

# Consultation: Theory and Practice

PSYC 565

Fall 2024

<b>Professor:</b>	Dr. Elizabeth McKenney	<b>Class Location:</b>	Alumni Hall, 0201
<b>Office:</b>	Alumni Hall, Rm 0119	<b>Class Time:</b>	Tuesdays, 2:45 – 5:35
<b>Contact:</b>	elmcken@siue.edu; ext.3430	<b>Office Hours:</b>	Thursdays, 1 – 2 pm, or by apptmt

## Course Description

This course is designed to examine the theory, principles, and procedures of the consultation process. Various models and methods of consultation will be covered, with emphasis on an integrated conjoint behavioral consultation model and systems consultation. The distinct responsibilities and relationships involved in consultative processes will be emphasized. Consultation as an intervention at the individual, group, and system levels to address student behavioral and instructional needs will be discussed, and similarities and differences to collaborative processes will be examined. Class time will be spent on lecture, discussion, and applied practice activities. Both formal assignments and lectures are designed to encourage and increase student participation. Students who aspire to a high grade in the course should note that having read materials thoroughly prior to class and providing substantive contributions to class discussions are expected.

## Required Texts

- Little, S. G., & Akin-Little, A. (2019). *Behavioral Interventions in Schools: Evidence-Based Positive Strategies, 2<sup>nd</sup> Edition*. Washington, DC: American Psychological Association.
- Erchul, W. P., & Martens, B. K. (2012). *School Consultation: Conceptual and Empirical Bases of Practice (3<sup>rd</sup> Edition)*. New York, NY: Springer Science + Business Media, LLC.
- Newman, D. S., & Rosenfield, S. A. (2019). *Building Competence in School Consultation: A Developmental Approach*. New York, NY: Routledge.
- Sanetti, L. M. H., & Collier-Meek, M. A. (2019). *Supporting Successful Interventions in Schools: Tools to Plan, Evaluate, and Sustain Effective Implementation*. New York, NY: The Guilford Press.
- Sheridan, S.M., & Kratochwill, T.R. (2008). *Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions (2<sup>nd</sup> Edition)*. New York, NY: Springer Science + Business Media, LLC.

## Other Required Readings

- Collier-Meek, M. A., Kratochwill, T. R., Luh, H., Sanetti, L. M. H., & Susilo, A. (2023). Reflections on consultation: Applying a DisCrit and equitable implementation lens to help school psychologists disrupt disparities. *Journal of Educational and Psychological Consultation*, 33 (1), 10 – 44. <https://doi.org/10.1080/10474412.2022.2131558>

- Farinde-Wu, A., Glover, C. P., & Williams, N. N. (2017). It's not hard work, it's heart work: Strategies of effective, award-winning culturally responsive teachers. *Urban Review, 49*, 279 – 299. doi: 10.1007/s11256-017-0401-5
- Meyers, A. B., Meyers, J., Graybill, E. C., Proctor, S. L., & Huddleston, L. (2012). Ecological approaches to organizational consultation and systems change in educational settings. *Journal of Educational and Psychological Consultation, 22*, 106 – 124. doi: 10.1080/10474412.2011.649649
- Meyers, A. B., Tobin, R. M., Huber, B. J., Conway, D. E., & Shelvin, K. H. (2015). Interdisciplinary collaboration supporting social-emotional learning in rural school systems. *Journal of Educational and Psychological Consultation, 25*, 109 – 128. doi: 10.1080/10474412.2014.929956
- Parker, J. S., Castillo, J. M., Sabnis, S., Daye, J., & Hanson, P. (2020). Culturally responsive consultation among practicing school psychologists. *Journal of Educational and Psychological Consultation, 30*, 119 – 155. doi: 10.1080/10474412.2019.1680293
- Sabnis, S., Castillo, J. M., & Wolgemuth, J. R. (2020). RTI, equity, and the return to the status quo: Implications for consultants. *Journal of Educational and Psychological Consultation, 30*, 285 – 313. doi: 10.1080/10474412.2019.167152
- Sheridan, S. M., Witte, A. L., Wheeler, L. A., Eastberg, S. R. A., Dizona, P. J., & Gormley, M. J. (2019). Conjoint Behavioral Consultation in rural schools: Do student effects maintain after 1 year? *School Psychology, 34*, 410 – 420. doi: 10.1037/spq0000279
- Ysseldyke, J., Lekwa, A. J., Klingbeil, D. A., & Cormier, D. C. (2012). Assessment of ecological factors as an integral part of academic and mental health consultation. *Journal of Educational and Psychological Consultation, 22*, 21 – 43. doi: 10.1080/10474412.2011.649641

