Foundations of Psychoeducational Consultation  
PRE 965  
Syllabus  
Spring, 2012

Instructor: Steven W. Lee, Ph.D.  
Office: 644 Pearson Hall  
PRE Office Phone: 864-3931  
Office Hrs.: Tuesdays 3:00-4:30; Wednesdays 2:00-3:30 and by appt.  
Lee Direct Line: 864-9701  
Class Mtg. Time: 8:30-11:20  
Class Meeting Days: Tuesday  
Room: 620 Pearson Hall  
Office E-Mail: swlee@ku.edu  
Website: [http://courseware.ukans.edu](http://courseware.ukans.edu) (Username is your lastnamefirstnamemiddleinitial [i.e., harmonrandyl]; Your password is your KUID)

Program Related 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.
School Of Education Mission:

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.

Sources:
Primary Texts


Other Sources


Additional readings may be added as the semester unfolds. Reserve readings will be available on the Blackboard course website under Course Documents.

Purpose of the Course

The course is intended to provide students with an understanding of the theory and practice of consultation. The student will not only become familiar with consultation theory and the current research literature, but will gain some experience in the delivery of indirect (consultation) services.

Student Activities and Class Sessions

Students will be involved in a number of diverse activities in this course. Class sessions after the Theories and Models Block will include group supervision/case discussion. Many classes will also include a class presentation/discussion or seminar and an applied practice activity. The following activities for students are listed below with an assigned point value for student evaluation: [Exams (2 @ 40 pts. each) = 80 pts.; Formal Consultation Activities = 50 pts.; Consultation Field Book = 20 pts.; Class Participation = 20 pts.; TOTAL PTS. = 170]. All course materials should be turned in through Dropbox. For those of you who do not have Dropbox, the instructor will send you a free invitation.

Grade Schedule

A = 157-170; A minus = 153-157
B plus = 148-152; B = 141-148; B minus = 136-140
C = 119-135
D = 102-118
F = 101 or less

**Formal Consultation Activities (60 pts.)**
Field experiences are designed to give each student some **experience in consultation**. The consultation practicum part of this course will obtained through on-campus practice and practice in a local school district or child care center.

On Campus Experiences: Consultation with peers and the instructor are planned to provide both formative and summative feedback to the student. On-campus consultation will be held in CPS or the office of the instructor. See the schedule below for planned consultations throughout the semester. The **Classmate Consultation #1** is designed to provide an initial experience in consultation. **Classmate Consultation #2** will be taped (use an digital recorder and turn in a electronically recorded file with your paper) and a written self-evaluation and the tape will be submitted for feedback and grading. A digital recorder can be provided for you. **Instructor Consultation** is graded using a criterion-related rubric (e.g., adherence to the steps of ecobehavioral consultation). When students pass this consultation they are ready to begin their Field Project.

Field Experience: Each student consultant will spend at least 2 hours per week (3 hours is preferred) at the **field site beginning in February (see course calendar)**. Each student will be assigned to a teacher (classroom). The student consultant will use the time prior to passing the Instructor Consultation #1, to gain entry including; (1) getting to know the children in their assigned class, (2) beginning to identify with the teacher a student or students that might become the focus of your field experience and, (3) helping the teacher. After passing the Instructor Consultation, the student consultant may begin work on his/her Field Project. **The field project will be presented in class on the last class period before the final exam (see course calendar) and handed in that day.** The schedule for presenting the consultative project will be available on the course website. Details on the Field Project will be provided on the course website.

It is expected that students will seek additional informal experiences (beyond these requirements) in consultation through CPS, friends or other social service agencies in an effort to improve and refine their consultation skills. The formal consultation experiences for this course include:

<table>
<thead>
<tr>
<th>Type</th>
<th>To Be Done</th>
<th>Due Date</th>
<th>What is Due?</th>
<th>Graded/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate Consultation #1</td>
<td>Jan. 24-Jan. 30</td>
<td>Jan. 31</td>
<td>Oral Critique/Comment</td>
<td>No</td>
</tr>
<tr>
<td>Classmate Consultation #2</td>
<td>Feb. 7-13</td>
<td>Feb. 14</td>
<td>Written Critique &amp; Tape</td>
<td>Yes/10</td>
</tr>
<tr>
<td>Instructor Consultation*</td>
<td>Feb. 14-20</td>
<td>Feb. 21</td>
<td>Written Critique</td>
<td>Yes/ 10</td>
</tr>
<tr>
<td>Consultation Field Project</td>
<td>Feb. 21-May 1</td>
<td>May 1</td>
<td>Written Critique</td>
<td>Yes/30</td>
</tr>
</tbody>
</table>

* This consultation may be repeated until the student reaches the criterion for performance as graded by the instructor.

