



PSY 645 Section 501
Consultation in Educational & Mental Health Settings
5:00 pm-07:45 pm
Tuesdays, GRH 3006
Western Kentucky University
Spring 2020

Instructor

Thomas J. Gross, Ph.D., NCSP

Office: GRH 3045

Office Phone: (270) 745-4976

Email: thomas.gross@wku.edu

Office Hours: M 8:30 to 11:30a.m., 12:30 to 1:30p.m.; T 11:00a.m. to 12:00p.m.; W 8:30 to 11:30a.m.; By Appointment

Required Text

Erchul, W.P. & Martens, B.K. (2010). School Consultation: Conceptual and Empirical Bases of Practice, 3rd ed. Springer: New York. ISBN 978-1-4614-3151-0

Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes. 3rd ed. New York: Guilford Publications.

Required Articles.

See course schedule.

Additional readings as assigned.

NASP Domains of Practice:

Domain 2: Consultation and Collaboration

Domain 7: Family, School, and Community Collaboration

Catalog Description of Course

Designed to provide theory and practice to mental health professionals. Theories and methods of mental health consultation in depth. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

Course Objectives and NASP Standard(s)

1. Learn models of consultation that may be used across educational and clinical settings. (NASP 2.2)
2. Understand and apply a problem-solving framework in consultation and collaboration. (NASP 2.1, 3.1)
3. Understand and use communication and facilitation techniques to address diverse individuals. (NASP 2.8, 3.1)
4. Engage and include significant caregivers at school and home, as necessary. (NASP 2.7)
5. Understand and use individual and group diversity to tailor consultation processes and plans. (NASP 2.8, 3.1)
6. Work with teams to facilitate case conceptualization and service delivery. (NASP 2.2, 3.1)

Course Requirements

General Overview

This course will consist of two exams, one consultation report, article summaries for assigned readings, and a consultation case presentation. The assignments are designed to promote content retention, practical application, and **self-directed** professional engagement in the area of consultation in education and mental health. As a point of fact, students are responsible for completing all assignments by the due date and understanding each assignment's requirements.

Periodically, you will be given directions in class that are not listed in the syllabus, it is your responsibility to record, understand, and adhere to them. The professor reserves the right to change any part of the assignment or grading scheme as needed, and it is the responsibility of the student to know what those changes are.

Unless otherwise noted, all assignments should be submitted to Blackboard. Any assignment or document submitted by other means will not be graded and considered not submitted. Before submitting any assignment, confirm the absence of

grammatical or mechanical errors in your writing. Excessive errors will result in point deductions or a 0 for the assignment.

Exams. 400pts. total (200 pts. each), NASP 2.2.

There will be two exams, a mid-term and a final, each designed to assess participants' understanding of the vocabulary and concepts related to consultation and collaboration issues. Both exams must be passed and the final exam is cumulative. All exams are contingent on instructor appraisal of need. Students are responsible for knowing the final exam schedule.

Consultation Report. 200pts. total, NASP 2.1, 2.2, 2.7, 3.1.

The consultation report will follow the template given in class. Each report should have the following sections:

PROBLEM IDENTIFICATION

1. Identifying information (20 pts)
2. Reason for referral (20 pts)
3. Interviews (20 pts)

PROBLEM ANALYSIS

4. Behavioral, Academic assessments used with tabled and/or graphed data and summary (20 pts)
5. Hypothesis statement (20 pts)
6. Recommendations and goals with measureable outcomes (20 pts)

PLAN IMPLEMENTATION

7. An intervention plan (20 pts)
8. An intervention monitoring plan (20 pts)

PLAN EVALUATION

9. Evaluation of the intervention. (20 pts)
10. Intervention Rating Profile-15 (20pts)

Initial summaries of report sections are due along the semester and will be arranged between the student and the instructor. Each student is individually responsible for finding a consultation case, where the student will provide consultation to a professional or caregiver to implement an intervention or treatment related to a youth's scholastic concern. Bear in mind that this is an opportunity to provide services to a consultee and client. The instructor can work with you if there are issues with finding appropriate consultation cases.

Final reports are due by 05/12/2020@ 4:00p.m. However, all students will receive feedback and are expected to revise their reports accordingly before or by the Final Exam. If your reports are unsatisfactory at or after finals week, you will continue to revise it until it is satisfactory; until then you will receive an "Incomplete."

These documents may contain sensitive information and as such, they should comply with HIPPA and FERPA standards.