## Course Goals and Structure

In this course, there are four primary goals for students' learning, such that students will have strengthened their skills in each of these areas by the end of the semester. At many times during the semester, students may be simultaneously developing their skills in multiple areas, via readings, in-class activities, and/or applied assignments.

**Goal One:** Students will master the steps of the problem-solving process in organizationally-based service delivery for children.

**Goal Two:** Students will learn and demonstrate emerging competence in the interpersonal skills necessary to ensure affiliation, rapport, and collaboration during indirect service delivery with parents, teachers, and other professionals serving children.

**Goal Three:** Students will learn and begin to apply multicultural considerations and competencies necessary to ensure the relational outcomes listed in Goal Two with families from marginalized cultural backgrounds and identities, with the goal of ensuring socially just outcomes for all students.

**Goal Four:** Students will learn, apply, and evaluate the effectiveness of evidence-based individual and/or group behavior change procedures.

## NASP Standards for Graduate Preparation of School Psychologists (2020) Addressed:

### Standard 2, Domain 1

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

### Standard 2, Domain 2

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

### Standard 2, Domain 5

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

### Standard 2, Domain 7

School psychologists understand principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interaction with communicate agencies to enhance academic and social-behavioral outcomes for children.

### Standard 2, Domain 8

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation,

gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

## Standard 2, Domain 9

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

## How to Succeed in this Course

This class is intended to introduce you to and give you the skills necessary to succeed in supporting adult learning to the benefit of children and adolescents' mental health and development. To do that, you will need to understand both the theory behind consultation and the practices that make an effective consultant. To demonstrate competence in this subject matter, you will need to share your ideas, ask questions, write critically, and think about how the applied experiences that you have relate to what you're reading and learning. Students who earn a "B" in this class will complete the assigned activities in their entirety and demonstrate a sound understanding of related theory. Students who earn an "A" will, in addition, demonstrate evidence of continuous critical analysis of readings and experiences.

## Course Assignments and Grading

<b>Assignments – SP Students</b>	<b>Total Points</b>	<b>Percentage of Grade</b>	<b>Assignments – CC Students</b>	<b>Total Points</b>	<b>Percentage of Grade</b>
SQ3R	100	16.67%	SQ3R	100	16.67%
Participation	50	18.33%	Participation	50	18.33%
CBC Recorded Practice - CNII – 40 points - CNAI – 20 points - Int. Plan. – 20 pts - CPEI – 20 points	100		CBC Recorded Practice - CNII – 40 points - CNAI – 20 points - Int. Plan. – 20 pts - CPEI – 20 points	100	
Team Meeting	50	8.33%	Team Meeting Observation	50	8.33%

Observation Activity			Activity		
Classroom Observations and Feedback Activity	40	6.67%	Professional Development Presentations	120	20%
Consultation Tasks & Binder - Tasks – 70 points - Rough draft – 20 points - Final binder – 90 points	180	30%	Professional Development Paper	100	16.67%
Systems Change Plan	80	13.33%	Systems Change Plan	80	8.33%
<b>Total</b>	<b>600</b>	<b>100%</b>	<b>Total</b>	<b>600</b>	<b>100%</b>
Course Averages A = 92.5% or above = 555 points or above B = 84% to 92.4% = 504 points to 554 points C = 77.5% to 83.9% = 465 points to 503 points D = 464 points and below					

## SQ3R notes

Students should use the SQ3R note-taking tool for each day assigned. This format is just designed to facilitate students' learning of the reading material and being able to participate in class discussions, and is not intended to be a work intensive, perfectly polished product. Thus, grades are based on completion rather than content. I look forward to seeing students' thoughts, critiques, connections in note form. Please make sure to write the questions at the end of the assignment in full sentences, so that I can plan class lecture and discussion around areas in which additional clarification is needed.

