

College of Education

EDUCATIONAL PSYCHOLOGY

Educational Psychology 549

SYLLABUS

The College of Education prepares caring, knowledgeable, and reflective practitioners grounded in best practices and dedicated to meeting the needs of all students.

Seminar in Consultation Methods

Winter Quarter 2005

James J. Mazza, Ph.D.

Class Time: Wednesday, 3:30-5:20pm
Course: EDPSY 549
Credits: 3
Instructor: James J. Mazza, Ph.D.
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T.A. Marcia Jensen, # 616-6366
Office: 406B
Office Hours: by appointment

Office Hours:

Mondays: 11:00-12:00
Tuesdays: 3:00-4:00pm
Other days and times available with an appointment

Required Readings:

Textbook:

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2001). *Psychological consultation: Introduction to theory and practice*. Boston: Allyn and Bacon

Reader:

Henning-Stout, M. Conoley, J. C. (1992). Gender: A subtle influence in the culture of the school. In Medway, F. J. Cafferty, T. P. (Eds) *School psychology: A social psychological perspective (pp. 113-135)*. Hillsdale, NJ. Lawrence Erlbaum Associates, Inc.

Miranda, A. H. (1993). Consultation with culturally diverse families. *Journal of Educational & Psychological Consultation, 4*, 89-93.

Pena, R. A. (1996). Multiculturalism and educational leadership: Keys to effective consultation. *Journal of Educational & Psychological Consultation, 7*, 315-326.

Handouts in class

Course Description and Objectives:

The goal of this course is to provide the knowledge and skills necessary for the indirect service delivery of consultation. This course will cover the basic models of consultation, discussing the strengths and weaknesses of these models as well as the content and procedural process for implementing consultation. Also, this course will discuss the importance of the consultant-consultee relationship, conducting research in consultation, and ethical issues. In addition, this course will provide an opportunity for students to practice their learned skills in a consultation project. Students will be expected to choose a model of consultation, such as behavioral or conjoint consultation, and carry out the necessary stages of the consultation, collect data and present his/her consultation project.

Prerequisite Skills:

Students are expected to have a basic understanding of the educational system and feel comfortable working with parents and teachers. In addition, students will need a basic understanding of child and adolescent development. Students are also expected to have a basic background in descriptive statistics as a single-subject methodology may be employed.

COURSE REQUIREMENTS:

1. Class readings and weekly audiotape return.

- a). Class readings will cover topics that will be necessary for the lectures conducted in class as well as the consultative project.
- b). Weekly audiotape return - audiotapes of the consultative project are expected to be handed in on weekly basis in order to provide supervision and constructive feedback. Please provide an evaluation of your performance, strengths and weaknesses per tape, i.e., critically evaluate yourself before handing it in.
- c). In class case studies - scenarios of consultative dilemmas will be passed out in class periodically. These case studies will involve using consultation models of various types to remedy the identified problem. Some cases will involve traditional consultant to teacher strategies while others will require a systems approach using consultant to administration strategies. All students are expected to participate in these case studies and provide insight into the consultative process.

2. Consultative Project

- a). Each student will conduct a consultative project. This project will involve weekly visits with the consultee. The target client must be enrolled in one of the area schools or be receiving home schooling. It is the student's responsibility to find an appropriate consultative project (consultee and target client). The consultee will either be the parents or teacher depending on the details of the referral issue. Ideally, the consultation project will be seven to eight weeks with a summary paper written at the end of the project. Consultative sessions need to be audiotaped in order for me to provide supervision and constructive feedback. Audiotapes need to be turned in on a weekly basis. Consistent with all consultation models, data should be collected throughout this project to determine the effectiveness of the intervention. Changes to the intervention may be necessary if the efficacy data does not support the current approach.

3. Summary Paper

a). The summary paper of your consultation project is a 5-8 page paper (APA style - double spaced) on the process of your consultative experience. In this paper, please highlight the strengths and weaknesses of your consultation project. Provide a detailed graphic representation of your data throughout the consultation process, highlighting effectiveness or lack of change. Discuss obstacles that hindered the effectiveness of your project as well as any obstacles that impacted your relationship with the consultee. What was the overall outcome of your service delivery and what would you change and why?

GRADING PROCEDURES:

1. The final grade will be determined as follows:

Audiotapes	- 30%
Summary Paper + Project	- 50%
Class participation	- 20%

**80% is required to receive a “pass” in a pass/fail grading system

**Note: Class participation will be used to determine borderline quarter grades

WHAT IS EXPECTED OF ME!

Professionalism!!

1. Audiotapes and Summary paper handed in on time!!
2. On time for class!
 - a). If you need to miss class, tell me before the class date.
 - b). If you are going to be late for class because of work or a conflict, a phone call before class making me aware of the situation should be made.
 - c). Walking into class late, please walk in quietly.
3. Class involvement and participation!

