

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)
 Building Competence in School Consultation - Required by Newman, D	49.95	37.50

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

09/13 Reflection

Sep
13

Due: Wednesday, Sep 13 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?"

09/20 Reflection

Sep
20

Due: Wednesday, Sep 20 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?"

09/27 Reflection

Sep
27

Due: Wednesday, Sep 27 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?"

10/04 Reflection

Oct
04

Due: Wednesday, Oct 04 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?"

10/11 Reflection

Oct
11

Due: Wednesday, Oct 11 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?"

10/25 Reflection

Oct
25

Due: Wednesday, Oct 25 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

Nov
01

Due: Wednesday, Nov 01 at 11:59 pm

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.

11/08 Reflection

Nov
08

Due: Wednesday, Nov 08 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?"

11/15 Reflection

Nov
15

Due: Wednesday, Nov 15 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?"

11/29 Reflection

Nov
29

Due: Wednesday, Nov 29 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?"

12/06 Reflection

Dec
06

Due: Wednesday, Dec 06 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?"

Hot Topic

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

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

Group Presentation

Dec

13

Students will sign up, 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.

Individual Presentation

Dec

13

Due: Wednesday, Dec 13 at 11:59 pm

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 Presentation

Dec

13

Due: Wednesday, Dec 13 at 11:59 pm

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

Consultation Project

Dec

14

Due: Thursday, 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)

Program Evaluation

Dec

14

Due: Thursday, Dec 14 at 11:59 pm

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

Final Exam

Dec

14

Due: Thursday, 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

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Schedule

Date	Column 1	Column 2
Week 1		
T Sep 05 Tuesday	Start of Classes	
W Sep 06 Wednesday		08.31 Welcome to CPSE 610.pptm.pptx Download
Week 2		

W Sep 13 Wednesday		<ul style="list-style-type: none"> • Consultation Training: Making it Work (N&R Chapter 1, pgs 1-20) • Developmental Evaluation (Patton Chapter 1, pgs 1-27) <p>Patton Chapter 1.pptx Download</p>
Week 3		
W Sep 20 Wednesday		<ul style="list-style-type: none"> • Understanding School Culture (N&R Chapter 2, pgs 21-39) • Developmental Evaluation Purpose & Niche (Patton Chapter 2, pgs 28-52) <p>Patton Chapter 2.pptx Download</p>
Week 4		
W Sep 27 Wednesday		<ul style="list-style-type: none"> • Consultation Relationships: Building Working Relationships (N&R Chapter 3, pgs 40-53) • Thinking Outside the Box (Patton Chapter 3, pgs 53-79) <p>Patton Chapter 3.pptx Download</p>
Week 5		
W Oct 04 Wednesday		<ul style="list-style-type: none"> • Communication Skills (N&R Chapter 4, pgs 54-72) • Situation Recognition (Patton Chapter 4, pgs 54-72) <p>Patton Chapter 4.pptx Download</p>
Week 6		
W Oct 11 Wednesday		<ul style="list-style-type: none"> • The Consultative Problem-Solving Process (N&R Chapter 5, pgs 73-80) • Systems Thinking (Patton Chapter 5, pgs 111-151) <p>Patton Chapter 5.pptx Download</p>
Week 7		
W Oct 18 Wednesday		<p>Book Club Discussions</p> <p>Made to Stick</p> <p>Our Iceberg is Melting</p> <p>Book Study week 1.pptx Download</p>
Week 8		

W Oct 25 Wednesday		<ul style="list-style-type: none"> Contracting: Making the Invisible Visible (N&R Chapter 6, pgs 81-95) How the World is Changed (Patton Chapter 6, pgs 152-186) <p>Midterm Week.pptx Download</p>
Week 9		
W Nov 01 Wednesday		<p>Book Club Discussions</p> <p>Five Dysfunctions of a Team</p> <p>Who Moved My Cheese?</p> <p>Book Study week 2.pptx Download</p>
Week 10		
W Nov 08 Wednesday		<ul style="list-style-type: none"> Problem Identification & Problem Analysis: Look before you leap (N&R Chapter 7, pgs 96-123) Adaptive Cycle (Patton Chapter 7, pgs 189-226)
Week 11		
W Nov 15 Wednesday		<ul style="list-style-type: none"> Designing and Implementing Interventions (N&R Chapter 8, pgs 124-138) Inquiry Frameworks (Patton Chapter 8, pgs 227-263)
Week 12		
W Nov 22 Wednesday	No Classes	
Week 13		
W Nov 29 Wednesday		<ul style="list-style-type: none"> Post-Intervention Planning & Closure (N&R Chapter 9, pgs 139-144) Reflective Practice (Patton Chapter 9, pgs 264-304)
Week 14		
W Dec 06 Wednesday		<ul style="list-style-type: none"> Learning to Consult: The Roles of Assessment, Feedback & Practice (N&R Chapter 10, pgs 145-158) Utilization Focus (Patton Chapter 10, pgs 305, 340)
Week 15		
W Dec 13 Wednesday		<p>Final Exam in Class</p> <p>Work on Consultation Project & Program Evaluation</p>

Th Dec 14 Thursday	Last Day of Class Final Exam: 331 MCKB 7:00am - 10:00am	
F Dec 15 Friday	Exam Preparation Day	
Week 16		
W Dec 20 Wednesday	Final Exam Day	