## Conjoint Behavioral Consultation Recorded Practice

Working in groups, students will conduct recorded practice sessions of the formal interviews used during the CBC process, using mock case materials provided by the instructor. The procedures to be followed for each interview are below:

- Conjoint needs identification interview
  - o Full interview, using each of the mock cases (1, 2, 3, and 4, if needed)
  - o One person per group will be consultant
  - o One person per group will act as teacher consultee
  - o One person per group will act as parent consultee and monitor fidelity, if needed
  - o If the group consists of 4 people, one person will be fidelity monitor
  - o Rotate these procedures, using different mock cases, until each member per group has conducted a full CNII recorded practice session
  - o Off camera, group members will provide the consultant praise for elements done well and provide suggestions for any portions of the interview that were unclear or that could have been examined further

- Following submission, each student will meet with the instructor individually, to review the video and discuss feedback
- Conjoint needs analysis interview
  - The entire group will review the CNAI together
  - “Trickiest part,” one person per group will, acting as consultant, record a portion of the CNAI that they find particularly challenging and in which they would like more practice
  - Other members will act as teacher consultee, parent consultee, and/or fidelity monitor
  - Rotate these procedures until each member per group has conducted and recorded their self-identified trickiest part of the interview
  - Off camera, group members will provide the consultant praise for elements done well and provide suggestions for any elements of the interview excerpt that were unclear or that could have been examined further
- Intervention planning and direct training
  - In-class, students will assemble in their groups and take turns providing an intervention overview, asking intervention planning questions, and conducting direct training with the intended intervention to be used in their cases (clinical child students will monitor fidelity using SSIS materials and provide feedback)
- Conjoint plan evaluation interview
  - The entire group will review the CPEI together
  - “Trickiest part,” one person per group will, acting as consultant, record a portion of the CPEI that they find particularly challenging and in which they would like more practice
  - Other members will act as teacher consultee, parent consultee, and/or fidelity monitor
  - Rotate these procedures until each member per group has conducted and recorded their self-identified trickiest part of the interview
  - Off camera, group members will provide the consultant praise for elements done well and provide suggestions for any elements of the interview excerpt that were unclear or that could have been examined further

### School psychology students – Classroom Observations and Feedback Activity

Students will conduct two observations in a classroom (ideally the same classroom as the one in which they are conducting their consultation case, but if delays occur in finding a case, these can be with another teacher), using the DBR-CM form. These observations should be conducted after that form is reviewed in class (see course calendar). Before conducting the observations, the student should show the DBR-CM form to the teacher and give them a copy, explain each of the practices being observed, and answer any questions that the teacher has. If desired, the teacher can also complete the self-report form while the observer is completing their own rating. Soon after finishing the second observation (or later if the teacher requests additional observations), the student should

meet with the teacher, share their ratings and explain the rationale for their ratings, compare and discuss the teacher's self-ratings (if applicable), and provide suggestions for how to increase use of any practices rated at lower than 7. Students should also solicit teachers' questions and impressions of receiving professional support in this manner, and what kind of additional supports would be helpful to them. After completing these activities, students should submit their data collection forms, a copy of the teacher's de-identified self-monitoring form, if relevant, and a brief 1 – 2 paragraph reflection on how this activity went. This reflection may include, but is not limited to, reflections on the teacher's apparent comfort level, the student's comfort level sharing observation data and providing feedback, and/or how the DBR-CM data informed conversations. *Grading will be based on completion of the required observations, clear discussion of communication with the teacher consultee, and thoughtful reflection on the activity.*

### School psychology students - Conjoint Behavioral Consultation Case

Students will conduct a conjoint consultation case regarding an individual client, with their parent(s) and teacher, as part of their practicum placement. The assignment will be based on the structure and principles of Conjoint Behavioral Consultation, and will include:

