

School Psychology (SPSY) 574-01 Spring 2017

Advanced Consultation and Program Evaluation

Instructor: Kathryn Jaspers, Ph.D., NCSP
Class Day and Time: Tuesday 5:30pm-8:45pm
Class Location: Corbett Annex 100
Office Location: Rogers 426
Office Hours: 3:00-5:00 Tuesday; by appointment
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Catalog Course Description: Content: Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory.

Course Pre-requisites: SPSY 573 or consent of instructor.

Credits: 3 semester hours.

Readings: Course readings (as outlined by syllabus) will be distributed in class, posted on moodle, accessible through the library, or included in textbooks already required for school psychology courses.

Course Goal: The course is intended to provide the student with an advanced knowledge of major models of consultation and the consultation process and practice engaging in the consultation process using a behavioral consultation model. Students will also acquire knowledge and skills to design and evaluate programs (i.e., interventions, service delivery methods) for at-risk and special populations.

Course Objectives

- The student will have knowledge of major models of consultation, including behavioral consultation, conjoint behavioral consultation, instructional consultation, and mental health consultation.
NASP Domains: 2
- The student will be able to use a behavioral consultation model to complete a consultation project in a local school, including conducting a problem identification interview, conducting a problem analysis interview, developing an intervention, and evaluating the intervention outcomes.
NASP Domains: 1, 2, 3, 4, 6, 7, 8, 9
- The student will be able to operationally define a problem behavior, choose an appropriate observation method, and conduct systematic observations in a classroom.
NASP Domains: 1, 2, 4, 9
- The student will develop or select an appropriate behavioral and/or academic intervention using a data-based problem-solving framework.
NASP Domains: 3, 4, 6
- The student will consult with a teacher to monitor a child's progress during an intervention and adjust the intervention as necessary.
NASP Domains: 1, 2, 3, 4
- The student will be able to describe legal, ethical, professional, and cross-cultural issues in consultation.

NASP Domains: 8, 10

- The student will be able to review procedures for program design and evaluation.

NASP Domains: 1, 2, 3, 9

Course Activities: All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically with regards to the previously described course goal and objectives.

- **Readings** – Course readings will come from articles and book chapters accessible through the library, through textbooks purchased for other courses, and through reading posted on Moodle or distributed in class. Reading the designated material prior to our discussing them should greatly facilitate your mastery. Students may be asked to write or answer discussion questions about reading material.
- **Class Participation** – Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others' understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you.
- **Examinations (70 points each)** – There will be two exams during the course: a mid-term exam and a cumulative final exam. The purpose of examinations is to demonstrate your understanding of course concepts and serve as an instructional tool for further learning. Exams will allow students to demonstrate knowledge in multiple modes, which may include (but is not limited to) multiple choice, short answer, and essay formats.
- **Intervention Presentation (10 points)** - Each student will present an intervention to the class. Each intervention will be supported by two peer-reviewed research articles. The instructor will provide students a list of possible topics from which students will choose, with only one student per topic. Intervention presentations will be 10 minutes in length. Each student will also develop a 1-page handout (can be front and back) to give to the class. The handout will include a title, an overview of the intervention, materials needed, appropriate settings (age, classroom type, etc), target, important results and implications from the articles, and citations for each article. The handout should provide the minimum information needed to understand and carry out the intervention. Each student is to develop a binder or folder to collect all intervention handouts throughout the semester. Presentations will occur on **January 31st and February 7th**.
- **Consultation Case (100 points)** – Students will participate in one actual consultation case in a school setting. At a minimum, the case will include consultation-based interviews, observations, development of an intervention plan based on empirical evidence supporting the plan, and participation in a summative conference. Progress will be evaluated through a written consultation report. Requirements for the consultation report are included on the Behavioral Consultation Requirements handout, which will be distributed in class and/or placed on the Moodle website. The case is due **April 11th 2017**.
- **Case Presentations (10 points each)** – Each student will present each consultation case twice to the class. Classmates are expected to attend to and provide feedback/ideas to each presenter.
 - For the first presentation, each student has 10 minutes to present to the class (1) problem identification interview information, (2) baseline data, and (3) at least three research-based intervention ideas from three peer-reviewed research articles. Graphical representations of data and/or other handouts would be beneficial. Students will submit to

the instructor a copy of the problem identification interview and an annotated bibliography for the three research articles on the day of the presentation. Students must inform the instructor of the presentation date one week before they would like to present. This should take place after the student has completed the problem identification interview and before completing the problem analysis interview.

- For the second presentation for each case, each student has 15 minutes to present his/her consultation final case, including intervention data and evaluation of results, to the class. Once again, visuals and handouts are recommended. The second presentations will take place on **April 11th and 18th 2017**.

