

***Psychology 279: Consultation and Supervision in
School Psychology***
Spring 2020 (4 units)
Science II 238 Test Library
Tuesday & Thursday: 9:00 am -11:50 am

Instructor: Hong Ni, Ph.D.

Phone: 559-278-1726

Work e-mail: hongni@csufresno.edu

Office hours: Monday: 1:00 pm-3:00 pm Tuesday: 11:00 am-1:00 pm Thursday: 12:00 pm-1:00 pm

I. Course description

The purpose of this course is to familiarize students with consultation practice and skills with emphasis on case-centered behavioral consultation. School consultation will be presented within a broad framework for intervention design targeting behavioral problems. Students will also learn supervision knowledge as professionals.

Course prerequisites

The student must be admitted to the School Psychology Program and have a background in child development and human learning. In addition, students must have successfully completed Psychology 277 and 288.

II. Required Course Materials and Texts:

Required Text books:

Sandoval, J. H. (2014). *An introduction to consultee-centered consultation in the schools: A step-by-step guide to the process and skills*. New York: Routledge

Thomas, A., & Grimes, J. (2014). *Best practices in school psychology*.

Bethesda, MD: National Association of School Psychologists.

Recommended text book:

Erchul, W. & Martens, B. (2012). *School consultation: conceptual and empirical bases of practice*. New York: Springer. (an e-book downloadable through the Henry Madden Library)

Additional readings are assigned by the instructor as needed. The instructor has the right to make any necessary changes to this syllabus due to extenuating circumstances at her discretion.

Students must have access to a computer and internet tools such as e-mail, Blackboard, and the Madden library. Several articles and resources are accessible through internet services.

Materials required for the class:

Tape Recorder with six audiotapes or digital recording device.

III. General Learning Objectives:

- A. Students will develop an understanding of basic consultation theories and their application to case-centered consultation for diverse populations in school settings.
- B. Students will develop an understanding of how components of effective communication, problem solving, social influence, systemic/organizational, and consultant and client factors operate to affect child outcomes (cognitive, behavioral, and academic) of case-centered consultation.
- C. Students will develop basic proficiency in problem-solving consultation in its application to problems teachers and students experience in schools. The model will include professional and ethical mandates, role-structuring, as well as meeting objectives for problem solving steps and technical adequacy of intervention design (with special emphasis on data-based decision making and functional assessment) for meeting students' diverse needs.
- D. Students will become knowledgeable in the design and implementation of behavioral interventions and will increase their assessment skills as they apply principles of behavioral and functional assessment to an actual case.

IV. NASP Domains of School Psychology Training and Practice addressed through this course:

- 1. **Data-based decision-making and accountability:** This course emphasizes the integration of assessment data (for purposes of identification of strengths and needs, continuous progress monitoring, functional assessment, and outcome evaluation) into decision making in the consultation process.
- 2. **Consultation and collaboration:** This course teaches students about a variety of consultation models and appropriate application to a variety of situations to facilitate demonstrably effective decision-making at the individual, group, and systems level.
- 3. **Student diversity in development and learning:** This course emphasizes the knowledge, sensitivity, and skills necessary to develop and implement strategies that meet the diverse needs of children in schools so that they will be prepared to apply consultation methods broadly in future practice.
- 4. **School and systems organization, policy development, and climate:** By conceptualizing consultation within broader school systems (regular education, special education, application of related services) and by having students work in a variety of settings with a variety of cases, this course promotes knowledge of and understanding of the organization of schools, how consultation interacts with school policy, and how consultation as a service delivery model interacts with the climate of schools.

5. **Home/school/community collaboration:** Consultation is presented as a service delivery model which is well suited for involving families in the education of their children so that students learn to view families as important partners in identifying and responding to problems students are having in school or home settings.

V. **Quiz in class**

Students are required to read every assigned reading. Two levels of learning are expected to occur. First, students should master the main factual knowledge in the readings. Second, students should actively engage in scientific thinking to reach higher levels of learning in the process of reading. For the latter, students will be divided into groups and frequently have class discussions. Google Slides will be used to encourage students to share different opinions and discussions.

