EDCP 635: SCHOOL CONSULTATION I  
Fall 2009

Instructor: Deborah Nelson, Ph.D., NCSP  
Mondays 1:00 – 3:45 pm  
Office Hours by appt.  
Benjamin Building Rm. 1210B

I. COURSE OBJECTIVES
EDCP 635 introduces the attitudes, concepts, and skills of indirect service delivery in the schools. It is the first course in a sequence designed to produce, within the scientist-practitioner tradition, consultation and organizational development skills, which will facilitate effective practice. Reflection on the practice of consultation is also developed, as well as competencies for practice within a pluralistic society. To reach those goals, there are multiple opportunities for discussion and reflection by students. The course addresses the differences between direct and indirect service delivery models in terms of values and goals, provides a perspective on the school as an ecology or culture, and concludes with developing the knowledge and skills of a problem solving consultation process, examining problems within the context of classrooms and schools.

The major objectives for each student are to:
1. Demonstrate an understanding of
   a) the school as an organization (culture) and
   b) the relationship of organizational and contextual factors to the consultation/intervention process.
2. Analyze the organizational structure of the setting in which consultation/intervention is planned.
3. Develop knowledge and skills in the interpersonal/communication/multicultural areas needed for effective consultation.
4. Develop knowledge of, and begin to develop skills in, the problem solving process.
5. Develop knowledge of, and continue skill development in, instructional assessment and intervention.

II. TEXTS & MATERIALS
Thomas, A. & Grimes, J. (Eds.) (2002). *Best practices in school psychology IV.* Bethesda, MD: NASP.

Readings to be copied by individual students as per class instructions.

III. COURSE REQUIREMENTS
A. Class Attendance and Participation
Discussion, presentations, and simulations require your active participation. You are expected to complete the readings scheduled for each class, and to come to class prepared to discuss them. While each reading will not necessarily be explicitly discussed in class, each is relevant to our discussion and provides background to class activities. It is essential that you attend class, read assignments, and complete assigned activities each week. The class provides an opportunity to obtain feedback
on your thinking and contribute to the learning of others. Participation, i.e., active involvement in the class, will be considered when a final grade for the semester is determined.

B. Field Placement

You will spend a minimum of four (4) hours per week in a school placement arranged by the course instructor, or with approval. This time should be scheduled at the beginning of the semester. If you have difficulty finding activities to fill the time required, please let me know. Your activities will include: a) learning the school culture through observations and interviews, b) observations of instructional and classroom management techniques, c) attending support team meetings, d) shadowing a consultation case, and e) working with an individual teacher on a request for early intervention. Contact your assigned school psychologist/placement by the week of September 21th (Note: The procedures for clearing you for participation in the schools will be distributed to you by Bill Strein via email.)

Weekly small group supervision on campus will be provided for the case consultation work with individual teachers, once you begin a case (by the week of October 19th). It is required for you to attend the supervision sessions even if your case has not met that week, to participate in peer supervision with your colleagues.

C. Journals

Reflection is a critical part of this course experience. Each week, you will journal about your readings, class experiences, and school experiences--these journals will be handed in for review weekly, at the beginning of each class session. Although not graded, timely submission of the journals will be a factor in your final grade.

D. Logs

You will keep two types of logs.

1) Each student should keep a log of hours in the school, indicating specific activities-this is helpful for internship applications. A sample form will be distributed in class.

2) You will also keep a formal log of each session with the teacher on your consultation case--these logs will be handed in weekly to the course instructor, and to the psychologist/counselor in your school. Sample formats will be distributed in class.

