

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description


Very few professionals work independently. In schools, we work with teams that include students, parents, teachers, administrators, colleagues, supervisors, and community-based agencies and organizations. Consultation is an overarching skill that is an important piece to every aspect of a school psychologist's work. In order to facilitate change, school psychologists collaborate with others in planning and decision-making, as well as carrying out interventions. Our knowledge of behavior, mental health, counseling, and psychological services makes us uniquely poised to assist in a variety of situations.

Consultation is a delivery model for providing support that emphasizes problem-solving within a triadic relationship (consultant, consultee, and child/individual). It is an indirect service delivery approach whereby services are delivered by the consultant (the school psychologist or other staff) to a consultee (teacher, parent, or administrator) who, in turn, provides services to the child. This indirect approach is regarded as best practice, as it allows mental health professionals to impact far more children than would be served through direct one-on-one service delivery. Consultants are viewed as facilitators, and emphasis is placed on the collaborative problem-solving process that occurs during a series of interviews and assessment activities. Throughout this process, consultants elicit a description of problems, assist with analyzing problems, devise intervention plans, and monitor proposed interventions once implemented.

This course focuses on competencies and skills related to consultation in school settings. By strengthening these skills, school psychologists can become powerful change agents, positively impacting children, families, schools, and communities. The following domains are addressed in this course through assigned readings, practicum experiences in school settings, and in-class learning activities and discussion.

 Domain 2: Consultation and Collaboration


 Domain 7: Family–School Collaboration Services

 Domain 9: Research and Program Evaluation.

Place the following assignments into your PRACTICUM PORTFOLIO:

- Insert into Domain 2: Consultation log and self-evaluation of consultation skills
- Insert into Domain 7: PTA-based evaluation of BYU school psychology student's skills
- Insert into Domain 9: Program Evaluation

### Materials

Item	Price (new)	Price (used)
 <p data-bbox="456 321 1096 384"><u>Building Competence in School Consultation - Required</u> by Newman, D</p>	44.95	33.75

## Learning Outcomes

### Change theory & the ethics of imple

- Demonstrate sensitivity to multicultural, ethical and moral issues relevant to consultation, change and involvement of parents.

### Using consultation to work effectively

- Describe eight different types of activities or stages that characterize most instances of consultation.

### Using consultation to work effectively

- Learn skills and develop characteristics, which will allow you to initiate and implement collaboration, consultation and coordination of efforts with various school personnel and parents.

### Change theory & the ethics of imple

- Identify major sources of consultee difficulty and resistance to change, and demonstrate the knowledge to intervene effectively.

### Using consultation to work effectively

- Demonstrate the knowledge to work with a consultee to identify a target behavior.

### Using consultation to work effectively

- Design a feasible plan for collecting baseline data and work collaboratively with a consultee to develop intervention plans and follow up and evaluation of progress, and implementing modifications as needs arise.

### Using consultation to work effectively

- Develop competencies that allow you to contribute appropriately to staffings, conferences, SEOP and IEP meetings.

### Using consultation to work effectively

- Demonstrate knowledge of the principles to effectively facilitate change at a systems level.

### Methods to involve families in education

- Demonstrate knowledge of various family systems models and how each theory views family influences on student development, learning and behavior.

### Methods to involve families in education

- Identify ways to implement and apply the National Standards for Parent/Family Involvement which include:
  1. effective home/school communication,
  2. promotion and support of parenting skills,
  3. involving parents in meaningful ways to promote student learning,
  4. fostering effective parent volunteer programs,
  5. promoting collaborative school decision making and advocacy, and
  6. facilitating collaboration with community resources.

### Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Assignments

### Assignment Descriptions

#### 09/07 Reflection

Sep  
07

Due: Wednesday, Sep 07 at 9:00 am

For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and apply what you are learning.

Please include: "How does this reading apply to me?"

**09/14 Reflection**

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**Sep****14**

For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and apply what you are learning.

Please include: "How does this reading apply to me?"

**09/21 Reflection**

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**Sep****21**

Due: Wednesday, Sep 21 at 9:00 am

For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and apply what you are learning.

Please include: "How does this reading apply to me?"

**09/28 Reflection**

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**Sep****28**

Due: Wednesday, Sep 28 at 9:00 am

For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and apply what you are learning.

Please include: "How does this reading apply to me?"

**10/05 Reflection**

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**Oct****05**

Due: Wednesday, Oct 05 at 9:00 am

For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and apply what you are learning.

Please include: "How does this reading apply to me?"