Case Presentation 100 pts. total, NASP 2.1, 2.2

Each student will present and review their case with the class in a 10 to 20 minute presentation. A power point presentation is required. Ten (10) minutes will be left for the class to discuss the findings and develop their own interpretations of the results. The presenter will facilitate a discussion of the different interpretations, field questions, and review their interpretation of the case.

You will submit a copy of your case presentation power point via Blackboard by 9:00a.m. the day it is due. If it is late, the final grade will be lowered by multiplying the final score by 89%.

Case presentations should include:

- 1) Accurate spelling, punctuation, and grammar. (9 pts)
- 2) Background information of the case. (13 pts)
- 3) Goals and target behavior selection (13 pts)
- 4) Intervention design (13 pts)
- 5) Intervention outcomes (13 pts)
- 6) Treatment fidelity information (13 pts)
- 7) Treatment summary with recommendations (13 pts)
- 8) 5 specific things that the student would do differently (13 pts)

Article Summaries. 200pts. total (15.3846 pts. each x 13), NASP 2.2, 2.8. Article summaries are due for the articles assigned on the date listed in the course schedule. Article summaries are to be typed and single space, with the article APA style reference listed before the summary. Article summaries should be around 5 to 7 sentences long, total, and must include the following:

1. Purpose of the article (4 pts)
2. Key conclusions (4 pts)
3. Applications to consultation in schools (4 pts)
4. Primary limitations of the article. (3 pts)
5. Written in complete sentences and all elements consistent with APA style (0.3846 pts)

Participation (200 points)

In-class. (100 pts.). Students are required to attend and participate in every class. As graduate students, you are expected to independently learn and engage with the course material, and contribute to your fellow students learning to develop as collaborators within the field. Periodically students are expected to provide reflective and feedback elements:

(1) one learning need the student has to help make course material easier to translate to applied practice; (2) one area of the material from the class period that was interesting or helpful. These will be deidentified and given to the instructor to review after class.

The instructor will administer quizzes as needed.

Supervision. (100 pts.). Students will meet with the instructor in small groups (typically 2-4 students) each week for supervision to review their consultation cases and address training needs. This supervision will occur outside of class time to provide more individualized instruction and is expected to last from 45 to 60minutes. Supervision will begin the after the second week of classes (02/10/2020). Supervision will include didactic and case review/clinical elements, as such additional assignments might be assigned to address differential training needs. Students will keep a supervision log. The forms will be distributed and the procedures will be reviewed during small group supervision. The logs will serve as your record of receiving small group supervision and a scanned copy of all supervision logs will need to be uploaded to Blackboard by the day of the final exam.

Students are expected to arrive in-person, unless previously arrange with the instructor. Once students have consultation cases, the following is required of each student each supervision meeting:

- (1) knowledge and collateral information regarding client and consultee needs; and
- (2) summary data related to client and consultee needs – if you do not have data, you will not have supervision.

Due to the unique training needs of school psychology trainees and early childhood trainees, students might be grouped by discipline. Grouping will be reviewed and completed on the first day of class. Any missed supervision will be subject to absence and tardy course standards.

TRIAD's Families First Program. Students may have the opportunity to assist with a remote session for the Vanderbilt Kennedy Center Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) Families First Program. These are workshops for families with children with Autism. Typically, families for children 2 to 5 years of age attend this free workshop to learn how to teach their children life skills and network with other parents facing the same challenges. Volunteers might be compensated with extra credit for the course. More details will be available later in the semester.

Grades	
Assignment	Points
Exam 1	200
Exam 2	200
Consultation Write-Up	200
Case Presentation	100
Article Summaries	200
Participation	200
Total	1100

- A = 90 – 100%
 B = 80 – 89.9%
 C = 70 – 79.9 %
 D = 60 – 69.9 %
 F = 59.9% and below

If you believe that your grade on a particular assignment should be different, you must submit a request to review the assignment to the instructor in writing within 24 hours of receiving the grade for the assignment. Your request for review must contain the following elements to be considered:

- 1) Your name and ID number
- 2) The title of the assignment
- 3) Your rationale for the review of the graded assignment

Your justification will be reviewed and a decision will be made as to whether or not your assignment will be reviewed. If your assignment is reviewed, *it will be reviewed in its entirety, which might result in an increase, decrease, or no change in the grade given.*

Also, remember that this is a skills mastery course, rather than a strictly didactic course. To this end, all products related to actual consultation will be reviewed and revised until mastery is evident.

Student Accommodations

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270-745-5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center."