To meet the first goal, Kahoot (a game-based classroom response system) will be used in class for quizzes.

How Kahoot is used in this class:

1. All students read assigned readings.
2. In each class when there is a Kahoot quiz (see class schedule), with the exception of Kahoot quiz 1, one student will be responsible for creating a Kahoot quiz based on the content of the assigned reading(s), completed before the class starts.
3. In class, the rest of the cohort students will take the quiz.
4. Every student will have a chance to create one Kahoot quiz that has TEN questions (No more; No less).
 - a. This means you will have to gauge the importance of the knowledge points in the readings.
 - b. Then you select 10 most important knowledge points.
5. After the quiz, the instructor will provide feedback.
6. Each student will receive grades from a) creating a Kahoot quiz and b) taking the quizzes
 - a. Each student will get maximum 10 points (prorated) for taking a Kahoot quiz and 15 points for creating a quiz.
 - b. See the rubric for creating a Kahoot quiz (on Canvas).

Creating a Kahoot game/quiz:

1. Go to kahoot.com to get a free account.
2. Sign in your account to create a quiz.
3. Time limit set-up: 10 seconds for each true/false question;

20 seconds for each multiple-choice question.

4. Each student who creates the quiz HAS TO play it before you launch it in the class to ensure there will not be problems.
5. The class will practice creating a quiz in the first day of the class.
6. A PDF guide on creating a Kahoot is on Canvas

What you need to do in class:

You will need to have a device that can connect to the campus Wi-Fi (cell phone, iPad, tablet, iPod, and laptops etc.).

1. The student who creates the Kahoot quiz will need to arrive 5 minutes earlier to set up Kahoot quiz.
 - a. Launch the game/quiz
 - b. Show the game pin in the screen in front of the class.
2. The rest of the students will need to go to Kahoot.it website and enter the game pin to get ready to start the game/quiz.

Need one volunteer who would like to earn extra 10 points for Kahoot 13.

VI. Major assignments:

- All assignments are due at 11:59 pm on the day as indicated in the class schedule.
- Submit all assignments via Blackboard.
 - Give me a tape recorder with the tape if you do not use a digital device.
- The writing should reflect professional language. An assignment with 3 or more typos will be returned and treated as a late assignment. So, please proof read your assignments.
- 10 points per day will be deducted for late assignments.

1. Expert group presentation (2.0-I, A)

At the beginning of the semester you will form a group of three; each group selects a topic from the list below. You will read the designated readings and at least two more research articles by your own search (e.g., best practices chapters, articles through EBSCO, and PsychInfo data base or other sources) and share them through an expert group presentation. Please write a two-page summary handout to share with the class.

Topic list and readings:

- 1) RTI, problem-solving, and consultation
 - a. Erchul & Martens, Ch2;
 - b. Greenwood and Kim (2012) RTI services—an ecobehavioral perspective. (available on Canvas)

- 2) Ecological approach to consultation (2.0-A)
 - a. Ysseldyke, et al. (2012) Assessment of ecological factors as a part of consultation. (available on Canvas)
 - b. Gutkin (2012) Ecological psychology: Replacing the medical model paradigm for school-based psychological and psychoeducational services. (available on Canvas)
- 3) Home-school collaboration (2.0, 7.0, 7.1-I)
 - a. Reschly & Christenson (2012) Moving from context matters to engage partnerships with families (available on Canvas)
 - b. Best practices—systems-level services: Ch. 32 Best practices in reducing barriers to parent involvement
- 4) Multicultural issues in consultation (2.0, 8.0, 8.3, 8.4-I)
 - a. Ingram (2004): Multicultural consultee-centered consultation: Supporting in the development of cultural competence (available on Canvas).
 - b. Ingram (2003): Multicultural consultee-centered consultation: When novice consultants explore cultural hypotheses with experienced teacher consultees. *Journal of Educational and Psychological Consultation*, 14, 329-362. (available on Canvas)
 - c. Ramirez (2007). Case vignettes of school psychologists' consultations involving Hispanic youth. *Journal of Educational and Psychological Consultation*, 17, 79-93. (available on Canvas)

Your presentation should include:

1) An overview, 2) at least five major knowledge points of the topic, 3) the most interesting content and why, 4) the most helpful content and why, 5) your insights about how the contents are applicable to consultation practice, 6) tips and recommendations for the rest of the cohort, and 7) additional resources. Each group prepares a two-page bullet point summary of the important knowledge of their reading for the class (see the rubric on Canvas).

