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PURPOSE:
This course is designed to provide theory and practice opportunities for professionals serving children in interdisciplinary collaboration for the delivery of services for children (0-21) with disabilities and their families. The various theories and methods of consultation, teaming and collaboration will be covered in depth. Discussion, practice opportunities with supervision and group exercises will be provided in order for students to gain skills in areas necessary for successful consultation including: teaming, collaboration communication, conflict resolution, and problem solving skills. Issues of ethics, practice standards, and cultural diversity will be addressed.

REQUIRED TEXTS:


Selected Readings to be announced.

RECOMMENDED REFERENCES:


COURSE OBJECTIVES:
1. To provide knowledge of the various theories and models of consultation, teaming, and collaboration (NASP Standards 2.2, 2.3, 2.7, & 2.10);
2. To provide knowledge of effective skills in communication, conflict resolution, and problem solving for the development of interventions (NASP Standards 2.3, 2.4, 2.7, 2.8, & 2.10);
3. To provide practice in implementing consultation, teaming and collaboration through the case study method, collaborative projects and class activities (NASP Standards 2.1, 2.2, 2.3, 2.4, & 2.7);
4. To discuss issues of power, resistance, and noncompliance in various work settings (NASP Standards 2.2, & 2.10);
5. To provide knowledge of family systems theory and family-centered philosophy of service delivery as it relates to the
consultation process (NASP Standards 2.2, 2.7, & 2.10);
6. To discuss multi-cultural issues as they relate to the consultation process and the diverse populations that are served (NASP Standards 2.2, 2.7, & 2.8);
7. To provide knowledge of teaming practices in educational settings (arena assessment, IFSP & IEP development, service coordination, progress monitoring; NASP Standards 2.2, 2.3, 2.7, & 2.10);
8. To develop self reflection as a tool for professional development through the use of reflective journal writing, reflective papers and instructor supervision (NASP Standard 2.10).
9. To explore the consultation process and methods through case simulation and interactive teaching techniques (NASP Standards 2.2, 2.3, 2.4 & 2.7);
10. To familiarize students with the current research on consultation (NASP Standard 2.2);
11. To develop knowledge and skills in the use of technology for supporting the consultation process (NASP Standards 2.2, 2.9).
12. To implement the consultation steps with a client under faculty supervision (NASP Standard 2.2, & 2.7);
13. To integrate a family centered approach and facilitate home-school collaboration through the consultation process (NASP Standard 2.2, 2.7 & 2.8).

STUDENT EXPECTATIONS AND REQUIREMENTS:

1. Participation, Attendance, Reflection on Performance & Quizzes and Professional Behavior: Students are expected to attend and participate in scheduled classes. Points will be given for professional behaviors including active learning, concerted efforts and being professional. Sloppy work, procrastination, and late assignments will result in the loss of points. Professional behavior is loosely defined as getting along with colleagues, punctuality, upholding confidentiality, behaving ethically, and being considerate of your colleagues. This course will include case studies and skill building activities that will be carried out during class. Students are required to reflect on their performance in these group activities in a reflection log that is part of the final graded portfolio (see portfolio requirements). Students are also expected to reflect on their performance in their collaboration group project. All quizzes can only be taken on the date assigned. Absences will result in the loss of points due to the lack of a reflection in their logs or the absence of quiz grade(s). Note: The weekly class meetings will be reduced by 5 class meetings due to the 2 Saturday classes. The specific weeks when the class does not meet will be determined at the first class meeting.

2. Collaborative Project: Students will be assigned to teams to develop (with instructor approval) and implement a collaborative group project which will result in a professional development type of presentation. Each student will complete a reflective log of their experiences working in the collaborative group project to be included in their portfolio. The portfolio will also include documentation of the completed project. The project will result in a class presentation, a written summary/outline, bibliography and handouts. Students will be rated by their peers and the instructor on their skills in working with a group. Specific details will be provided in a separate handout.

3. Consultation Case: Students will provide consultation services to one client for a minimum of 8 face to face consultee contacts during the semester. Group and individual supervision are provided with the instructor. Each student will complete a journal of this experience that documents contacts, activities and the process of consultation. All cases must be approved by the instructor. Specific details will be provided in a handout. Students may be required to report weekly on their consultation case via the Discussion Board on Blackboard, WKU’s online course system.

4. Portfolio: Students must complete a portfolio which will include: (a) reflective writings for class activities, readings and collaboration group project meetings, (b) documentation of consultation case activities including contact logs and a reflective summary of the case, and (d) course summary. More detailed portfolio directions are included a separate handout. All portfolios will be due at the final exam meeting time.
GRADING:

Class Participation 10% 50
Exams and quizzes (75) 15% 75
Portfolio:
  Collaboration Project (100) 20% 100
  Consultation Case 40% 200
    Logs and Documentation (50)
    Case Summary (150)
  Reflective Writings (75) 15% 75
  Class Activities (15)
  Collaboration Group (15)
  Course Summary (45)

Total Points 500

A= 450-500; B= 400-449; C= 350-399; D= 349 and below

TOPICS:
Teaming Models, Process and Roles
Distinctions Between Consultation, Collaboration and Teamwork
Research on Effectiveness of Consultation
Consultation Models and Process
Problem Solving Steps, Implementation Integrity, and Evaluation of Consultation Outcomes
Barriers and Facilitators for Consultation Process
Conflict Resolution and Negotiation Strategies
Diversity and Multicultural Issues in Consultation, Collaboration, and Teaming.
Communication Skills
Organizational/System Issues in Consultation
Ethical Issues in Consultation/Collaboration
Topics embedded within more than one topic above:
  Multi-cultural issues
  Family centered practices
  Home-school collaboration
  Evidence based practices and interventions
  Data based decision making

The course schedule, topics, procedures and requirements are subject to change at the discretion of the instructor or in the event of extenuating circumstances. Course requirements may change if it becomes evident that students are not keeping up with their readings.

Special Note:
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, within the Student Success Center in the Downing University Center (DUC A-200). The phone number is 270.745.5004 VT/DD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Disability Service.