

Consultation: Theory and Practice

PSYC 565

Fall 2021

Professor:	Dr. Elizabeth McKenney	Class Location*:	Alumni Hall, Rm. 3401
Office:	Alumni Hall, Rm 0132	Class Time:	Tuesdays, 9:30 – 12:20
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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 as well as discussions of the assigned material. 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, 2nd Edition*. Washington, DC: American Psychological Association.
- Erchul, W. P., & Martens, B. K. (2012). *School Consultation: Conceptual and Empirical Bases of Practice (3rd Edition)*. New York, NY: Springer Science + Business Media, LLC.
- Hagermoser Sanetti, L. M., & Collier-Meek, M. A. (2019). *Supporting Successful Interventions in Schools: Tools to Plan, Evaluate, and Sustain Effective Implementation*. New York, NY: The Guilford Press.
- Newman, D. S., & Rosenfield, S. A. (2019). *Building Competence in School Consultation: A Developmental Approach*. New York, NY: Routledge.
- Sheridan, S.M., & Kratochwill, T.R. (2008). *Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions (2nd Edition)*. New York, NY: Springer Science + Business Media, LLC.

Other Required Readings

- Aston, C., Graves Jr., S. (2016). Challenges and barriers to implementing a school-based Afrocentric intervention in urban schools: A pilot study of the Sisters of Nia cultural program. *School Psychology Forum, 10*, 165 – 176.

- 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
- Ijadi-Maghsoodi, R., Marlotte, L., Garcia, E., Aralis, H., Lester, P., Escudero, P., & Kataoka, S. (2017). Adapting and implementing a school-based resilience-building curriculum among low-income racial and ethnic minority students. *Contemporary School Psychology, 21*, 223-239.
- Lieneman, C. C., Brabson, L. A., Highlander, A., Wallace, N. M., & McNeil, C. B. (2017). Parent-child Interaction Therapy: Current perspectives. *Psychology Research and Behavior Management, 10*, 239 – 256. doi: 10.2147/PRBM.S91200
- 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
- Newell, M. (2016). *Consultation-based intervention services for racial minority students*. In S. L. Graves & J. J. Blake (Eds.), *Psychoeducational assessment and intervention for ethnic minority children: Evidence-based approaches* (p. 197–211). American Psychological Association.
<https://doi.org/10.1037/14855-012>
- Reschly, A. L. & Christenson, S. L. (2012). Moving from “Context Matters” to engaged partnerships with families. *Journal of Educational and Psychological Consultation, 22*, 62 – 78. doi: 10.1080/10474412.2011.649650
- Rodriguez, B. J., Campbell, A., Fairbanks Falcon, S., & Borgmeier, C. (2015). Examination of critical features and lessons learned for implementation of a Tier 2 intervention system for social behavior. *Journal of Educational and Psychological Consultation, 25*, 224 – 251. doi: 10.1080/10474412.2014.929953
- 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 and in-class activities.

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 non-dominant cultural backgrounds and identities, with the goal of ensuring socially just outcomes for all students.

Goal Four: Students will learn and apply 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 as a consultant who addresses children's needs. 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

Assignments - SP Students	Total Points	Percentage of Grade	Assignments - CC Students	Total Points	Percentage of Grade
SQ3R	100	20%	SQ3R	100	20%
Participation	40	8%	Participation	40	8%
Mid-Term	100	20%	Mid-Term	100	20%
Consultation Tasks & Binder	180	36%	Consultation Extensions Presentations and Paper	180	36%
Systems Change Plan	80	16%	Systems Change Plan	80	16%
Total	500	100%	Total	500	100%
Course Averages A = 92.5% or above = 462.5 points or above B = 84% to 92.4% = 420 points to 462.4 points C = 77.5% to 83.9% = 387.5 points to 419.9 points D = 387.4 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 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.

Mid-Term Exam. A take-home mid-term will assess students' competencies in understanding the essential tenets of and procedures involved in consultation, according to the various models presented. Students will have two weeks to complete the examination, which will be in essay format. Appropriate citation format and references per the *7th Edition of the Publication Manual of the American Psychological Association* is expected, and inadequate use or formatting of citations will be reflected in one's grade. Any student who would like to improve their understanding of appropriate citation standards is encouraged to seek out additional instruction early in the semester. See student expectations for additional information regarding use of APA format and grading. *Grades will reflect mastery of material requested, sophistication of writing, appropriate format and use of others' work, and adherence to submission procedures (e.g., page length, spacing, etc).*

School psychology students - Conjoint Behavioral Consultation. Students will be expected to conduct a consultation 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:

- Needs identification interview (video-recorded)
 - Product: Copy of interview questions/responses; video-recorded

- 1 – 2 page reflection on communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for next steps
- Baseline observations and data graphing
 - Product: Graphs, observation forms
- Needs analysis interview
 - Product: Copy of interview questions/responses
 - 1 – 2 page reflection on communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for next steps
- Research on and sharing of potential interventions with consultees
 - Product: 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
- Intervention implementation interview/training (video-recorded)
 - Product: Videotape of meeting with consultee(s) to discuss and practice how intervention is to be implemented
 - 1 – 2 page reflection on communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for next steps
- Intervention implementation and data
 - Product: Copies of data collection forms used by consultee(s), including forms used to measure integrity, documentation of steps taken to address integrity, if necessary
- Follow-up observations and data graphing
 - Product: Graphs (including data collected by consultees); observation forms; graphed/tailed integrity monitoring data
- Social validity and acceptability interview
 - Product: Copy of interview questions/responses
 - 1 – 2 page reflection on communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for future consultation activities

Final Product: Binder containing all of the above, with ***log of all time*** related to assignment, 6 - 10 page ***Consultation Case Report*** (double-spaced) and 6- 10 page ***critical Reflection Paper*** (double-spaced) on the consultation process as a whole.

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.*

COVID-19 Consultation Case Disclaimer. What I've described above is Plan A. Over the past two years, we've gotten pretty good about generating a Plan B, Plan C, and Plan D, if Plan A has to go out the window. I just didn't write them here because, a) it would make this syllabus entirely too long and b), writing things down right now sometimes feels like playing chicken with the universe. I hope that none of you needs Plan E or Plan F, but if there's one thing we've learned in this pandemic, it's the beauty of being flexible. Flexibility is also an essential skill in applied psychology. So whether you end up doing something that looks like Plan A, or you beautifully execute Plan Z.3.1, please know that I will work with you to figure something out, and we will make sure that you get meaningful experience supporting evidence-based service delivery via positive and constructive interactions with children's caregivers.

Clinical child psychology students – Extensions of Consultation. Three times per semester, students will spend 15 minutes presenting on an article related to the assigned topic (see course calendar for presentation dates and topic assigned). Students will be presenting on an article that their peers have not read, thus, their task is to choose a contemporary article that represents the assigned topic well, and to present key information and/or findings from that article. The goal is for the presenting student to gain a deeper understanding of the assigned topic, and to present information in a way that enables peers to pick up a few new pieces of knowledge on the topic. ***Please do not just talk about the article for 12 minutes and spend 3 minutes inviting questions from peers.*** Rather, please design a way of presenting the information that involves peers early and often. Students are welcome and encouraged to consult with the instructor when choosing an article. Each article discussion will be worth up to 30 points. *Grading will be based on thoughtful article selection, clarity of information presented, the extent to which peers are involved throughout the presentation, and sticking to a strict 15-minute timeline.*

Reflection paper. At the end of the semester, students will write an 8 – 10 page paper comparing what they learned from their extensions of consultation presentations to course materials. This paper is worth up to 90 points. Students should be sure to address:

- The procedures and communication skills that are likely needed across multiple types or formats of consultation (e.g., What steps are the same across school- and community-based consultation? What communication skills do we use regardless of whether our consultation is focused on being culturally responsive?)
- How consultation might be changed by the inclusion of one or more approaches that they presented on during the semester (e.g., What might be different when we do a full FBA as part of consultation? What's different when conducting teleconsultation?)
- When each of the approaches or techniques reviewed might be necessary to achieve consultation or collaboration goals (e.g., When might we need to use bug-in-ear devices? When do community mental health agencies get asked to collaborate with other agencies?)

Practical Final Examination - Systems Change Plan. During the final 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. Each class, regardless of whether we are online or meeting in-person, students are expected to identify at least one point from **each of the day's** readings to raise during in-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.

Participation Rubric

8 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.
16 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.
24 points	The student participated approximately once per class. Or The student's participation was consistently lacking in quality. Or 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.
32 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.
40 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.

Instructor, Departmental, and University Policies

Instructor Policies

Online materials. Some course materials and many additional materials are available on our course Blackboard site. Simply click each link to access the materials. I have labeled each link and content area as intuitively as possible. Most assigned materials are in the assigned week of the course, labeled Week 1, Week 2, etc.