2. Consultation practice case (2.0, 2.1, 2.2-P, A)

- a. You will need to initiate a consultation case in your school or other approved settings. Informed consent letters to teachers and parents are provided on Canvas; signatures are required before the consultation begins.

Consultation meetings for a minimum of 3 sessions are required to meet expectations for this course. Exceptional consultation cases will typically require additional sessions and will often result in a consultee supported intervention, consultant follow-up, and outcome evaluation.

- b. Please turn in the following for credit:
 - i. A written consent from the teacher/consultee AND a consent from the target student's parent(s) or guardian(s). All consultation sessions should be audio

recorded with the knowledge and written permission of the consultee and the students' parent or guardian.

- ii. An audio recording for the two sessions: one PII and one PAI. You are required to audio record your sessions that best demonstrate your attempts to practice your consultation skills and submit them via Blackboard.
- iii. You will keep a Reflective consultation case log for supervision (see the case log format on Canvas). **THIS IS NOT A GRADED ASSIGNMENT.**
- iv. Consultation Skill Self-Assessment. You will be asked to conduct a self-assessment for each of your consultation interview (see the self-assessment forms on Canvas). This is also the rubric I will use to grade your two interviews.

Once you have identified a possible consultation case with your site supervisor, you will need to set a supervision time with me to discuss the case parameters **before** proceeding. Class sessions are also reserved for case discussion and supervision. To keep you on schedule, you should have case arrangements established before NASP Convention.

You should not engage in either PII or PAI until you have received supervision and feedback from me. Sessions completed without supervision from me will score 0 point.

It is sometimes helpful to locate specific sections of your tape for immediate supervisory feedback. At times, we will need to engage in email dialogues regarding your case. For some cases, this can be an acceptable format after at least one face-to-face supervision session with me. In order to fully develop your consultative skills, supervision from me must occur throughout your case.

Your *intentional* participation in supervision, *effective* management of the case, and *reflective* written reviews are included in my evaluation of this course component for you. Please note that arranging for timely supervision is the responsibility of the student and is a necessary component of the everyday skills school psychologists must possess and demonstrate.

3. Consultation Case presentation: (2.0, 2.1, 2.2-P, A)

- a. At the end of the semester, students will present their cases to the class. The format of the presentation is attached to the syllabus. You will get feedback from the instructor and the peers on your case. The PPT needs to include a process section with your own reactions, thoughts and insights about your experience with consultation.

VII. Other assignments. You are required to turn in a brief report (3-5 slides) via Google Slides for the following assignments (see class schedule for due dates).

1. One school-culture observation (5 points)

2. **One** interview with your practicum site supervisor (10 points) (2.0-1)

At the beginning of the semester, after at least two weeks of practicum, students will interview their site supervisor about their general views and conceptualization of school consultation to gain an overall practical understanding of school consultation. Examples of interview questions include but are not limited to

- What are your views about school consultation?
- Did your views of consultation change over time and why?
- What kinds of consultation do you usually do?
- What are the obstacles and how do you overcome them?
- How do you describe your style of consultation?
- Did your style of consultation change over time and depending on teachers, why and how?
- What are your thoughts for and experiences of multicultural consultation? What are the obstacles and your strategies?
- What suggestions do you have for me in terms of conducting consultation?

