a 10-20 minute clip of a tape

illustrating your consultation skills and particular dimensions of the consultative process should be included in the final analysis.

We will spend one class period sharing consultation cases with each other. This concise presentation should be much like a case staffing in a clinical setting. The consultant will give the essence of the case, focusing on the consultative process and the content (e.g, You are consulting with parents of a child with Down Syndrome regarding behavior management techniques at bedtime. You would share the actual steps, model, etc. of consultation sessions and the information you have learned or discovered about Down Syndrome.) This presentation to the class should allow for peer discussion, problem solving and feedback and must include selected clips or excerpts from actual tapes. It may be helpful to provide a reference handout about the content knowledge of the case.

5. Exam: (50 points) There will be a mid-term exam and a final exam activity. The mid-term exam will cover the text, assigned readings and class presentations/discussions. The mid-term will be an in-class written exam to be completed independently.
6. Final Exam Activity: (20 points) “Taking it With You”: You are required to create a product that will help you to remember whatever tips and strategies you have found to be most important for effective consultation. This should reflect your own thinking and wording and should be something that you can take along into consultation sessions. You may want to use your journal as a resource for this assignment, and write with this product in mind. At the end of the course, we will devote part of a class to explaining how you developed your product and how it works for you. Please bring ONE copy of your product to share with a peer.
7. Journaling: (10 points) You will be asked to keep a journal of your experiences as you attend classes, read materials and work through cases. Please write as though you are writing a letter to yourself; instruct yourself on what you want to remember (from readings, class discussions, consultation cases), aspects of your style that you want to develop, cautions regarding people and settings to watch out for and goals you may have for yourself as you grow professionally. Bring your journal to each class meeting as I will randomly select journals for review. You will be asked to submit your journal to me at least once during the course.
8. Professional Specialization: (30 points) You will be asked to lead the class in a discussion and presentation on a *system-wide prevention* or *intervention program*. You can choose your own topic, within the following parameters:
 - Select an areas or topic of prevention or intervention that has the potential for professional specialization. In other words, choose a topic in which you are interested in developing specific expertise. Meet with me in advance to discuss the appropriateness of your prevention or intervention program. We can also communicate via email about your topic.

- Presentations should be a good first draft of an in-service appropriate for school faculty or parents or another audience relevant to schools.
- Presentations should be 45 minutes to one hour and include whatever visuals and handouts needed to fully cover the topic. Evidence of a thorough review of the literature is expected.
- Feel free to assign readings prior to the presentation.
- Include an evaluation component to provide you with some feedback from your “audience”

9. Virtual Interprofessional Consultation: (S or U) You will collaborate with students in the JMU Special Education Teacher training program to practice interprofessional problem solving consultation. The first activity will involve reading assigned documents and posting comments on the Interprofessional Blog. You may also meet in groups to discuss interprofessional problem solving consultation. Specific directions for this experience will be given during the course.

10. Ethical/Professional Responsibility: Students are expected to maintain the highest standards of ethical and professional responsibility during this course. Confidentiality of all casework must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with me immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.

Please feel free to contact me with questions or concerns at any point in the course. Our school cases will remind us that concerns are more easily addressed if they are identified early. We will also be reminded that there are lots of examples of good questions and that few questions are bad ones. Ask in class or privately, but please ask. I am also open to suggestions and always appreciate a creative perspective.

Point/Grade Distribution 200 points

A= 179-200 points

B= 159-178 points

C= 139-158 points

F<139

Date	Topic	Readings
August 26	Course Introduction and Intro to School-Based Consultation Historical Roots “What We Know” and General Assessment Activities	
September 2	Process of Consultation within a Cross-Cultural Framework Forming Relationships/Entering Systems and Understanding/Diagnosing	K 1 & 5, Ingraham article
September 9	Process of Consultation Cont. Intervention Implementation and Evaluation	K 2, BP 38 & 41
September 16	Consideration and Impact of the Consultant and Consultee	K 3 BP 12 Staton & Gilligan article
September 23	Overview of Consultation Models: Mental Health, Behavioral, & System/Organizational Consultation	K 8 Schaughency article Shapiro article
September 30	Continue consultation models Ethical and Legal Issues of Consultation Cultural Competencies Revisited	K 4 BP 25
October 7	Effective Consultation with Teams: Teachers and Parents	K 6, 7 BP 28, 30
October 14	Midterm	
October 21	Understanding and Supporting System Change in School Settings	Who Moved My Cheese BP 16, 17, & 19
October 28	The School Psychologist as a Leader	BP 43
November 4	Professional Specialization Workshops Presentations	As assigned by presenters
November 11	Professional Specialization Workshop Presentations	As assigned by presenters
November 18	System Interventions and Prevention: Promoting Cross-Cultural Awareness in Schools	Handbook of Multicultural School Psychology 17, 21
November 25	THANKSGIVING BREAK	THANKSGIVING BREAK
December 2	School Consultation Case Discussions	
December 9	Continue School Consultation Case Discussions Final Exam Activity “Taking it With You” Product Demonstrations	

Schedule is tentative and may alter as the course proceeds. Any changes to this syllabus will be communicated to students during class time or via email. Students with special learning needs should notify the instructor immediately. Students are respectfully reminded that all aspects of the JMU Honor Code and School Psychology program handbook are applicable to this course.