E. Graded Assignments

1. School culture project. The school culture project involves two distinct parts. In Part A, students will be divided and work in two teams to create a process for analyzing the level of collaboration in school practicum sites. Then, for Part B, students will individually reflect upon their experience working as part of a team. The purpose of this assignment is to challenge students to work together to accomplish a content based task and then to reflect upon the process of working as a team. See handout for additional information. (20%)

2. Take-home exam. The exam will evaluate your basic knowledge related to the models and stages of consultation, including communication strategies. (40%)

3. Consultation case report. Your report will include 1) an analysis of school culture; 2) progress through the stages of consultation and the consultation
relationship; 3) analysis of skill development; 4) progress of case. A summary memo to the consultee on the case progress will also be required; this memo should be reviewed by the course instructor prior to being submitting to the consultee. Ungraded assignments, including an analyzed tape transcript, process logs of each session and supervision throughout the semester, will assist you in preparing for the final case analysis. The grade will be based on (a) demonstration of an understanding of how the school culture impacts consultation in the school's (students are encouraged to use their group measures of collaboration as part of their analysis of practicum site school culture) and (b) progress in knowledge and application of the consultation process. At the end of the semester, each student will schedule a conference for feedback on the final report, in order to explore questions raised by the case analysis and prepare spring semester learning goals. (30%)

4. Class participation, and timely submission of journals and case logs will be considered in the final grade. (10%)

**Ethical Practices/Academic Integrity:** In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland and our professional ethics as psychologists. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through university procedures. Proper citations, paraphrasing and proper quotations are essential in all your work. Respect for the integrity of the school settings in which you work will also be expected. Within class, respect for ideas and each other will be the standard.

**Accommodations:** If you have a documented disability and wish to discuss academic accommodations, please see me as soon as possible.

**Commitment to Multiculturalism**
The Department of Counseling and Personnel Services is committed to creating an environment in which individuals’ diversity and opinions are respected. Faculty members strive to integrate multicultural and diversity issues in their courses in ways relevant to course content and process. We hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others’ outlooks throughout this course.

**APA style:** All formal work submitted must follow APA style based on the most recent edition of the APA style manual.

**Course Evaluation UM Fall 2009**
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
IV. TOPICS & ASSIGNMENTS

* Readings available on-line
**Readings available in CAPS (EDCP 635 black binder)
***Best Practices IV is available in the CAPS Conference Room

8/31 Consultation: Introduction

9/7 Labor Day--No Class

9/14 Definitions and Models of Consultation

Readings for Class:


What questions does this chapter raise for you about the role of the school psychologist?


As you read this chapter, consider the following questions for class discussion: 1) What are the major components of consultation and collaboration? 2) What important issues were raised for you as a student learning consultation skills?

Assigned Readings: Students will be assigned readings on models of consultation to outline and present to class. However, all students are expected to review readings prior to class.


Weekly Journal Submissions Begin
9/21  Entry: The Culture of the School--The Context

Readings for Class:


Assigned Readings

Students will be assigned either a) Fullan & Hargreaves Chapter 3 or b) Fullan & Hargreaves Chapter 4


Students will be assigned readings below to outline and present to class. Only assigned readers will review these articles.


Assignment: Be prepared to address the following questions, on the basis of the readings: 1) What is a culture? 2) What is unique about school culture? 3) Why is it important to understand the culture of a school in which you work? 4) How does school culture impact differently on school personnel working in an indirect service delivery model from those in the more traditional medical model of service delivery?

Supplemental Reading:


Consultation Practicum Begins

9/28  The Culture of the School: Multicultural Issues; Collaboration

Readings for Class:

Alpert, J. (1979). Consultation and the analyses of school faculty meetings. Professional Psychology, 10, 703-707.**


**Assigned Readings:**

**Students will be assigned either a) Tarver Behring and Ingraham or b) Ingraham.**


10/5  The Culture of the School: NCLB; Assessment; Roles People Play

**Readings for Class:**

Perlstein, L. *Tested*: entire book


**Assigned Reading:**

A student will be assigned the reading below to outline and present to class. Only assigned reader will review this article.


**School Culture Project Team Presentation**

10/12  The Consultation Process: Entry; Contracting

**Readings for Class:**

Rosenfield, Chapter 2 **


Bring Gravois et al. manual to class each week, beginning this week.

10/19 The Consultation Process: Problem Identification-Communication and Interpersonal Relationship Skills; Using the SDF.