Additional Information

Academic Dishonesty

Students are expected to complete their own work. As stated in the university catalog, "students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal." In other words, do your own work and do not cheat. This includes faking or modifying test administration responses to better match the manual's scoring criteria. The psychology faculty consider academic dishonesty an ethical matter. As a reminder, you should know that students can be dismissed from the program for unethical behavior.

Late Assignments

Late assignments are unacceptable. Plan accordingly and get assignments done ahead of time. The instructor has the right to refuse any late work, including, but not exclusive of exams, case presentations, article summaries, reflective elements, supervision logs.

Correspondence

Students are welcome to come by during office hours or schedule an appointment. Other acceptable forms of communication are calling the instructor's office phone or sending an e-mail. The instructor will communicate with students by Blackboard announcements, student WKU e-mail, or notes in the student's department mailbox.

You are encouraged to check your WKU email account and graduate department mailbox daily during the workweek.

If you choose to correspond with the instructor via email:

- 1) Provide the course prefix and number in the subject line,
- 2) Provide your name within the text of the email, as well as at the end of the email, and
- 3) Type your concern as concisely as possible using a conventional letter format, and refrain from using all CAPS, emoji's, brightly colored fonts, etc.
- 4) Depending on the nature and type of response requested, it might take up to 48 hours to respond.

If you choose to call and leave a voicemail for the instructor:

- 1) Provide your name,
- 2) State what the call is regarding, and
- 3) Leave your phone number and email address.

TITLE IX STATEMENT

“Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Discrimination, Harassment and Sexual Misconduct Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>. Under this policy, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex-gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.”

Expectations of Students

- 1) **Arrive.** Get to class before start time and return on time after breaks. This allows you to settle in, check with others, and be ready to start class on time. If you arrive after the start time of the class, you are likely to miss key information.
- 2) **Prepare.** Complete all readings before class and be prepared to apply what you have read, discuss it, and ask questions.
- 3) **Discontinue.** Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in silent mode or off; and if you must, take any calls in the hall. Digital devices may be used for note taking, research, group discussions, and classroom presentations.
- 4) **Submit assignments on or before the dates listed.** When a special need arises, please arrange with the instructor ahead of time regarding what assignments can be completed and when the assignments are due.
- 5) **Produce scholarly work** (written, oral, and presentations) exemplary of the professional degree you seek. The written and spoken contributions are clear, coherent, organized, and use correct grammar and style. This means think before you speak and proofread carefully before you turn in your written work.
- 6) **Collaborate with your colleagues.** Be generous in conversing with others to discover new thoughts and ideas. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding, as well as learn others’ points of view.
- 7) **Attendance and Participation.** Students are required to attend all classes for the entire scheduled time, to participate actively, and to contribute both experiential and research-based information to class discussion. After two absences, each additional absence will result in the lowering of your final grade by one letter grade. Two times tardy (tardy is defined as arriving late or leaving early) comprise one absence. An attendance sheet shall be signed at the beginning of each class period. If you miss a class, you need to ask a classmate for notes and other details, not the professor. NO OFF TASK TEXTING OR NET SURFING!

Course Policies

Class begins when Dr. Gross takes roll. If you arrive after your name is called, you are tardy. Class ends when Dr. Gross informs you class has ended. Leaving before class has ended is only partial attendance. Arriving late and/or leaving early will reduce your attendance grade and inherently limits your opportunities to learn the course material. Consultation requires a great breadth and depth of knowledge, as well as a considerable amount of independent problem-solving. Learning consultation knowledge and skills takes a high degree of *attention to detail, preparation, and repeated practice* during in-class and out-of-class portions of the course.

In order to be best prepared for this course, you will need to *read all assigned readings, complete the course work as scheduled, and attend all lectures*. If you are having trouble with the course content, stop in during office hours or make an appointment with Dr. Gross as soon as possible. This course requires you to build upon previous knowledge and skills. If you fail to address difficulties early, then you will struggle to keep pace with or catch-up to your peers. Your likelihood of success increases with *focused effort, attentiveness, and planning ahead* to complete assigned work and prepare for exams or quizzes.

Internet Access. The university has numerous computer labs on campus that are available to students. Students in this course must make arrangements to access the internet regularly throughout the week. To complete homework assignments, to access course-related information, and to receive emails from Dr. Gross, which may include important announcements and changes in assignments, students will need to access the course website through Blackboard. *Students are responsible for making sure they receive Dr. Gross' emails and Blackboard updates, and follow through with any assignments or other information that is provided via email.*

Academic Integrity. In order for you to reach your full potential, it is critical that you do your own original work and not copy the ideas of others. Since cheating does not result in learning, Dr. Gross will assign an “F” or zero for the assignment or for the entire course. This practice is consistent with University policy. *If in doubt about whether an action is cheating or acceptable behavior, please ask Dr. Gross for clarification before proceeding.* Any material taken from another work must be documented, and in no case should one represent another’s work as one’s own, this includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. *Any amount of information copied word for word from the internet or any other source (without proper use of quotations and referencing) is plagiarism.* Students involved in authorized collaborative work, to avoid questions of plagiarism, should exercise extreme caution.