3. **One** observation of individual consultation case. Students will conduct one observations of their site supervisor's individual teacher consultation. This will help your own consultation case. (10 points) (2.0, 2.1, 2.2-1)

The consultation observed could be formal or informal. But the observed consultation has to be longer than 5 minutes. In order to decide whether the situation is a consultation, students will need to make judgments whether the psychologist plays a consultant role in any way.

The foci of the observations include but are not limited to the following:

- the role of the psychologist,
- communication style,
- how does the consultation start and end,
- what are the useful strategies that the consultant used, etc.

4. **One** observation of team consultation case. Students will conduct one observations of their site supervisor's individual teacher consultation. This will help your own consultation case. (10 points) (2.1, 2.3-1)

The consultation observed could be formal or informal. But the observed consultation has to be longer than 5 minutes. In order to decide whether the situation is a consultation, students will need to make judgments whether the psychologist plays a consultant role in any way.

The foci of the observations include but are not limited to the following:

- the role of the psychologist,
- communication style,
- how does the consultation start and end,
- what are the useful strategies that the consultant used, etc.

4. Grading

<u>Assignment</u>	<u>Points</u>
Kahoot quiz taking (13 @ 10 points each) (prorated)	130
Kahoot quiz creation (15 points)	15
Group presentation (content 40 and style 10)	50
School culture observation	5
Consultation interview with site supervisor	10
Individual Consultation observation	10
Team consultation observation	10
Consultation case interview (2 @ 60 each)	120
Self-assessment (2 @ 5 points each)	10
Case presentation (content 80 and style 20)	100
Professional Behavior/Class Participation	20
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Total	480
90-100% A	
80-89% B	
70-79% C	
60-69% D	
<59% F	

1. Students with Disabilities:

California State University, Fresno complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact Services to Students with Disabilities in the University Center, Room 5 or call (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

2. Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.”

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

3. Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To

help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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4. Professional Behavior and Expectations of the Students:

Course Ethics:

CASP, NASP, AND APA Ethical guidelines will apply to all aspects of this course. Students must not share confidential information (including names or identities) of students, parents, teachers, etc. and/or anyone else outside this course. Students must also not share confidential information about issues and/or individual cases discussed during this class.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Attendance:

Students are expected to attend all class sessions, arrive to class on time, be prepared, and participate in class discussions. If you are absent from class, it is your responsibility to check on announcements made while you were away and obtain notes from the other students in the class. If you miss a class due to a medical excuse, family death, or an unforeseen event, you are responsible for discussing the absence with the instructor so that you are not penalized. All other absences will result in a deduction of 10 points per absence.

Completion of Class Assignments, Presentations, and Exams:

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere. Therefore, you should plan your assignments in advance. Assignments that are completed the night before they are due are easy to detect and are not your best work. Assignments are due at the beginning of the class on the due date. Students are expected to be prepared for their case presentations and present their presentation on the date that is assigned. Any exceptions to the Course Schedule will be made on an individual basis and it is the student's responsibility to discuss the possibility of an exception with the instructor. All unexcused, late assignments will result in a 10% deduction in grade per calendar day the assignment is late.

Make-up assignments will only be allowed for medical excuses, death of family member, or an unforeseeable event. The students are responsible for contacting the instructor to make-up a missed assignment. The instructor of this course has the final determination of acceptable reasons for late assignments and missed exams.

Discrimination:

Accusations of racism, prejudice, or bias are considered intolerable by the instructor. Any suggestions or evidence of such behavior will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Psych. 279 2019 spring Course Schedule

*****This syllabus and schedule are subject to change in the event of extenuating circumstances. If you were absent from class, it is your responsibility to check on announcements made while you were absent.***