- 1) Conjoint needs identification interview - bring to review meeting:
  - 1 – 2 page case notes analyzing communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for next steps
  - Notes of interview questions/responses
  - Self-reflection tool
- 2) Classroom observations, baseline observations/data, and data graphing - turn in:
  - Observation forms
  - DBR-CMs from classwide observations
- 3) Conjoint needs analysis interview – bring to review meeting:
  - 1 – 2 page case notes analyzing communication skills used, strength of relationship with you as consultant, social bases of power that may be operating in the case, strength of relationship between consultees, challenges, goals for next steps
  - Copy of interview questions/responses
  - Graphed baseline data
  - Self-reflection tool
- 4) Research on and sharing of potential interventions with consultees – turn in (before sharing with consultees):
  - Two brief, written descriptions of 3 – 5 potentially appropriate interventions, appropriately cited
    - Version One: briefly summarized and explained to share with consultees

- Version Two: expanded discussion of the evidence base for each intervention, in addition to how it could assist the particular environment/client of concern, including citations throughout
- 5) Intervention implementation interview/training – turn in:
    - 1 – 2 page case notes communication skills used, social bases of power that may be operating in the case, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for next steps
    - Meeting template and notes (does not need to be typed)
    - Draft fidelity monitoring form
    - Self-reflection tool
  - 6) Intervention implementation and data – submit with binder:
    - Copies of data collection forms used by consultee(s), including forms used to measure integrity
    - Documentation of steps taken to address integrity, if necessary
    - Graphed fidelity data
  - 7) Follow-up observations and data graphing – submit with binder:
    - Graphs (including data collected by consultees)
    - Observation forms
    - Graphed/tabled fidelity monitoring data
    - Meeting template and notes from fidelity support meetings
  - 8) Conjoint treatment evaluation, social validity, and acceptability interview – submit with binder:
    - 1 – 2 page case notes analyzing communication skills used, social bases of power that may be operating in the case, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for future consultation activities
    - Notes of interview questions/responses
    - Self-reflection tool

*Final Product:* Binder containing all of the above, with a **log of all time** spent on activities related to the project (see Blackboard for relevant consultation case materials), 6 - 10 page **Consultation Case Report** (double-spaced) and 6- 10 page **critical Reflection Paper** (double-spaced with APA formatted citations and References list) on the consultation process as a whole. The final critical reflection paper is not a summary of what is in the case notes, nor does it repeat the information in the case report. Rather, it is an evidence-based exploration of strengths and weaknesses of the case experience, exploring those factors that helped and inhibited the consultation relationship(s) and/or intervention success, with clear links to course readings and other relevant literature.

Emphasis will be placed on carrying out the required elements of Conjoint Behavioral Consultation in a way that is accommodating of the time constraints inherent to any applied setting. Principles and practices of CBC should be incorporated in any way feasible, and information regarding familial



participation and availability, as well as the rationale for when family was/was not included, should be provided. Creativity in saving the time of both consultants and consultees during the consultation process will be recognized when grading, and classroom discussions will highlight any particularly effective strategy for accommodating consultees' busy schedules. *Grades will reflect accurate completion of each portion of the consultation assignment, sophistication in data collection, analysis, and interpretation, appropriateness of selected intervention, evidence of collaboration with consultees, appropriate citation and use of others' work in written products (including intervention list), clear communication to consultees in Consultation Case Report and sophistication of writing in the Reflection Paper.*

### Clinical child psychology students – Professional Development Project

At multiple points throughout the semester, students will offer presentations to the class. Each student will present twice for approximately 25 minutes regarding an approach to professional development that is commonly used by and for applied psychologists. Clinical child students in the course should work together to coordinate the topics that each of them will complete over the series of presentations about professional development approaches. Across all four of these presentations, the following topics should be researched and addressed: didactic instruction versus activity-based learning, professional mentorship, peer supervision and/or mentoring, in vivo coaching /feedback. Students may decide to focus each presentation on each of these topics or discuss multiple approaches across two or more presentations, but should closely coordinate with one another to ensure that all topics receive adequate coverage. For all topics, the research and ideas presented should be specific to adult, professional learners.