**Readings for Class:**

Rosenfield, Chapter 3


School Culture Project Reports Due

Tape PI Simulation Interview

*Guidelines will be distributed in class; students will schedule times to complete individual taped sessions.*

School Consultation Cases Begin

Weekly Supervision Begins

*Students will be responsible for scheduling weekly supervision sessions with the instructor.*

10/26 The Consultation Process: Problem Identification—Working Relationships; Instructional Assessment

Readings for Class:

Assignment: Students should come to class reflecting upon their prior experience with IA and with any lingering questions about IA. Students should challenge themselves to understand how IA fits into the IC progress and bring their ideas to class for group discussion.

PI Simulation Interview Analysis Due

11/2 The Consultation Process: Classroom Observation; Goal Setting

Readings for Class:
- Rosenfield, Chapter 4

11/9 The Consultation Process:

Instructional Environment from a cross-cultural perspective

Readings for Class:


**Assignment:** You will conduct a structured observation in a classroom in your school placement to help you to understand how to assess an instructional environment.

**11/16 The Consultation Process: Planning and Conducting Interventions.**

**Readings for Class:**
- Rosenfield Chapters 6, 7, and 8.
- Readings in Gravois et al., Book 2.

**Take-Home Exam Distributed**

**11/23 The Consultation Process: Determining Outcome, Scoring SDF, Progress Reports**

**Readings:**
- Rosenfield Chapters 9 & 10

**11/30 Take-Home Exam (No class)**

The exam will be distributed on 11/16, and due on 11/30.

**12/7 Case Presentations**

**12/14 Case Reports Due (No class)**

Individual Conferences on Final Report this week
EDCP 635 Readings Available in CAPS


G. Little, J.W. The persistence of privacy: Autonomy and initiative in teachers' professional relations. Teachers College Record, 91, 509-536.


Tape PI Simulation Interview

You will conduct and tape the problem identification simulation--arrange with Deborah. Here are some guides for the interview, although you may not get through all the steps:

1) Introduce what you are going to do in the session (recall this from the class discussion on summarizing at the beginning and end of each session).

2) Elicit the initial description of concerns (practice using good communication skills, especially clarifying, based on class discussion and IC book).

3) Obtain a better understanding of the concerns (working "down the ladder of inference"), maybe leading to erasing and rewriting in the boxes of Step 1 (another opportunity to use good communication skills).

4) Prioritize

5) Consider instructional level

6) Plan for data gathering, if warranted

6) Summarize

PI Simulation Analysis

Transcribe and analyze the interview. This is an opportunity for you to get some practice in a safe situation and get feedback on your analysis of your own performance. Use the problem id sheet found in your manual or distributed in class as a guide to analyze your problem identification interview. Also, reflect upon what comes next in the process. Using the transcript, look carefully at your use of the communication skills to determine which ones you use and reflect on which ones might have helped both the relationship and the stage of PI move forward. The feedback from the instructor on your analysis is intended to support you in thinking about what you might want to do in your first school-based problem identification interview. Bring analysis to class, where it will be collected for feedback.
School Culture Project

Part A:
Class members will work as teams to develop a format for analyzing the degree of collaboration in the schools in which you will do your practicum work. Specifically, teams are encouraged to refer to readings from 9/21 and 9/28 for guidance. The team will prepare one presentation and paper outlining:

- a procedure for analyzing school collaboration
- a rationale for this procedure based on relevant literature
- a protocol for assessing the degree of collaboration schools

Teams will present their rationale, procedure, and protocol to the class on 10/8. Each team will submit one final paper (with revisions based on class discussion) due 10/19. Note: The instructions for this assignment are intentionally unstructured. Teams are expected to work through challenges and problem-solve their own solutions to developing a procedure for analyzing collaboration in schools. (presentation and final paper will be 10% of final grade)

Part B:
Each student will write an individual paper (approximately 10 pages) addressing her team’s process and her personal learning experiences as a team member. Students are encouraged to reflect upon their experiences as a team member: what went well, what was difficult, how is working as a team different from working independently, what roles did people play in the team, what would she have done differently in future team work, and other salient parts of the team experience. (10% of final grade)
Sign-up for Selected Course Readings

Students will outline and present to class assigned readings. Please bring 6 copies of outline to class on assigned date.

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<td>Kratochwill et al.</td>
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