Technology Requirements. Because this is a hybrid course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. <http://www.siu.edu/its/bb/>

At a minimum, you will need the following software/hardware to participate in this course:

- Microsoft Zoom
- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students get Free Office 365)
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: <http://www.siu.edu/its/software/index.shtml>)

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary.

Academic Engagement. Being engaged in this course includes checking email and Blackboard regularly, communicating with the instructor about any delays in completing course assignments, 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 life, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group

have greater entitlement to life, 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 likely dehumanizing them, and such behavior is not tolerated in this course.

Assignments. All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

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 (<https://www.siu.edu/lss/writing-center/resources.shtml>), 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 13th 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 or use one of the many online resources they have identified to help students. 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 paper 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.

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 <https://www.siu.edu/education/psychology/undergraduate/handbook.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

Services for Students Needing Accommodations. It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content or the use of non-captioned videos – please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Instructor note: 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.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

Health and Safety. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siue.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces. While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped

from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures. At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity. 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. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content. Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality. As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on

circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Course Calendar*

Date	In Class Topic	Readings	Assignments	CBC Case Progress	Extensions of Consultation
Wk 1 8/24	Ecological systems theory	Ysseldyke et al., 2012 Reschly & Christenson, 2012			
Wk 2 8/31	Effective, culturally responsive, and affirming environments for children	BIS 3; BCSC 2; Lieneman et al., 2017; Farinde-Wu et al., 2017	SQ3R by noon 8/30		
Wk 3 9/7	What is consultation and why do we do it?	BCSC 1; CBC 1, BIS 9			Jaden – consulting with parents in community mental health settings
Wk 4 9/14	School-based consultation methods	BCSC 5; CBC 2; SC 6; MSC 5 (on BB)	SQ3R by noon 9/13	Identify consultees/client to instructor; schedule time to review CNII video	
Wk 5 9/21	Communication microskills <i>Intro to Group Supervision</i>	BCSC 3 & 4; CBC 3; Newell, 2016	SQ3R by noon 9/20	9/24 Minimum of two classwide observations complete	
Wk 6 9/28	Contracting and Needs Identification	BCSC 6 & 7	SQ3R by noon 9/27		Emily – culturally responsive consultation practices with families
Wk 7 10/5	Relationships and change processes <i>Group Supervision</i>	BCSC 2; SC 3 & 9; CBC 4	SQ3R by noon 10/4	10/8 CNII (V) complete (baseline data collection ongoing following week)	
Wk 8 10/12	Needs Analysis <i>Group Supervision</i>	SC 7; CBC 5; BIS 6	SQ3R by noon 10/11		Jaden – functional assessment within consultation
Wk 9 10/19	Choosing and adapting interventions	SC 8; Aston & Graves, 2016; Ijadi-Maghsoodi et al., 2017 (on BB)	SQ3R by noon 10/18	CNAI complete (continue baseline data collection); submit formal & informal intervention choices	

Wk 10 10/26	Implementation integrity	SSIS 1, 3, & 4	SQ3R by noon 10/25; Get mid-term	10/29 Finalize intervention w/ consultees, submit intervention training (V)	Jaden – bug-in-ear methods of ensuring integrity
Wk 11 11/2	Intervention planning and training <i>Group Supervision</i>	SSIS 5 & 6; Yeager & Yeon Lee (on BB)	SQ3R by noon 11/1	<i>Intervention ongoing – collect consultees’ data regularly, check in at least weekly via phone or in person, conduct integrity observations and provide feedback</i>	Emily – teleconsultation
Wk 12 11/9	Directly supporting intervention integrity <i>Group Supervision</i>	SSIS 7, 8, & 10	Submit mid-term	<i>Intervention ongoing – collect consultees’ data regularly, check in at least weekly via phone or in person, conduct integrity observations and provide feedback</i>	
Wk 13 11/16	Termination and evaluation <i>Group Supervision</i>	BCSC 7 & 10; SSIS 11	SQ3R by noon 11/15; Bring laptop 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>	
No Class – Thanksgiving Break					
Wk 14 11/30	Systems change and leadership	Meyers et al., 2012 ; SC Chp. 2; SC Chp. 4		12/3 CPEI complete, turn in copy of interview via email	Emily – collaboration between mental health agencies and other community groups
Wk 15 12/7	Systems change and leadership, cont’d	Rodriguez et al., 2015; Meyers et al., 2015		Rough draft of consultation binder, including rough draft of consultation report (fdbck by end of day 12/10)	
Wk 16 12/13	Practical Final Examination – Planning for Systems Change			Submit final copy of consultation binder by 4 pm on 12/15	Submit final reflection paper by 4 pm on 12/15