Evaluation of Course Progress: You will be doing more than this, but you will receive credit for one consultation case, case presentations, an intervention presentation, and two examinations. The consultation case will be worth 100 points, each examination will be worth 70 points, case presentations will be worth 20 points (10 points each), and intervention presentations will be worth 10 points. The final examination will be cumulative in nature. There may be additional reading quizzes or points awarded for developing or answering discussion questions if the instructor deems necessary.

Grading Scale:

| Grade | Percentage |
|-------|------------|
| A | 94+% |
| A- | 90-93% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |

Students earning a grade of C or below (<80%) will be required to re-take the course for credit toward degree.

SPSY Departmental Attendance Policy: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Participation: It is the responsibility of the student to attend each class, arrive on time, be prepared by having completed all readings, and participate in class discussions. Failure to meet with the expectations will result in a warning from the instructor, followed by a grade reduction if the behavior continues.

Late Work: It is expected that all work is completed and turned in by the date listed in the syllabus. Late work will be accepted only in the case of excusable absences (illness, accidents, death in your family, and official College trips), and the instructor may request written documentation.

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism will result in a grade penalty or failure of the course and may also result in being reported to the Dean of Students. For this course, plagiarism will be defined as four or more consecutive words taken directly from the article without the use of quotation marks, omitting or giving an incorrect citation for a quotation

or paraphrase, or changing the original work by only changing key words while maintaining much of the original meaning and structure. The electronic version of your submitted documents may be used to detect instances of plagiarism. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual or creative statements by authors to emphasize a point. Excessive use of quotes will result in point loss. See www.plagiarism.org. It is expected that work turned in for this class has not been used for any other classes.

Disabilities: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Incomplete: Incomplete (INC) grades may be given when circumstances beyond the control of the student prevent him/her from completing the course on time. It is the responsibility of the instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time. The date by which the Incomplete must be made up is one year following the last day of classes of the semester. Once the Incomplete is made up, the instructor must submit a Supplemental Grade Change form to the Graduate Office of the Registrar. An Incomplete grade that is not made up within the due date becomes a permanent grade of Incomplete.

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he or she is absent.

Communication: The instructor may communicate with students via email regarding changes in class or assignments. Please check your email regularly. The instructor will use Moodle to post course content, including readings.

Extra Credit: No credit options beyond those described in this syllabus will be offered. Likewise, no adjustments will be made in the grading criteria specified in this syllabus.

Cell Phones and Laptops: Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. If laptops or tablets are used in class, internet functions must be turned off. Laptops/tablets can be used for note-taking purposes only. Abuse of this privilege will result in loss of privileges for all students for the remainder of the semester.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/.

SPSY 574 – Spring 2017
ADVANCED CONSULTATION AND PROGRAM EVALUATION
Approximate Class Schedule – Subject to Change

| CLASS # | DATE | TOPICS | ASSIGNMENT |
|---------|--------|--|---|
| 1 | 10-Jan | Review of Syllabus and Course Assignments Review of behavioral consultation process; | |
| 2 | 17-Jan | Behavior Change (key terms) Operational Definitions Problem Identification Interview | Reading: Principles of Operant Conditioning Sign up for Intervention Presentations |
| 3 | 24-Jan | Problem Analysis Interview Single-Case Design to measure change | Reading: Nuts and Bolts of SCD |
| 4 | 31-Jan | Observations (including BOSS) Plan Implementation & Evaluation <i>Interventions Presentations</i> | Reading: Direct Observation: Manual for the BOSS Reading: Consultation Generalization (Tillman) Intervention Presentations |
| 5 | 7-Feb | Curriculum-Based Measurement <i>Intervention Presentations</i> Case Presentations: PII | Reading: Using CBM for Progress Monitoring (Fuchs & Fuchs) Intervention Presentations |
| 6 | 14-Feb | CBM (continued) Case Presentations: PII, PAI | Reading: Consulting with Teachers Regarding Academic Skills (available via library) |
| 7 | 21-Feb | NASP | |
| 8 | 28-Feb | Case Presentations: PII, PAI Review: Behavior change, behavioral consultation, single-case design, systematic observation, curriculum-based measurement, behavioral interventions, academic interventions | |
| 9 | 7-Mar | Midterm Evaluation Case Presentations: PII, PAI | |
| 10 | 14-Mar | Program Design and Evaluation Alternative Consultation Models | Reading: Intro to Program Evaluation |
| 11 | 21-Mar | Evaluating Services, Sped Outcomes (Indicators) Program Design and Evaluation (continued) Ethical/Legal Issues | Reading: Special Education Indicators |
| | 28-Mar | Spring Break - No Class | |
| 12 | 4-Apr | IEPs Review of FBA, BSP/BIP | Reading: IEP Guidance |
| 13 | 11-Apr | Case Presentations | Case Final Presentations x10 Consultation Case Due |
| 14 | 18-Apr | Case #2 Final Presentations Review: Program Design and Evaluation, IEPs, FBA, BSP/BIP), | Case Final Presentations x 4 |
| 15 | 25-Apr | Final Exam | |