Consultation: Systems and Program Evaluation
EPSY 798
Spring 2016
Syllabus

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Meeting Times: Tuesdays 4:30-7:00
Location: JRP 650
Course Webpage: http://courseware.ku.edu/

Primary Sources

Other readings for the course will be posted on the Blackboard website: http://courseware.ku.edu/.

Purpose of the Course
The course is intended to provide students with an understanding of the structure, culture, and politics in educational organizations. Specifically, readings and discussion about organizational structures, group processes, working in groups, and evaluating programs will be highlighted. The student will become familiar with systems consultation theory, organizational development, classroom management, program evaluation, and the ecology of educational systems. Students will gain some experience in these areas through class assignments and group projects. Broadly, the areas covered in this course focus on:

1. Ecology and its effects on students
   a. Ecological influences of schools and classrooms
   b. Ecological influences of families
   c. Ecological influences of public policy and communities
2. Foundations of Organizations and Group Processes
   a. Organizational structure and consultation
   b. Basic research and theory on groups and group processes
   c. Application of group processes in schools
   d. Working in multidisciplinary teams
3. Program Evaluation
   a. Foundations of program evaluation
   b. Processes of program evaluation
   c. Development and planning of program evaluation in a school-based setting
School of Education & SPSY Program Standards

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code... “Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.” The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

This course aligns with the mission of the School of Education because you will be learning how to evaluate educational programs to determine their effectiveness, you will be learning how to work effectively in school-based groups to help improve outcomes for children, and you will be learning how ecological variables can impact learning in children. This knowledge base can help school psychologists become leaders in their buildings related to program evaluation, group processes, and ecological factors.

Content of this course is related to the following NCATE standards:

**NCATE Standard #2:** The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

**NCATE Standard #3:** The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

**NCATE Standard #6:** The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**NCATE Standard #8:** The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

**NCATE Standard #9:** The educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, actively seeks out opportunities to grow professionally, and participates in the school improvement process.
The SPSY program related standards that are related to this course are below:

**KSDE Standards**

**Standard #1**: The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

**Standard #2**: The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

**Standard #3**: The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.

**Standard #4**: The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

**Standard #5**: The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

**Standard #7**: The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

**Standard #8**: The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**NASP Standards**

**NASP Standard II [Data Based Decision Making and Accountability]**: The school psychologist has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and applies results to design, implement, and evaluate response to services and programs.

**NASP Standard III [Consultation and Collaboration]**: The school psychologist has knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used 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, the school psychologist demonstrates skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

**NASP Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills]:** The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional strategies. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and implements and evaluates services that support cognitive and academic skills.

**NASP Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills]:** The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

**NASP Standard VII [Diversity]:** The school psychologist has knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. The school psychologist demonstrates skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

**NASP Standard V (Element 5.2) [Preventive and Responsive Services]:** The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and implements effective crisis preparation, response, and recovery.

**NASP Standard VI [Family-School Collaboration Services]:** The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. The school psychologist, in collaboration with others, demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.
Classroom Activities and Evaluation

Class Sessions: Class sessions will follow a similar format each week.

Typical Days
Part 1: Discussion on readings (4:30-5:55)
BREAK: (5 minutes)
Part 2: Work on group projects (6:00-7:00)

Group Presentation Days
Part 1: Presentations (3 groups, ~20-25 minutes each, 4:30-5:50)
BREAK: (10 minutes)
Part 2: Discussion of readings (6:00-7:00)

Weekly Requirements

Blackboard Discussion (28 points total for semester, 2 points per week for 14 weeks): Each week you will be asked to respond to two (2) questions related to the readings that will be posted by the instructor on Blackboard. My goal for this activity is for you to be able to take some of the concepts from the readings and apply them using your experiences. These must be turned in on the Discussion Board on Blackboard by 12:00pm (noon) on the Monday before class. We will use part of the class to review the questions and responses from students to help guide class discussion. If your responses are late (after 12:00pm [noon] on Monday) but are turned in before class, you will receive half credit. If they are turned in after class starts (4:30 on Tuesdays) you will receive no credit.

Group Projects

Because this course focuses on systems consultation and working in groups, we are going to be conducting a series of group projects throughout the semester that are related to the major topics we are reviewing. Hopefully, this will give you the chance to apply some of the concepts about working with groups to your actual work in class and help prepare you for working in groups when you are out in the schools.