	Date	Topic	Reading Assignment	Assignments
1	Tues., Jan 21	Course Overview; Practice using Kahoot		
2	Thurs., Jan 23	1. Introduction to Consultation;(2.0-I) (Kahoot 1 and practicing Kahoot quiz generating	Sandoval Ch 1 & 2	Talk to your site supervisor to get a behavioral case ; <i>Conduct informal school culture observation</i>
3	Tues., Jan 28	2.Consultation in School Settings; (2.0, 2.1-I) (Kahoot 2) Discussion of school culture	Sandoval Ch 7 School culture readings (in Readings on Canvas)	School culture observation due on Google slides
4	Thurs., Jan 30	3. Communication skills in consultation (2.0, 2.2-I) (Kahoot 3 about Ch3 and 39 only)	Sandoval Ch. 3; Data-based and collaborative decision making Ch 39; Communication readings (in Readings on Canvas)	
5	Tues., Feb 4	4.Problem solving model; Consultation Stages (2.0-I) (Kahoot 4)	Best Practice—Data-based and collaborative decision making: Ch 29, Ch. 30, Ch. 31, Ch. 32	RTI, problem-solving, and consultation group presentation; Secure the consent from the student's parent or guardian
6	Thurs., Feb 6	5.Problem Identification (2.0-I) (Kahoot 5)	Sandoval Ch. 4	Bring to class a hard copy of a behavior observation report you did before.
7	Tues., Feb 11	6. Problem identification cont. (2.0-I) (Kahoot 6)	Sandoval Ch. 5 Case example and role play	

	Date	Topic	Reading Assignment	Assignments
8	Thurs., Feb 13	7. Behavior assessment and interventions (4.0 – I)		Bring your laptop to class
9	Tues., Feb 18	NASP Convention-NO CLASS		
10	Thurs., Feb 20	NASP Convention- NO CLASS		
11	Tues., Feb 25	In-class supervision 1	Individual supervision in my office	
12	Thurs., Feb 27	In-class supervision 1		
13	Tues., Mar 3	8. Kahoot quiz 7; Behavior assessment and intervention cont. (4.0-I)	BP- Data-based & collaborative decision making Ch 18	Ecological approach to consultation group presentation
14	Thurs., Mar 5	9.Problem Analysis (Kahoot 8) (2.0-I)	Sandoval Ch.6 & 8	
15	Tues., Mar 10	Problem analysis cont. (1.4, 2.0-I)	Link assessment to intervention	
16	Thurs., Mar 12	In-class supervision 2	Individual supervision in my office	
17	Tues., Mar 17	In-class supervision 2	Individual supervision in my office	PII Tape and self-assessment due
18	Thurs., Mar 19	10.Multicultural consultation (Kahoot 9) (8.3, 8.4-I)	Ingraham (2000) (available on Blackboard)	Multicultural consultation group presentation
19	Tues., Mar 24	11.Treatment implementation (Kahoot 10) (2.0-I)	Sandoval Ch. 9	
20	Thurs., Mar 26	12.Treatment evaluation and termination (Kahoot 11) (2.0-I)	Sandoval Ch. 10	PAI Tape and self-assessment due

	Date	Topic	Reading Assignment	Assignments
	Tues., Mar 31	HOLIDAY – Cesar Chavez Day		
21	Thurs., April 2	13. Team consultation; discussion of observation (Kahoot 12) (2.1, 2.3-I)	Sandoval Ch. 11	Team consultation observation due on Google slides
	Tues., April 7	Spring Break		
	Thurs., April 9	Spring Break		
22	Tues., April 14	Individual consultation	Individual supervision in my office	
23	Thurs., April 16	Individual consultation	Individual supervision in my office	
24	Tues., April 21	14. System consultation (Kahoot 13) (2.1, 2.3-I)	Meyers et al (2012) (on Blackboard); BP- Data-based and Collaborative decision making Ch 37	Home-school collaboration group presentation
25	Thurs., April 23	15. Home-school collaboration and working with parents (2.0, 2.1, 7.0, 7.1, 7.2-I)		
26	Tues., April 28	Consultation in real life; School psychology supervision		Interview with your supervisor and observation of individual consultation due on Google slides
27	Thurs., April 30	Case presentation (2.0, 2.1, 2.2-P, A)		
28	Tues., May 5	Case presentation (2.0, 2.1, 2.2-P, A)		
29	Thurs. May 12	Case presentation		

	Date	Topic	Reading Assignment	Assignments
		(2.0, 2.1, 2.2-P, A)		