Consultation Methods Syllabus
Fall 2015

Course Number: 18:826:612:02 #12987
Location: A341
Time: Wednesdays, 9:15 a.m. to 12:00 p.m.
Instructor: Elisa Shernoff, Ph.D.
Office: A335
Office Hours: Wednesdays, 1:00-4:00 and by appointment
E-mail: elisa.shernoff@rutgers.edu
Office Phone: 848-445-3902

Course Description

This course is designed to provide an overview of consultation theory, research, and practice in psychology and education. There will be an emphasis on the practical application of consultation skills within a problem solving, behavioral/conjoint behavioral consultation framework. The course will also provide students with information and practical skills for applying this model for assessment, prevention, intervention, and program evaluation. Applied components are designed to enhance students’ knowledge, skills and competence in effectively consulting with diverse school personnel at the classwide, individual level, and organizational level.

Required Readings


Selected articles and chapters have also been uploaded onto Sakai

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments and Due Dates</th>
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<tr>
<td>1</td>
<td>9/2/15</td>
<td>Introductions, Course Overview, Overview of Consultation Models</td>
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<td>Readings:</td>
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<td>2</td>
<td>9/9/15</td>
<td>Diversifying the Role of School Psychologists through Consultation; Consultants Role in Supporting Adult Learning</td>
<td>Sign up for Group Presentations</td>
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| 3 | 9/16/15 |  **Engaging Consultees & Building Partnerships; Quantitative Research Methods in Consultation**  
**Readings:**  
Reinke, Herman & Sprick (2011): Chapters 3 & 4  
|   |   |   |
| 4 | 9/23/15 |  **Problem Identification Part 1**  
**Readings:**  
|   |   |   |
| 5 | 9/30/15 |  **Problem Identification Part 2; Consultation at Tier 1/Universal Level**  
**Readings:**  
Reinke, Herman & Sprick (2011): Chapter 2 & 8  
|   |   |   |
| 6 | 10/7/15 |  **Problem Analysis Part 1**  
**Readings:**  
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Daily Report Card Presentation                                                                 |
Uploaded  
Self Reflection Due                                                                 |
Interview Video  
Uploaded  
Self Reflection Due                                                                 |


### Course Requirements

1. **Class Attendance and Participation (20 points total).** Students are expected to attend all classes and actively participate in discussions, role plays, group supervision (see detailed policy below).

2. **Summary and Critique of a Consultation Outcome Study (15 points)** published in a peer reviewed journal (see supplemental readings). Consultation outcome studies should be single case or between group designs published no earlier than 2000. The paper should be 2 pages in length.

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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>11/18/15</td>
<td>Classroom Check Up (Continued)</td>
<td>Qualitative and Mixed Methods in Consultation Research</td>
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Plan Evaluation

Interview Video Uploaded

Self Reflection Due

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Guest Lecture

Kristy Herrell

Brief Consultee Interview Completed

SIRS – bring laptops

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Qualitative Interview Summary Due
length, double-spaced, and follow APA style guidelines (6th Edition). The paper should be written following the rubric uploaded on Sakai.

3. Consultation Case Study (40 points total). Conduct four consultation interviews with a teacher trainee from the Graduate School of Education. This assignment includes the following:

   a. **Conduct four behavioral consultation interviews.** Each interview should be video recorded and uploaded onto Sakai (Problem Identification Interview by 10/7/15, Problem Analysis Interview by 10/21/15, Intervention Monitoring Interview by 11/11/15, and Intervention Evaluation Interview by 11/25/15).

   b. **Complete four brief case reflections (10 points each; 40 points total)** using the rubrics uploaded on Sakai.

4. Consultation Intervention Presentation (15 points). Co-present one evidence-based intervention that could be used in the context of consultation using the rubric uploaded on Sakai. Your presentation should provide a brief overview of the components of the intervention, available outcome research, and commentary about 1) how it may be adapted for diverse clients, and 2) what consultation model and fidelity assessment has been used or would be recommended. Your PowerPoint will be turned in and graded together with your presentation. Presentations are scheduled for weeks 6, 7, & 9 (30 to 45 minutes).

5. Qualitative Interview with Consultee Summary (10 points). Conduct a semi-structured interview with any teacher (excluding your consultee) regarding his/her experience with consultation. Audiotape the interview and transcribe. Describe themes and subthemes that emerged from the interview (see rubric).

**General Course Policies and Procedures**

**Grading Policies:** Please use APA Style (6th Edition) for all written assignments. [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/)

Written assignments are due at the beginning of class. Any assignment that is not submitted at the beginning of class on its due date will be considered 1 day late, and 1 day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. The quality of student writing, adherence to page requirements and rubrics, and conformity with APA style guidelines will be considered in the grade. Please write in a formal (rather than conversational) manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Review all written assignments to correct/address grammatical errors. In the case of a documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:

- A = 90 - 100
- B+ = 85 – 89
- B = 80 – 84
- C = 70 – 79
- F = 0 - 59

**Attendance/Participation:** Students should make every effort to attend each class. Attending all classes will increase the likelihood of a strong participation grade, as well as provide
opportunities for learning. Attending class includes arriving on time and remaining for the
duration of the class period. Students are expected to actively participate in classroom
discussions and activities, including role-plays and experiential activities. Active participation is
defined as coming to class prepared (with readings completed), asking thought-provoking
questions, attentive listening, and providing constructive feedback to colleagues. Your
participation grade will be calculated by a formula such as: 10 points attendance, 10 points
verbal contributions during class. However, I reserve the right to include other factors, including
professionalism, arriving late/leaving early, and classroom behavior in the course participation
grade. Please notify the professor before class if you are unable to attend a class. It is your
responsibility to get any missed notes and handouts from your peers. Please turn off cell
phones and do not use the Internet unless it is required for class activities.

**Accommodation Procedures for Persons With Disabilities**: To help fully include persons
with disabilities in this course, please notify the professor if special accommodations in
instruction or assessment are needed. To request academic accommodations, students must
first submit documentation to the Office of Disability Services for Students.

**Academic Honesty**: Students are expected to abide by the APA Ethical Principles and Code of
Conduct and the ethical code of conduct and policies regarding academic honesty. Written
assignments for this class must represent original, independent work of each student. Any
reference utilized must be cited, whether the student is quoting, or paraphrasing/summarizing
the ideas from the source. When asserting a fact, it must be supported with a citation that
provides the foundation for this statement. Submission of work previously or simultaneously
submitted in another course is prohibited. Academic dishonesty or unprofessional conduct may
result in failure of an assignment, failure of the entire course, one grade deduction in the course,
and/or disciplinary action up to and including dismissal from the program.

**Supplemental Readings and Consultation Outcome Studies (*)**

American Psychological Association (2002). *Ethical principles of psychologists and code of
American Psychological Association (2003). Guidelines on multicultural education,
training, research, practice, and organizational change for psychologists. *American
Psychologist, 58,* 377-402.
Taking diversity, culture, and context seriously. *Administration and Policy in Mental
Health, 37,* 48-60.
University/State department of education partnership. *School Community Journal, 20,*
45–71.
questions and alternatives to questions during the Problem Identification Interview.
*Journal of Educational and Psychological Consultation, 18,* 54-80.
Teams.
*DuPaul, G.J., Jitendra, A.K., Volpe, R.J., Tresco, K.E., Lutz, J.G., Junod, R.E.V., ... &
ADHD: Effects on reading and mathematics achievement. *Journal of Abnormal Child
Psychology, 34,* 633-646.


Gresham & Vanderwood (2010): Chapter 4 – Quantitative Research Methods and Designs in Consultation