The week following each professional development presentation, the student who led the professional development content during the previous week will present on a topic that extends course content (see course calendar for presentation dates and topic assigned). Students will be presenting for 20 minutes, as though they are providing a brief in-service presentation for their colleagues' professional development, and should use the strategy/ies that they covered in the previous week's presentation to convey the content. Between 3 – 5 articles on the assigned topic should be used to develop the presentation. Students are welcome and encouraged to consult with the instructor when choosing sources to use for developing their presentations.

Each presentation will be worth up to 30 points (30 points per PD presentation, 30 points per course content extension presentation). *Grading will be based on clear evidence of thoughtful collaboration between CC peers on the professional development presentations, including strong selection and synthesis of evidence regarding the strategies reviewed, helpful selection of sources on the consultation extensions topic, clarity of information presented, creativity and thoughtfulness in choosing learning format, and staying close to the allotted timeline.*

*Reflection paper.* At the end of the semester, students will write an 8 – 10 page paper (double-spaced with APA formatted citations and References list) comparing what they learned from their

professional development and extensions of consultation presentations. This paper is worth up to 100 points. Students should be sure to address:

- How do consultation and professional development differ, and what characteristics do they share? Are there opportunities to understand adult learning even better by studying these two approaches in tandem? If so, discuss these further.
- How did presenting this information to your peers and being responsible for their learning inform how you approached the material? What worked well? What might you do differently in future professional development offerings that you lead?
- What do we still need to better understand about adult learning? Which approaches are most promising, and which, if any, should we abandon or use sparingly?
- How might consultation be changed by the inclusion of one or more of the approaches that you presented on as an extensions presentation during the semester? For example, what might be different when we do a full FBA as part of consultation? What's different when conducting teleconsultation?

### Team Meeting Observation Activity

Students will attend a team meeting at their practicum site that has the goal of addressing a complex student/client need, or complex student/client needs at the systems level. This can be an IEP or problem-solving meeting in the school setting, or a case conceptualization roundtable or group supervision session in the clinical setting. While attending this meeting, note the following:

- Who is in attendance, and what are their roles?
- What collaborative communication skills do you see being used, and by whom?
- Is the concern/problem that the group is discussing clear? Does everyone seem to have a shared understanding of the issue?
- Are the intervention/action steps clearly linked to the concern/problem?
- What seem to be the norms among the group regarding asking for help and problem-solving with others? Are team members open to feedback? Defensive?
- Are there clear procedural facilitators during the meeting, such as a timekeeper, an agenda, a note taker, etc.?
- Are decisions being linked to the larger systems existing within the system to support and sustain services? In schools, this may be SEL or MTSS, whereas in clinical settings, this may be a community outreach initiative or a manualized therapeutic approach.

Following the observation, write a brief summary in which each of the above points, and any other factors observed that you think are relevant, are discussed, in 3 – 4 typed, double spaced pages.

*Grading will be based on completion of the required observation, careful attention to the factors listed in the bullet points above, and thoughtful reflection about the assigned activity. Connections to course materials/discussions are welcome and encouraged.*

### Practical Final Examination - Systems Change Plan

During the finals week class period, students will consider a system in which they might one day work – a school or school district, a hospital, a community mental health agency, etc – and a change that is

needed within that system. They will come to the final class meeting with a definition of the change that is needed and evidence supporting the need for change. Students should also bring a personal laptop or one checked out from the Psychology department. Upon arriving to class, students will be given additional tasks and prompts, through which they will create a multi-year plan for enacting that systems change initiative. Students will end the final examination with a multi-year plan in draft form, which they will email to the professor at the end of the examination period.

## Class participation

High-quality discussion of course readings is essential to ensuring mastery of the material covered in this course, and consistent participation in Structured Peer Group Supervision (SPGS) sessions ensures that all students receive multiple methods of support as they proceed through their case work. Each class, students are expected to identify at least one point from **each of the day's** readings to raise during in-class discussion. These key points can derive from that week's SQ3R assignment, or may be raised spontaneously, per the class discussion. Preparation of more than one topic is encouraged, in case a peer selects a similar/overlapping discussion point. Participation will be graded on the following scale. When SPGS is scheduled, students are expected to be prepared with questions and relevant data, to follow SPGS procedures, and to actively listen to and provide support for peers' requests.