Details about the role plays and the format for written critiques will be available under the “Course Documents” button on the Blackboard course website.
Consultation Field Book (20 pts.)
The consultation field book activity is designed as a comprehensive tool to assist you in the field. The Field Book will be graded on comprehensiveness as an instrument that will assist you in maintaining a high quality consultative service in your practice. Grading of the Field Book will be done on: 1) organization; 2) creativity; 3) utility and; 4) process and product dimensions of consultation. Examples of previously developed Field Books will be provided to you. The Consultation Field Book will be turned in on the last class period before the final exam (see course calendar).

The following is a minimal list of items that could be included in the Field Book:
1. Ethical Guidelines.
2. Supervision notes/recommendations.
3. Ecobehavioral consultation forms
4. FBA forms
5. Consultation SOAP notes.
6. Time/activities logs.
7. Observation records.
8. Practice notes (i.e., resistance, entry)
10. Consultation tips.
11. Space for names, addresses, e-mail, phone numbers of consultees/contacts on field site.

Class Participation (20 pts.)
Each class will include a period for discussion of ongoing consultations from the field placement and for topics (readings) covered in the course. Participation in activities in class is essential to learn and refine consultation skills. The students' class participation grade will be determined by a rating given by the instructor for participation during the above-mentioned class activities. Class participation includes comments in class and completion of class assignments. High quality participation includes integration of what we have read, discussed and experienced without being cued by the instructor. Examples include: critical questioning of the reading, interested and engaged demeanor, relating current reading to previous reading in this or other courses and actively assisting in problem solving on cases.

The use of portable electronic devices such as cell phones, pagers, laptop or portable computers is not permitted while class is in session (unless otherwise permitted by the instructor). Please TURN OFF these devices before entering class. Cell phone calculators are not permitted. The PRE secretary Caroline Villamar may be contacted in the event of an emergency at 785-864-3931.

Exams (80 pts.)
Two exams will be administered during the course of the semester. Exam 1 will cover class topics and readings for the first half of the course. Exam 1 will feature retrieval, application and integrative formats. Exam 2 will be a take-home essay of 4-6 pages about a topic in consultation and written in APA format. Each exam is worth 40 pts. Exam 1 will be administered in class and take 80 minutes to complete. Exam 1 is scheduled for early-March and topics for the essay Exam 2 will be selected on May 1st with the essays due electronically by email @ 5:00pm on May 8th.
More details on essay Exam 2 will be provided later in the semester. The Writing Elements Guide and Scoring Rubric for the essay Exam 2 is attached to the syllabus in Appendix A.

Topics
Check the Course Calendar for the topics to be presented in class. Check the course website for information on topics, readings and homework. Click on the "Course Information” button on the course website to find the Course Calendar. Readings and other assignments may be found on the Course Calendar.

Late Work and Plagarism
All work for this course should be turned in on time. Any work turned in late will have 5% or 1 pt. of the total points available for the assignment deducted for each calendar day the assignment is late. This deduction will be done prior to the grading of the assignment.

The issue 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 or on disk) 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 your academic needs. Please consider the use of the program as a learning tool for all of us.
**Appendix A**