Group Project #1: Ecological Systems in Schools (10 pts.): This project is designed to help you think carefully about how classrooms, families, communities, and public policy are intertwined and influence children’s lives. With this project, your group will be provided with a situation that requires you to consider how public policy influences students, teachers, schools, families, and communities.

Purpose: The purpose of this project is to provide you with experience in thinking about the complexities of ecological systems and how they influence students.

Grading: A rubric for scoring of this project will be made available in class. Your grade will be based on a write-up of your team’s plan (5 points), a presentation to the class about your plan (2.5 points), and your personal contribution to your group work as rated by your peers (2.5 points).
**Group Project #2: Organizational Consultation Interview Project (20 pts.):** The Organizational Consultation Interview Project will be completed by each group. Your group will identify one person who works in the field of education, health, mental health, rehabilitation, or some other relevant human service field. Your group will develop an interview that focuses on: 1) How organizational change occurs in the place where the person works and 2) What barriers exist for creating change in the organization. Your group will analyze the interview using qualitative research methods, which we will review and practice in class.

*Purpose:* The purpose of this project is to give you experience with qualitative research methods and to better understand how change occurs in organizations.

*Grading:* A rubric for scoring of this project will be made available in class. Your grade will be based on periodic documents that are turned in (interview proposal, transcript, analysis, and audio recording, 10 points), a presentation to the class on the results of your interview (5 points), and your personal contribution to your group work (5 points).

**Group Project #3: Group Processes (10 pts.):** This project is designed to help you incorporate what you have learned about group processes to real world groups. For this project, your group will act as a SIT team. You will receive a scenario, your group will conduct a SIT meeting, you will record the meeting, and then you will provide a critique of the meeting based on best practices in group processes and communication. You will present your experience to the class.

*Purpose:* The purpose of this project is to give you the experience in running an effective SIT team, and to be able to critique a team based on what you know about best practices.

*Grading:* A rubric for scoring of this project will be made available in class. Your grade will be based on a write-up of your team (analysis of your team based on best practices and audio recording of your team meeting 5 points), a presentation to the class on the results of your interview (2.5 points), and your personal contribution to your group work (2.5 points).

**Group Project #4: Program Evaluation (32 pts.):** This project will be a program evaluation plan for a school-related situation. Each group will receive different, but comparable situations for which they must develop a plan for program evaluation in the schools. The plan should include all of the components necessary to implement the program evaluation.

*Purpose:* The purpose of this project is to provide you with some experience in thinking about how a program evaluation would be designed and implemented in a school setting.

*Grading:* A rubric for scoring of this project will be made available in class. Your grade will be based on the program evaluation plan (18 points), a presentation to the class on the program evaluation (7 points), and your personal contribution to your group work (7 points)

**Group Ratings**

Part of your grade on each group project will be based on your participation in the group. Because I cannot observe this directly for all students, I must rely on the other people in your group to help understand your participation. You will rate the participation for all of the other members in your group, you will rate your own group participation, and your group members will rate your participation. Your grade for group participation will be based on the other group members’ ratings of your participation. In order for group participation ratings to be fair and equitable, it is essential that you are honest in how you rate other group members. There is no
reason why all members of a group cannot receive full credit on participation, and as long as everyone is contributing this should not be a concern.

The ratings will be based on a 5-point Likert scale across five areas, including: 1) Ability to work with the group, 2) Amount of effort put into the project, 3) Dependability of getting work done, 4) Intellectual Contribution to project, and 5) Overall Contribution to the project. Grading for group participation will be as follows:

- Average of .00-.49 = 0% of participation points available
- Average of .49-.99 = 20% of participation points available
- Average of 1.00-1.49 = 40% participation points available
- Average of 1.50-1.99 = 60% of participation points available
- Average of 2.00-2.49 = 80% of participation points available
- Average of 2.50-3.49 = 100% participation points available
- Average of 3.50 or above = 125% of participation points available (yes, you will receive extra credit if your group rates you very highly – keep in mind that it is not possible for everyone in your group to have a very high rating like this…be sure to look at the rubric)

**Grading**

You will be provided with your current grade (as a percentage) each week. Any final grade below a B (yes, a B- [82.99% or lower] is below a B). The final points will be adjusted for any changes in the number of assignments, the number of points assignments are worth, etc. You will be informed as soon as possible about any changes in grading.