## Participation Rubric

10 points	The student attended class but did not participate in discussion more than six times during the semester. Discussion of self-assigned key points during each class was cursory. <b>And/or</b> The student was unprepared for/did not participate in more than half of SPGS meetings.
20 points	The student participated during less than half of class meetings during the semester. Discussion of self-assigned key points during each class was cursory. <b>And/or</b> The student was unprepared for/did not participate in more than 75% of SPGS sessions.
30 points	The student participated approximately once per class. <b>Or</b> The student's participation was consistently lacking in quality. <b>Or</b> The student dominated classroom discussion such that peers were sometimes denied the opportunity to participate. Discussion of self-assigned key points during each class also met one of the previous qualifiers. <b>And/or</b> The student was prepared for but minimally participated in most SPGS sessions. <b>Or</b> The student participated in but was minimally prepared for most SPGS sessions.
40 points	The student consistently offered comments or questions that indicated comprehension of assigned readings. Discussion of self-assigned key points during each class indicated understanding of the issue and/or careful consideration of conflicting/confusing evidence. <b>And/or</b> The student was prepared for all SPGS sessions, provided meaningful support to peers,

	and facilitated SPGS being conducted with fidelity.
50 points	The student contributed insightful and novel comments and questions during most classes, and participated in class, without dominating the conversation, during all meetings. Discussion of self-assigned key points during each class indicated insightful and critical understanding of the issue and any contradictory evidence. <b>And/or</b> The student was prepared for all SPGS sessions, provided thoughtful, critical feedback to peers during SPGS sessions, and facilitated SPGS being conducted with fidelity.

## Instructor, Departmental, and University Policies

### Instructor Policies

#### Online materials

Most course materials and assignment links are posted on Blackboard. Please check there first for relevant resources when working on class activities.

#### Communication

All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding seminar meetings, readings, meetings with you and your supervisors, and timelines for conducting end of semester evaluations.

#### Academic Engagement

Being engaged in this course includes checking Blackboard regularly and being prepared to discuss class materials. During group discussions, you are expected to listen attentively to peers, attempt to understand their points before sharing your own, and respect the human dignity of your peers. Dissent is welcome, but it is not acceptable to introduce or defend points that dehumanize your peers. Shared humanity recognizes equal access to well-being, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group have greater entitlement to well-being, liberty, or opportunity/property than others, on the sole basis of membership in that group, are not allowed, and will result in removal from the discussion. As a point of reference, if you are forcing one or more peers to “prove” that they are equally entitled to your basic rights, then you are dehumanizing them, and such behavior is not tolerated in this course.

#### Students Needing Accommodations

I have endeavored to create a syllabus, Blackboard resources, and classroom environment that are accessible to learners using assistive devices and other learners with disabilities. If you are a learner with a disability and come across a resource, assignment, or task that is not accessible, please let me know of it as soon as possible so that I can take steps to correct it and/or find a more suitable replacement. I also welcome and encourage collaboration early in the semester, so that we can ensure fair and accessible participation in course activities.

## APA Format in Written Work

Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the **7th edition** of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

**\*\*\*A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.\*\*\***

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siu.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

## Department Policies

### The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13<sup>th</sup> week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.

### The Psychology Department's Writing Policy

As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;

- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per *the 7th edition* of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or use one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

**The penalty for unacceptable writing in this class is as follows: if your written assignment violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted from the final grade assigned after resubmission.**

#### The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

**In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.**

## University Policies and Information

### Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

### University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

### Technology requirements and capabilities

Technical requirements for students can be found in this [ITS KnowledgeBase article](#). Additional resources for learning with technology can be found on the [Online at SIUE site](#).

### Technical Support

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

## Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.