**10/19 Reflection**

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**Oct****19**

Due: Wednesday, Oct 19 at 9:00 am

For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and

apply what you are learning.

Please include: "How does this reading apply to me?"

### Midterm Exam

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**Oct**  
**26**

Due: Wednesday, Oct 26 at 11:59 pm

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The midterm exam will consist of one scenario with various essay questions, requiring you to reflect on assigned readings and class discussion. Please do a write-up on your thoughts & reflection to the questions. Midterm will be about 3-5 pages (double spaced) in length & will be open for 1 week.

### 11/02 Reflection

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**Nov**  
**02**

Due: Wednesday, Nov 02 at 9:00 am

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For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and apply what you are learning.

Please include: "How does this reading apply to me?"

### 11/09 Reflection

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**Nov**  
**09**

Due: Wednesday, Nov 09 at 9:00 am

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For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and apply what you are learning.

Please include: "How does this reading apply to me?"

### 11/16 Reflection

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**Nov**  
**16**

Due: Wednesday, Nov 16 at 9:00 am

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For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and apply what you are learning.

Please include: "How does this reading apply to me?"

### 11/30 Reflection

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**Nov**  
**30**

Due: Wednesday, Nov 30 at 9:00 am

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For each day with assigned reading, you will submit a one-page paper with your notes and thoughts on the readings. Reflections must be submitted by the beginning of class for full credit. The purpose of this assignment is to help you think critically about the topic and

apply what you are learning.

Please include: "How does this reading apply to me?"

### Group Presentation

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Dec  
07

Due: Wednesday, Dec 07 at 11:59 pm

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Students will sign up in groups of 3 to present on one of the supplemental texts related to leadership and change. Each group will share about their text, including summarizing main points and takeaways, and lead a discussion and learning activity related to the topic. Presentations should plan for 60 minutes, 30 minutes of information & 30 minutes of activity.

### Hot Topic

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Dec  
07

Due: Wednesday, Dec 07 at 11:59 pm

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10 minute spotlight on recent info --topic related to consultation issues in schools, working effectively with parents, teachers, administrators, and community professionals; this could also be an example about working collaboratively or communicating effectively

### Program Evaluation Presentation

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Dec  
07

Due: Wednesday, Dec 07 at 11:59 pm

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Present your program evaluation to your school team. Write a 1-page, double spaced summary of how it went & the team's reaction.

### Individual Presentation

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Dec  
07

Due: Wednesday, Dec 07 at 11:59 pm

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Select a chapter from the required reading to present on in class. This should be a formal presentation with a handout to summarize major points from the reading for your classmates. As part of your presentation, please prepare a 10–15-minute learning activity/role play based on the day's topic.

For Full Points:

Lead 15-20-minute lecture & discussion (please email classmates a copy of your PowerPoint)

Prepare a 10–15-minute learning activity/role play based on the day's topic and reading.

Provide a handout that will be useful for everyone that applies to your lecture (i.e. confidentiality sign for office, bookmark with reminders, parent/teacher introduction handout).

### Program Evaluation

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Dec  
14

Due: Wednesday, Dec 14 at 11:59 pm

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Demonstrate consultation skills in working effectively/collaboratively with school staff and

administrators in participating in the assessment of an identified school-wide or targeted population's program

See Program Evaluation under the Content Tab for assignment description

### Consultation Project

Dec  
14

Due: Wednesday, Dec 14 at 11:59 pm

Demonstrate consultation skills in working effectively and collaboratively with teacher, parent, and students.

See Consultation Project under the Content Tab for assignment description.

For full points, upload the following:

1. Consultation Log
2. Case Study (highlighted consultation pieces)
3. Evaluation of parent-school involvement
4. 2-page, single spaced, write-up on your principles of consultation, how you felt your consultation with this case study went and what you might have done differently (what you could do better during internship)

### Final Exam

Dec  
14

Due: Wednesday, Dec 14 at 11:59 pm

The final exam will also involve essay questions with the objective of preparing you for the consultation portion of the PRAXIS exam.