A = 93.00 or greater    A- = 90.00-92.99
B+ = 87.00-89.99        B = 83.00-86.99
C+ = 77.00-79.99        B- = 80.00-82.99

**Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Blackboard Discussion Posts</td>
<td>28 pts. (2 points X 14 weeks with Discussion Posts)</td>
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<tr>
<td>Ecological Systems Project</td>
<td>10 pts.</td>
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<tr>
<td>Interview Project</td>
<td>20 pts.</td>
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<tr>
<td>SAT Project</td>
<td>10 pts.</td>
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<tr>
<td>Program Evaluation Project</td>
<td>32 pts.</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 pts.</strong></td>
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**Note to Students with Disabilities**

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.disability.ku.edu. Please contact me privately in regard to your needs in this course.
Late Work and Academic Integrity
All work for this course should be turned in on time. Blackboard Discussion posts turned in after the class period in which the readings are reviewed will not be accepted. Because this course is based heavily on group presentations, it will be important for your group to organize the work that needs to be completed. Preparing for and attending class is very important to successfully complete this course. We only have 15 class meetings this semester, and there is a lot of material to cover. Missing class for minor reasons is not recommended. If there is a family emergency or other reason that requires you to miss class, please contact me as soon as possible so we can work out how to make up the points from the time you missed.

Words from KU on academic integrity:
“Academic integrity is a central value in higher education. It rests on two principles: first, that academic work is represented truthfully as to its source and its accuracy, and second, that academic results are obtained by fair and authorized means. "Academic misconduct" occurs when these values are not respected. Academic misconduct at KU is defined in the University Senate Rules and Regulations. www.governance.ku.edu/usrr.html#art2sect6. A good rule of thumb is ‘if you have to ask if this is cheating, it probably is.‘”

The issue academic integrity and especially of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to this if it is present. For further information on academic integrity at KU please review this website http://www.vpss.ku.edu/academic.shtml.
**Course Calendar**

Changes may be made to the syllabus and course calendar during the semester depending on time required for certain topics. If this happens every effort will be made to let you know as soon as possible so you can plan accordingly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 1/19/16</td>
<td>Syllabus, Intro to Ecological Psychology</td>
<td>Sheridan &amp; Gutkin (2000); Brofenbrenner (1979)</td>
<td>Discussion Posts</td>
</tr>
<tr>
<td>Week 2: 1/26/16</td>
<td>Understanding Ecology: Classrooms and School Climate</td>
<td>Doll (2009); Simonson (2008); Haynes et al. (1997); Thapa et al. (2013)</td>
<td>Discussion Posts</td>
</tr>
<tr>
<td>Week 4: 2/09/16</td>
<td><strong>NASP – No Class</strong></td>
<td>None</td>
<td>None</td>
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<td>Week 6: 2/23/16</td>
<td>Qualitative Data Analysis</td>
<td>Corbin &amp; Strauss (1990); Saldana 2009 (selections) 45-54, 81-85, 149-161, 159-167</td>
<td>Discussion Posts</td>
</tr>
<tr>
<td>Week 7: 3/01/16</td>
<td><strong>Ecology Presentations</strong></td>
<td>Illback &amp; Pennington (2008); Stollar et al. (2006)</td>
<td>Discussion Posts</td>
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<tr>
<td>Week 8: 3/08/16</td>
<td>Organizational Consultation &amp; Development: Organizational Consultation in Schools</td>
<td>Meyers et al. (2012); Ring Larsen et al. (2003); Masten (2003)</td>
<td>Discussion Posts</td>
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<tr>
<td>Week 9: 3/15/16</td>
<td><strong>SPRING BREAK</strong></td>
<td><strong>Bring Books to the Beach</strong></td>
<td>None</td>
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<tr>
<td>Week 10: 3/22/16</td>
<td>Intro to Student Assistance Teams (SATs) Social Influence</td>
<td>Lee &amp; Niileksela (2015) Chapter 7</td>
<td>Discussion Posts</td>
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<tr>
<td>Week 11: 3/29/16</td>
<td><strong>Interview Presentations</strong></td>
<td>Brown (2000) Chapter 3 (Leadership, pp. 91-121)</td>
<td>Discussion Posts</td>
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<tr>
<td>Week 14: 4/19/16</td>
<td><strong>SAT Presentations</strong></td>
<td>Chen (2014) Chapters 1 &amp; 2</td>
<td>Discussion Posts</td>
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<tr>
<td>Finals Week: 5/10/16</td>
<td>Program Evaluation Presentations</td>
<td>None</td>
<td>Program Evaluation Presentations</td>
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References for Readings