Exclusion of Students from Class. Instructors may temporarily remove or exclude any student engaged in disruptive conduct from the classroom. Students ejected from the classroom will remain responsible for all class assignments. *Students who are excluded from class will be counted as absent for that day.* For purposes of this class, disruptive conduct includes, but is not limited to:

- 1) Behavior that **obstructs the learning environment** (e.g., offensive language, harassment of students and professor, repeated outburst from a student which disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.).
- 2) Continued use of **any electronic or other device**, which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, laptop computers, games, etc.).
- 3) **Use of a cell phone to talk or text during class.** I understand that sometimes there are emergencies or urgent matters to which you need to attend. In such cases: (a) excuse yourself from class, (b) talk or text outside of the classroom, (c) only reenter after you are finished. If you need to excuse yourself for a second time: (a) gather your belongings, (b) excuse yourself, and (c) you will have to wait until the next class day to return to class.

General Guidelines for Administration of Tests/Assessments

1. No assessments should be conducted without the proper consent forms filled out from the parent.
2. The results of the assessment and the recommendations should not be shared with either the child or the parents/guardians without first obtaining approval from the site supervisor and the instructor.
3. Assessment materials can be attained from the campus clinic. Computer scoring of the protocols should first be done at your practicum site computers. However, if students must use the computers in the clinic, be sure to use a code or pseudonym for any potential identifying information and delete the single record created from the computer. Print outs of all assessments (with identifying information redacted) must be submitted to the instructor.
4. Because students may be absent, have a test, or have other unforeseen events, it is highly recommended to schedule test administrations well ahead of due dates. All due dates are posted. Procrastination may result in a late administration, and procrastination on your part does not constitute an emergency on our part.
5. **ALL MATERIAL YOU OBTAIN FROM YOUR EXAMINEE IS CONFIDENTIAL.** Do not discuss the examinee or any of the test results outside of class with other individuals, even if you are not mentioning names.
6. It is imperative to remain professional in your behaviors as a practicum student. This means that you should dress professionally for your test administrations. Professional dress for men typically includes slacks, or suit with a collared shirt. Professional dress for females typically includes slacks with a nice blouse, suit, or skirt (within professional dress code of the organization). Jeans, shorts, and t-shirts (with graphics or writing) are unacceptable for

male and female students. Remember, first impressions are important, and you want people to treat you professionally.

7. For ethical reasons, you must ensure that you do not leave test materials unattended or practice administering tests in public places. You should conceal test materials at all times. Failure to do so may result in a deduction of points for unprofessional conduct. You will also be financially responsible for a loss of test materials.

Reports and Other Guidelines

1. All reports should be typewritten in black print and single-spaced.
2. Follow the template provided for report writing.
3. Carefully proofread each report before submitting it.
4. Dates for submitting reports are on the class schedule.
5. Keep reports and test materials in a safe place.

Reminder

It is considered unethical to “fake” a test or any part thereof, use another student’s test (to copy participant responses), or modify a participant’s answers to make scoring easier. Such behavior may result in dismissal from the class and a grade assignment of “F.” This could also result in a dismissal from the program.

It is hoped that students take this statement of procedures as a positive challenge and recognize the high level of social and ethical responsibility that one is assuming in this area of professional preparation.