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by

contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### Schedule

Date	Column 1	Column 2
Week 1		
W Aug 31 Wednesday		08.31 Welcome to CPSE 610.pptm.pptx <a href="#">Download</a>
Week 2		
W Sep 07 Wednesday	<b>09/07 Reflection</b>	<ul style="list-style-type: none"> <li>• Consultation Training: Making it Work (N&amp;R Chapter 1, pgs 1-20)</li> <li>• Developmental Evaluation (Patton Chapter 1, pgs 1-27)</li> </ul> Patton Chapter 1.pptx <a href="#">Download</a>
Week 3		
W Sep 14 Wednesday	<b>09/14 Reflection</b>	<ul style="list-style-type: none"> <li>• Understanding School Culture (N&amp;R Chapter 2, pgs 21-39)</li> <li>• Developmental Evaluation Purpose &amp; Niche (Patton Chapter 2, pgs 28-52)</li> </ul> Patton Chapter 2.pptx <a href="#">Download</a>
Week 4		



W Sep 21 Wednesday	<b>09/21 Reflection</b>	<ul style="list-style-type: none"> <li>• Consultation Relationships: Building Working Relationships (N&amp;R Chapter 3, pgs 40-53)</li> <li>• Thinking Outside the Box (Patton Chapter 3, pgs 53-79)</li> </ul> <p>Patton Chapter 3.pptx <a href="#">Download</a></p>
Week 5		
W Sep 28 Wednesday	<b>09/28 Reflection</b>	<ul style="list-style-type: none"> <li>• Communication Skills (N&amp;R Chapter 4, pgs 54-72)</li> <li>• Situation Recognition (Patton Chapter 4, pgs 54-72)</li> </ul> <p>Patton Chapter 4.pptx <a href="#">Download</a></p>
Week 6		
W Oct 05 Wednesday	<b>10/05 Reflection</b>	<ul style="list-style-type: none"> <li>• The Consultative Problem-Solving Process (N&amp;R Chapter 5, pgs 73-80)</li> <li>• Systems Thinking (Patton Chapter 5, pgs 111-151)</li> </ul> <p>Patton Chapter 5.pptx <a href="#">Download</a></p>
Week 7		
W Oct 12 Wednesday		<p>Book Club Discussions</p> <p>Five Dysfunctions of a Team</p> <p>Our Iceberg is Melting</p>
Week 8		
W Oct 19 Wednesday	<b>10/19 Reflection Midterm Exam Opens</b>	<ul style="list-style-type: none"> <li>• Contracting: Making the Invisible Visible (N&amp;R Chapter 6, pgs 81-95)</li> <li>• How the World is Changed (Patton Chapter 6, pgs 152-186)</li> </ul> <p>Patton Chapter 6.pptx <a href="#">Download</a></p>
Week 9		
W Oct 26 Wednesday	<b>Midterm Exam Closes</b>	<p>Book Club Discussions</p> <p>Made to Stick</p>

		Who Moved My Cheese?
Week 10		
W Nov 02 Wednesday	<b>11/02 Reflection</b>	<ul style="list-style-type: none"> <li>• Problem Identification &amp; Problem Analysis: Look before you leap (N&amp;R Chapter 7, pgs 96-123)</li> <li>• Adaptive Cycle (Patton Chapter 7, pgs 189-226)</li> </ul>
Week 11		
W Nov 09 Wednesday	<b>11/09 Reflection</b>	<ul style="list-style-type: none"> <li>• Designing and Implementing Interventions (N&amp;R Chapter 8, pgs 124-138)</li> <li>• Inquiry Frameworks (Patton Chapter 8, pgs 227-263)</li> </ul>
Week 12		
W Nov 16 Wednesday	<b>11/16 Reflection</b>	<ul style="list-style-type: none"> <li>• Post-Intervention Planning &amp; Closure (N&amp;R Chapter 9, pgs 139-144)</li> <li>• Reflective Practice (Patton Chapter 9, pgs 264-304)</li> </ul>
Week 13		
W Nov 23 Wednesday	<b>No Classes</b>	
Week 14		
W Nov 30 Wednesday	<b>11/30 Reflection</b>	<ul style="list-style-type: none"> <li>• Learning to Consult: The Roles of Assessment, Feedback &amp; Practice (N&amp;R Chapter 10, pgs 145-158)</li> <li>• Utilization Focus (Patton Chapter 10, pgs 305, 340)</li> </ul>
Week 15		
W Dec 07 Wednesday	<b>Individual Presentation</b> <b>Group Presentation</b> <b>Hot Topic</b> <b>Final Exam Opens</b> <b>Program Evaluation</b> <b>Presentation</b>	Final Exam in Class Work on Consultation Project & Program Evaluation
Week 16		
M Dec 12 Monday	<b>First Day of Fall Final Exams</b>	

	(12/12/2022 - 12/16/2022)	
T Dec 13 Tuesday	Final Exam: 331 MCKB 7:00am - 10:00am	
W Dec 14 Wednesday	<b>Consultation Project</b> <b>Final Exam Closes</b> <b>Program Evaluation</b>	