

# **Consultation: Theory and Practice**

## **PSYC-565**

### **Fall 2008**

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#### **Required Texts:**

1. Brown, D., Pryzwansky, W. B., & Shulte, A. C. (2006). *Psychological Consultation and Collaboration: Introduction to Theory and Practice, 6<sup>th</sup> Edition*. Boston, MA: Allyn & Bacon.
2. Other readings as assigned, most on E-Reserve.

#### **Course Description and Goals:**

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 behavioral, collaborative, and organizational models of consultation. The distinct responsibilities and relationships involved in each model of consultation will be emphasized. Consultation as an intervention at the individual, group, and system levels will be discussed as well.

#### **Classroom Format**

Class time will be spent on lecture as well as discussions of the assigned material. In addition, class time will also be spent role-playing consultation techniques and other active learning exercises. The course schedule below lists dates and assigned readings. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.

#### **Learning Objectives:**

- Develop a basic understanding of consultation and its history in a variety of settings
- Appreciate the plurality of models in which a consultant may choose to practice, including behavioral, mental health, collaborative, and other consultation approaches.
- Develop skill in consultation in order to effect positive change at the level of the individual student, classroom, building, district, and/or agency.
- Gain the knowledge and interpersonal skills necessary to facilitate communication among teams of school personnel, families, community professionals, and others.
- Understand the similarities and differences among various models of consultation, as well as the general definition of consultation.
- Understand the stages common to many forms of consultation.
- Understand how consultation differs from other practices such as direct clinical service, education, etc.
- Understand how to use effective consultation and collaboration skills with culturally diverse populations.

- Review ethical issues that may arise during the practice of consultation.
- Develop the ability to clearly present and disseminate information to parents, teachers, school boards, policy makers, colleagues, etc. in a variety of contexts.
- Finally, utilize and synthesize information learned in the course to develop a personal model of consultation.

## **Grading**

Students' grades will be determined by the following:

**Article Review – 50 points**  
**Midterm Exam – 50 points**  
**Mock Consultation – 100 points**  
**Grand Rounds – 50 points**  
**Final Exam – 100 points**  
**Class Participation – 50 points**

**Final grades are as follows:**

**370+ points -- A**  
**340-369 points -- B**  
**310-339 points -- C**  
**280-309 points -- D**  
**280 points -- F**

## **Course Requirements**

### ***Article Review***

Students are required to find a research article and conduct a 20 minute in-class discussion on the article (*Journal of Educational and Psychological Consultation* is a good place to look). Copies of the research article to be reviewed should be provided to the rest of the class the week before it is to be reviewed. The article should be directly related to the topic of consultation (theory, practice, or research). Students are expected to lead a discussion of the critical points of the article. **Students must center the discussion around 2-3 conceptual or practical questions posed to the class and should NOT spend time summarizing the article.** Students are to submit a two page double spaced critique of the article on the day that they present as well. By the next day after the article review, students will email me a review of their peers' participation during the article review. Each student's participation should be rated on a scale of 1 to 10, with 10 being excellent participation. This peer review will assist me in calculating each student's participation grade.

### ***Mock Consultation Videotape***

Students will participate in a mock consultation in conjunction with a group of student teachers. This mock consultation will be held at 4:45 pm on 10/20, we will meet as a class in AH 0201 at 4:30 PROMPTLY. Students from this class will be paired with students from another course (in FH 1208). One videotape will be made with students from this class playing the role of consultant, while students from the other course will be the consultee (teacher), and will discuss problems with a real student in their current class. Students will be responsible for videotaping the consultation session (in the department video rooms). This video will be graded based on a)

rapport with the consultee b) application of the general model of consultation. Students are expected to cover the definition of the problem, goal setting, and strategy (intervention) selection. Students are not expected to cover the implementation or evaluation stages of consultation (or gathering baseline data). Students will then review their videotape individually with Dr. Jewell and write a 3 page double-spaced reflection paper on this videotape. This paper should discuss the students' strengths and weaknesses regarding their ability to build rapport with the consultee and apply the general model of consultation. The video and reflection paper are due at the beginning of class on 10/27. Students will receive a single grade for the video and paper.

***Midterm Exam***

Students will be given a behavioral problem in the second week of class. Students are to develop a menu of interventions for the behavioral problem. The exam product should look like a bulleted list of interventions, with enough narrative for the reader to be able to successfully implement each intervention. Students should describe **at least** 5 empirically supported treatments for their behavior problem and provide a cite/reference that provides empirical support for each. Students can also add to this any other creative and unique interventions of their own design (and should note them as such). An exam with less than 8 interventions will probably not receive a grade of 'A'.

***Grand Rounds***

Students will lead a grand rounds with the participants (audience) of the grand rounds being students in an undergraduate psychology course. This grand rounds process will be held on 11/17 at 11 am. (Students will be allowed to check out a videotape of Dr. Jewell conducting a grand rounds from class on 11/3.) Students will be evaluated by the participants of the grand rounds based on the students' a) ability to encourage and generate discussion b) ability to validate the thoughts and opinions of others c) ability to lead a grand rounds that is free from criticism d) ability to follow the general grand rounds process. Students will also write a 2 page double-spaced reflection paper that discusses their personal reactions to the grand rounds process and an evaluation of their performance. The reflection papers will be due on 12/1 at the beginning of class. Students will receive a single grade based on their peer evaluations and their reflection papers.

***Final Exam***

A take-home final exam will be assigned on 12/1 and will be due on 12/8. The exam will consist of short answer and essay questions as well as a case study component.

**Tentative Topic Schedule**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
8/25	Introduction to consultation.	Chapter 1 Hand out Midterm Exam Topics
9/1	Introduction to consultation (cont.) Ethics	Chapter 7 Chapter 12
9/8	Introduction to a general model of consultation.	Chapter 6
9/15	Behavioral Consultation	Chapter 3

9/22	Problem definition.	Chpts. 33, 34, and 38 in Best Practices (on e-reserve)
9/29	Strategy selection.	Chpts. 33, 34, and 38 in Best Practices (on e-reserve) Midterm Exam Due
10/6	Strategy implementation & evaluation	Chpt. 35 in Best Practices
10/13	Consultation in the schools.	Chapter 9
10/20	Consultation with parents.	Chapter 10
10/27	Conjoint Behavioral Consultation	Sheridan & Kratochwill Chapters 1 & 2 on E-Reserve
11/3	Organizational (system-wide) consultation. Grand rounds process led by Dr. Jewell (videotaped)	
11/10	Grand rounds process (cont.).	
11/17	Consultee-centered consultation	Chapter 8
11/24	Thanksgiving Break	
12/1	Resistance in consultation	Parsons Chapter 4 on E-Reserve
12/8	Consultation in health care settings.	Wallace & Hall Chapter 8 on E-Reserve

### **Additional Requirements**

Perfect class attendance is expected. Any student needing to be absent due to an emergency should contact the instructor as soon as possible regarding the absence. More than one absence may result in the student's removal from the class.

### **Notice**

1. Students with documented disabilities should notify the instructor regarding any needed accommodations at the beginning of the course.
2. Department of Psychology Policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal. It is a student's responsibility to officially withdraw from a course through the Enrollment Office by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course not later than the end of the following semester. An INC is never automatic but must be approved by the Instructor. If an instructor agrees to give a student an INC grade, the instructor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. This form will be on file in the instructor's office and if the work is not completed by the specified time, the grade will be changed from INC to F.
3. Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. 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.siue.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.siue.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>.

4. According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.