## Course Calendar\*

BCSC = *Becoming Competent in School Consultation* by Newman and Rosenfield

BIS = *Behavioral Interventions in Schools* by Little and Akin-Little

CBC = *Conjoint Behavioral Consultation* by Sheridan and Kratochwill

SC = *School Consultation* by Erchul and Martens

SSIS = *Supporting Successful Interventions in Schools* by Sanetti and Collier-Meek

Date	In Class Topic	Readings	Assignments	CBC Case Progress	Professional Development Project
Wk 1 8/20	What is consultation and why do we do it?	BCSC 1 BIS 9	Informal SQ3R – bring to class		
Wk 2 8/27	Communication and relationship-building in consultation	BCSC 3, 4, & 5 SC 9	SQ3R by noon 8/26		Students 1 and 2 schedule meeting time with instructor to discuss project
Wk 3 9/3	Intro to CBC and family-school partnership	CBC 2 Sheridan et al., 2019	SQ3R by <b>9 am on 9/3</b>		
Wk 4 9/10	Effective, culturally responsive, and affirming environments for children; DBR-CM training video; <i>Intro to Group Supervision</i>	BIS 3 Farinde-Wu et al., 2017 Review DBR-CM on BB	SQ3R by noon 9/9	Identify consultees/client to instructor; (After class) Meet with teacher consultee and review DBR-CM, schedule observations	Student 1 – Best practices in professional development, Part I
Wk 5 9/17	Contracting and Needs Identification	CBC 3 BCSC 6 & 7 Review CNII form and DBR materials on BB	SQ3R by noon 9/16		Student 1 – Consulting with parents in community mental health settings
Wk 6 9/24	Ecological systems theory <i>Group Supervision</i>	CBC 1 BCSC 2 Ysseldyke et al., 2012	SQ3R by noon 9/23; CNII Recorded Practice	Classroom observations and feedback activity	
Wk 7 10/1	Needs Analysis <i>Group Supervision</i>	CBC 5 SC 7 SSIS 11*	SQ3R by noon 9/30	<b>10/4</b> CNII complete (baseline data)	Student 2 – Best practices in professional



		Review CNAI form on BB		collection ongoing following week)	development, Part II
Wk 8 10/8	Cultural responsiveness in consultation <i>Group Supervision</i>	CBC 4 MCSP 5 (on BB) Parker et al., 2020 Collier-Meek et al., 2023 (on BB)	SQ3R by noon 10/7; CNAI Recorded Practice		Student 2 – Functional assessment within consultation
Wk 9 10/15	Choosing interventions and introduction to fidelity <i>Group Supervision</i>	BIS 4 & 5 SC 8 SSIS 1 Watch graphing video and SCER videos on BB	Informal SQ3R – bring to class	<b>10/18</b> CNAI complete (continue baseline data collection); submit formal & informal intervention choices	
Wk 10 10/22	Implementation fidelity and student data analysis	SSIS 3, 4, & 5;	SQ3R by noon 10/21; Intervention Planning and Direct Training practice in class	<b>10/25</b> Finalize intervention w/ consultees, submit intervention training	Student 1 - Best practices in professional development, Part III
Wk 11 10/29	Supporting intervention fidelity <i>Group Supervision</i>	SSIS 6, 7, 8, 10	Informal SQ3R – bring to class	<i>Intervention ongoing – collect consultees’ data regularly, check in at least weekly via phone or in person, conduct integrity observations and provide feedback</i>	Student 1 - Teleconsultation
Wk 12 11/5	ELECTION DAY – no class				
Wk 13 11/12	Plan evaluation and termination <i>Group Supervision</i>	BCSC 9 Review BIS 5 again	SQ3R by noon 11/11; CPEI Recorded Practice		Student 2 – Best practices in professional development, Part IV

11/19	Organizational consultation	SC 3; Meyers et al., <b>2012</b> Sabnis et al., 2020	Informal SQ3R – bring to class	Rough draft of consultation binder, including rough draft of consultation report	Student 2 - Collaboration between mental health agencies and other community groups
11/26	No Class – Thanksgiving Break				
Wk 14 12/3	Systems change and leadership	SC 4 Meyers et al., <b>2015</b>	SQ3R by noon 12/2	Team meeting observation activity	Team meeting observation activity; (Optional) rough draft of final reflection paper
Wk 15 12/10	Practical Final Examination – Planning for Systems Change			Submit final copy of consultation binder by 4 pm on 12/14	Submit final reflection paper by 4 pm on 12/14

\* There will be concepts and terms from earlier chapters in this book that you likely don't understand yet. Don't worry about what you don't know yet, the purpose of this reading is to refresh your memory of the overall process and remind you of where you are going next.