Course Schedule:

1. January 5
 - a. Go over course syllabus and expectations
 - b. Explanation of project and the components to it
 - c. Interviewing skills necessary for initial project session
2. January 12
 - a. What is consultation and its essential components?
 - b. Content versus Process of Consultation - is consultation a collaborative process?
 - c. The Behavioral Consultation model
 - d. Empirical support for consultation
3. January 19
 - a. Review and update on consultation projects

- b. Single-Subject design methodology
 - c. Stages of Consultation
 - d. Collecting data for the problem identification stage of the project
- 4. January 26
 - a. Review and update cases
 - b. Other models of consultation
 - c. Resistance and improving communication
- 5. February 2
 - a. Review and update cases
 - b. Treatments for Behavioral Consultation
 - c. Facilitating the implementation of treatment programs
- 6. February 9
 - a. Review and update cases
 - b. Documenting effectiveness
 - c. Treatment integrity
- 7. February 16
 - a. Review and update cases
 - b. Research and Consultation
 - c. Ethical considerations in Consultation
 - d. Multicultural Issues in Consultation
- 8. February 23
 - a. Review and update cases
 - b. Training issues for students with regard to Consultation
 - c. Inservices by students in Consultation
- 9. March 2 – May turn in Summary Paper
 - a. Review and update cases
 - b. Special topic presentation strategies in Consultation
 - c. Class presentation of selected cases
- 10. March 9 - ***Summary Paper Due
 - a. Class presentations

Course Assigned Readings:

- 1. January 5
- 2. January 12 - Chapters 1 & 8 in Brown et al.
 - Reader - Anecdote 2.2
 - Chapter 2 from Conoley & Conoley
- 3. January 19 - Chapters 3, 6, & 7 in Brown et al.
 - Reader - Training behavioral consultants: A competency-based model to
 - teach interview skills
 Chapters 46 & 52 School Consultation & Behavioral
 Consultation
- 4. January 26 - Chapters 2, 5, & 9
 - Reader - Behavioral parent-teacher consultation: Conceptual and research
 Considerations

Resistance within school-based consultation
Effective Treatments with behavioral consultation

5. February 2 – - Chapters 9, 10 & 12 in Brown et al.
Reader – Assumptions of Behavioral Consultation
6. February 9 - Chapters 11, 13, & 14
Reader: Evaluating the effectiveness of applied interventions
7. February 16 Reader
Diversity and consultation articles
8. February 23 – Reader
Preservice education and professional development
Educating consultants for applied clinical and educational settings
9. March 2 - Work on your Summary Paper
10. March 9 – Work on class presentation

Outline for Project

- January 5 - Introduction to case project
- January 12 - Assignment to case
- January 19 - Introduction interview and method of collection baseline data
- January 26 - Problem identification interview
- February 2 - Problem Analysis
- February 9 - Implementation of Strategies - remember to collect data
- February 16 - Implementation of Strategies - Readjustment if necessary - Data
- February 23 - Implementation of Strategies - Readjustment if necessary - Data
- Evaluation and Modification - completion of consultee scale
- March 2 - Evaluation and Modification - completion of consultee scale
- **Can turn in Summary Paper**
- March 9 - **Summary Paper Due**

Supplemental Readings:

- Conoley, J. & Conoley, C. (1992). *School consultation: Practice and training (2nd edition)*. Boston, MA Allyn & Bacon.
- Doughtery, A.M. (2000). *Psychological consultation and collaboration (3rd edition)*. Australia: Brooks/Cole.
- Foster-Johnson, L., & Dunlap, G. (1993). Using functional assessment to develop effective, individualized interventions for challenging behaviors. *Teaching Exceptional Children*, 25, 44-50.
- Henning-Stout, M. (1996). Que podemos hacer?: Roles for school psychologists with Mexican and Latino migrant children and families. *School Psychology Review*, 25, 152-164.
- Henning-Stout, M. Conoley, J. C. (1992). Gender: A subtle influence in the culture of the school. In Medway, F. J. Cafferty, T. P. (Eds) *School psychology: A social psychological perspective (pp. 113-135)*. Hillsdale, NJ. Lawrence Erlbaum Associates, Inc.
- Hughes, J. N., & Baker, D. B. (1990). *The clinical child interview*. New York: Guilford Press
- Knoff, H. M., McKenna, A. F., & Riser, K. (1991). Toward a consultant effectiveness scale: Investigating the characteristics of effective consultants. *School Psychology Review*, 20, 81-96.
- Kratochwill, T. R., Elliott, S. N., & Carrington-Rotto, P. (1993). Best practices in behavioral consultation. In A. Thomas and J. Grimes (Eds.). *Best practices of school psychology (pp. 147-169)*. National Association of School Psychologists.
- Martin, G. & Pear, J. (1996). *Behavior modification: What is it and how to do it*. Upper Saddle River, NJ. Prentice Hall
- Sheridan, S.M. (1992). Consultant and client outcomes of competency-based behavioral consultation training. *School Psychology Quarterly*, 7, 245-270.
- Sheridan, S. M., & Elliott, S. N. (1991). Behavioral consultation as a process for linking the assessment and treatment of social skills. *Journal of Educational and Psychological Consultation*, 2, 151-173.