**Writing Elements Key**

<table>
<thead>
<tr>
<th>C</th>
<th>Clarify - The point that you are trying to make here needs to be developed and better clarified. It's unclear as to what you are saying here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cas</td>
<td>Casual Writing Style - Your writing style is too casual; it does not read like professional writing.</td>
</tr>
<tr>
<td>K</td>
<td>Awkward - Read this sentence out loud and think of a better way to say this that is less awkward.</td>
</tr>
<tr>
<td>N</td>
<td>Unnecessary – This about your organizational structure and whether this is necessary.</td>
</tr>
<tr>
<td>Red</td>
<td>Redundant – You have already made this point. Check your organizational structure and decide where the best place to make this point is.</td>
</tr>
<tr>
<td>Ref</td>
<td>Referent – It is not clear what the referent for this word or phrase is.</td>
</tr>
<tr>
<td>S</td>
<td>Structure – The structure of your paper is not clear at this point. Develop a clear structure for your paper and make it explicit.</td>
</tr>
<tr>
<td>T</td>
<td>Transition – The transition here is not clear. Think about what you just said and the point you would like to make next. Use clear language to articulate the transition between these ideas.</td>
</tr>
<tr>
<td>U</td>
<td>Unpack - Unpack the relevant references more systematically. For each major point decide what is the most relevant reference and focus on presenting this work.</td>
</tr>
<tr>
<td>W</td>
<td>Wordy - Use a more succinct way to say this.</td>
</tr>
<tr>
<td>A</td>
<td>APA Style - Not consistent with APA Style Manual</td>
</tr>
<tr>
<td>DP+ or DP-</td>
<td>Described Problem Well (DP+) or Unclear or Poorly Described Problem (DP-)</td>
</tr>
<tr>
<td>V</td>
<td>Vague – Avoid words that are hard to define (e.g., interesting, good, disgusting). Be more specific.</td>
</tr>
<tr>
<td>Ag+ or Ag-</td>
<td>Good clear supported argument or point (Ag+) – well-documented and/or logically developed or Argument or point is not clear or poorly supported (Ag-).</td>
</tr>
<tr>
<td>O</td>
<td>Overquoting - Eliminate this quote.</td>
</tr>
<tr>
<td>Th+ or Th-</td>
<td>Clear Thesis Statement (TH+) or Weak, unclear or missing thesis statement (TH-)</td>
</tr>
<tr>
<td>Cite</td>
<td>Needs Citation - This needs a supporting citation.</td>
</tr>
<tr>
<td>SU</td>
<td>Incorrect Spelling or Usage</td>
</tr>
<tr>
<td>HG</td>
<td>Hasty Generalization – Conclusion based on insufficient or unrepresentative evidence.</td>
</tr>
<tr>
<td>I</td>
<td>Interesting Point</td>
</tr>
<tr>
<td>P</td>
<td>Punctuation – Missing or incorrect.</td>
</tr>
<tr>
<td>H</td>
<td>Heavy Dependence – Too much dependence on one or more sources</td>
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</tbody>
</table>
General Scoring Rubric for your Exam Essay

• An "A" paper (36-40 pts.) has the following elements:
  o Good, clear thesis statement.
  o Good, clear arguments; each argument supported by evidence and/or plausible example.
  o May offer unique arguments or evidence that others missed.
  o Paper is well organized with few errors in sentence structure, spelling and mechanics.
  o Paper has the appropriate citations for quotes and specialized information (remember – give credit where credit is due).
  o Complete and informative bibliography/works cited page (if necessary).

• A "B" paper (32-35 pts.) has the following elements:
  o An adequate description of the problem/issue.
  o Thesis statement is clear, but more weakly stated than in an "A" paper.
  o Advances good arguments and tries to supply evidence or example to back up each one.
  o Generally a good job. Clearly written with few errors.
  o Reference page is informative (if necessary).

• A "C" paper (28-31 pts.) must have some description of the problem, a thesis, an argument and evidence. However, a "C" will have one or more of the following characteristics:
  o Incomplete description of the problem/issue.
  o Failure to address intended audience (assumes reader knows the issue; reason or evidence left unstated).
  o Weak or unclear thesis statement.
  o Arguments are advanced, but they are not clearly stated, often no evidence or example is offered.
  o May evidence problems with articulation of ideas, transitions, organization, or spelling and mechanics.

• A "D" paper (24-27 pts.) may have one or more of the following characteristics:
  o Doesn't describe problem.
  o Weakly organized, poor development of idea, little or no evidence offered in support of arguments made.
  o Overquoting.
  o No evidence of having read or used reference source.
  o Generally sloppy with too many typos, misspelled words and poor articulation.
  o No reference page.
  o Inaccurate information.

• An "F" (0-23 pts.):
  o Didn't do the paper.
  o Plagiarism.
  o Didn't do paper as assigned.