Tentative Course Schedule

Week	Topic/Reading/Task
1/28	Introduction, History, & Overview of Problem-solving Consultation (L1)
Reading	Erchul & Martens Ch. 1 & 2
Tasks	Consultation Groups Assigned
2/4	Mental Health Consultation (L2)
Reading	1. Noell, G. H., & Witt, J. C. (1996). A critical re-evaluation of five fundamental assumptions underlying behavioral consultation. <i>School Psychology Quarterly</i>, 11(3), 189-203. 2. Kratochwill, T. R., Bergan, J. R., Sheridan, S. M., & Elliot, S. N. (1998). Assumptions of behavioral consultation: After all is said and done more has been done than said. <i>School Psychology Quarterly</i>, 13(1), 63-80. 3. Noell, G. H., Gresham, F. M., & Duhon, G. (1998). Fundamental agreements and epistemological differences in differentiating what was said from what was done in behavioral consultation. <i>School Psychology Quarterly</i>, 13(1), 1998, 81-88.
Tasks	Article Summaries: 1, 2, 3 Reflective elements
2/11	Behavioral Consultation (L2)
Reading	4. Witt, J. C., Gresham, F. M., & Noell, G. H. (1996). What's behavioral about behavioral consultation? <i>Journal of Educational and Psychological Consultation</i>, 7(4), 327-344. 5. Dufrene, B. A., Lestremay, L., & Zoder-Martell, K. (2014). Direct behavioral consultation: Effects on teachers' praise and student disruptive behavior. <i>Psychology in the Schools</i>, 51(6), 567-580. PSY 645 Consultation Examples (Blackboard)
Tasks	Article Summaries: 4, 5 Example Cases Assigned/Selection <i>Consultation Groups Start – Organizing consulting file</i> Reflective elements
2/18	CLASS WILL NOT MEET
Reading	Catch-up/Get ahead on readings & case.
Tasks	Catch-up/Get ahead on readings & case.
2/25	Organizational Consultation & The School Setting (L3, 4)
Reading	Erchul & Martens Ch.3 & 4 6. VanDerHeyden, A. M., Witt, J. C., & Gilbertson, D. (2007). A multi-year evaluation of the effects of a response to intervention (RTI) model on identification of children for special education. <i>Journal of School Psychology</i>, 45(2), 225-256. 7. Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. <i>School Psychology Quarterly</i>, 30(2), 166-183. 8. Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking response to intervention at middle and high school. <i>School Psychology Review</i>, 39(1), 22-28.
Tasks	Article Summaries: 6, 7, 8 Reflective elements 1 Consultation Case Identified <i>Consultation Groups – Graphing refresher/primer</i>
3/3	Integrated model (L5)
Reading	Erchul & Martens Ch. 5 Consultation Packet Consultation Report Writing Examples Referral & Record Review
Tasks	Reflective elements

3/10	Spring Break – No Class
	Catch-up/Get ahead on readings & case. <i>Families 1st 3/14/2020</i>
3/17	BC: Problem Identification Interview (L6)
Reading	Erchul & Martens Ch. 6
Tasks	Reflective elements
3/24	BC: Problem Analysis/Assessment (L7, 8)
Reading	Erchul & Martens Ch. 7
Tasks	Problem Identification Interview Data and Initial Summary Due (tentative benchmark) Reflective elements
3/31	BC: Plan Implementation (L9)
Reading	Erchul & Martens Ch. 8 9. Noell, G. H., Witt, J. C., Slider, N. J., Connell, J. E., Gatti, S. L., Williams, K. L., ... & Duhon, G. J. (2005). Treatment implementation following behavioral consultation in schools: A comparison of three follow-up strategies. <i>School Psychology Review</i> , 34(1), 87-106.
Tasks	Article Summaries: 9 Reflective elements
4/7	BC: Plan Evaluation (L10)
Reading	10. Sanetti, L. M. H., Collier-Meek, M. A., Long, A. C., Byron, J., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. <i>Journal of School Psychology</i> , 53(3), 209-229. 11. Sterling-Turner, H. E., Watson, T. S., Wildmon, M., Watkins, C., & Little, E. (2001). Investigating the relationship between training type and treatment integrity. <i>School Psychology Quarterly</i> , 16(1), 56-67. 12. Gross, T. J., Duhon, G. J., & Doerksen-Klopp, B. (2014). Enhancing treatment integrity maintenance through fading with indiscriminable contingencies. <i>Journal of Behavioral Education</i> , 23(1), 108-131.
Tasks	Article Summaries: 10, 11, 12 Problem Analysis Data and Initial Summary Due (tentative benchmark) Reflective elements
4/14	Organizational Consultation (L11 Revisited)
Reading	
Tasks	Reflective elements
4/21	Cultural Competency & Consultation (L12)
Reading	13. 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.
Tasks	Article Summary 13 Reflective elements
4/28	Student Case Presentations / Report Finalization
Reading	As needed
Tasks	Reflective elements
5/5	Student Case Presentations / Report Finalization
Reading	As needed
Tasks	Reflective elements
5/12	EXAM 2: FOR DATE AND TIME SEE WKU FINALS SCHEDULE Consultation Reports Due

Keep in mind that this is a tentative schedule and subject to change by the instructor.

Be familiar with your practicum or experiential sites' practice of maintaining reports and protocols.