

William (Bill) Pfohl, Professor
Office: GRH 3024 (NEW!!)
E-mail: william.pfohl@wku.edu
Web Site: <http://edtech.tph.wku.edu/~wpfohl>

Phone: 270 745-2695
Home: 270 782-9319

Psychology 645

Title: **Consultation in Educational & Mental Health Settings: Theory and Practice**

This course is designed to provide theory and practice opportunities to mental health professionals (e.g. clinical, school psychologists) and early childhood specialists. The various theories and methods of mental health consultation will be covered in depth. There will be discussion of the settings where these theories and methods can be implemented. Practice opportunities will be provided with supervision. Intervention strategies for various school and mental health problems will be extensively integrated with the theory and with the practicum experiences. Issues of ethics and professional practice standards will be covered. Issues of multicultural diversity will be covered and used as discussion material.

Required Texts:

Dougherty, A. M. (2009). *Psychological consultation and collaboration in school and community settings* (5th Edition). Belmont, CA: Wadsworth/Thomson Learning.

DeBoer, A. (1995). *Working together: The art of consulting and communicating*. Longmont, CO.: Sopris West Educational Services

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. (2nd edition). New York: Penguin Press. (available at bookstores or Internet)

Rathvon, N. (2008). *Effective school interventions: Strategies for enhancing academic achievement and social competence, 2nd Edition*. New York: Guilford Press. (Student Discount applies from Guilford)

Thomas, A. & Grimes, J. (Eds.). (2008) *Best practices in school psychology V*. Bethesda, MD: NASP Publications.

von Oech, R. (2008). *A whack on the side of the head: How you can be more creative – 25th Anniversary edition*. New York: Business Plus.

Suggested Texts:

Bear, G. G., Minke, K. M., & Thomas, A. (Eds.). (2006). *Children's needs III: development, problems and alternatives*. Bethesda, MD.: National Association of

School Psychologists.

Canter, A. S. & Paige, L. (Eds.). (2011). *Helping children at home and school: Handouts from your school psychologist III*. Bethesda, MD.: National Association of School Psychologists.

Shapiro, E. S. & Kratochwill, T.R. (Eds.). (2000). *Conducting school-based assessment of child and adolescent behavior*. New York: Guildford Press.

Shinn, M., & Walker, H. (Eds.). (2010). *Interventions for achievement and behavior problems III: Preventive and remedial approaches*. Bethesda, MD.: National Association of School Psychologists.

Additional Consultation Books:

Bernard, M. & DiGiuseppe, R. (Eds.) (1994). *Rational-emotive consultation in applied settings*. Hillside, N.J.: Lawrence Erlbaum Associates, Publishers.

O'Callaghan, J. B. (1993). *School-based collaboration with families: Constructing family-school-agency partnerships that work*. San Francisco: Jossey-Bass Publishers.

Caplan, G. & Caplan, R. B. (1993). *Mental health consultation and collaboration*. San Francisco: Jossey-Bass Publishers.

Erchul, W. P. & Martens, B. K. (2002). *School consultation: Conceptual and empirical bases of practice* (2nd edition). New York: Kluwer Academic/Plenum Publishers.

Kampwirth, T. J. (1999). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems*. Upper Saddle River, N. J.: Merrill/Prentice-Hall.

Objectives of the Course:

To provide knowledge of the various theories of mental health consultation.

To provide opportunities to do develop cases using consultation methods and strategies part of practicum experiences

To provide information and opportunities for learning entry level behaviors for entering a setting for consultation.

To understand how assessment data can be integrated into consultation.

To review education law and regulation and how it may apply to consultation.

To learn how consultation can be cost effective and serve a larger target population.

To develop a(n) actual case(s) under faculty supervision.

To discuss issues of power, resistance, and noncompliance in working with a variety of populations and situations

To understand how social organizations function, so that consultation can be done in any setting.

To become familiar with the definitions of preventive mental health.

To become familiar with existing materials, strategies, and programs to help others with

- various mental health problem intervention strategies.
- To familiarize students with issues in Community Psychology as they relate to prevention and the practice of school psychology.
- To discuss and review materials for developing intervention strategies for the regular special education, and collaborative classrooms.
- To review the current research on the effectiveness of consultation.
- To discuss multi-cultural issues as it relates to the consultation process and the diverse populations that are served in the schools and mental health settings.
- To demonstrate the effective integration of classroom discussion materials with actual case management.
- To integrate the home-school and parent involvement in collaboration with schools; covering of Conjoint Behavioral Consultation theory
- To become familiar with “creative thinking” and how to think “differently and outside the box”.
- To become familiar with negotiation strategies in helping gain treatment compliance in conflict situations. Consultation can involve conflict.
- To provide crisis intervention techniques/strategies.

Content Outline:

- Theories of mental health, behavioral, and organizational consultation
- Legal and ethical standards in consultation
- Discussion of current practices in consultation from a research and implementation point of view
- Procedures for entering a consultation arrangement with a consultee or agency.
- Using psychometric assessment data for consultation
- Issues in delivering services to both regular and special education students.
- Obtain practical experience in a public school doing consultation. Supervision will be provided in both individual and group formats.
- Using a broad repertoire of intervention strategies for a variety of populations (e.g. preschool, primary, middle, & high school).
- Discussion of multi-cultural issues in consultation.
- Discussion of the consultant roles of problem solver and change agent will be outlined and modeled through class and case discussion.
- Discussion of the Problem Solving Steps
 - Steps are: Problem Clarification, Goal Setting, Development and Alternatives, Implementation, Evaluation, and Dissemination.
- Discussion of Home-School collaboration in context to theory and case management
- Discussion of Conjoint Behavioral Consultation models and practices
- Discussion of Crisis Intervention strategies as this is now expected in your school psychologist’s role.

Student Expectations and Requirements:

1. Acceptable performance on class exam
2. Carry at least one consultation case under supervision; school psychology students are expected to pick up additional cases through their field placement site supervisor. These cases are separate from other course required cases or activities outside this

class. **The cases must be consultation case, not an assessment case.** Cases can include either academic or behavior/emotional, or family problems. If you are not sure - please ask me to clarify! You are expected to meet with your “consultee” on a regular basis and monitor progress through evaluation strategies and keeping a consultation log. Most cases have 4-5 sessions or more.

3. Keep up with outside readings **VERY IMPORTANT!**

4. Keep log of consultation activities (to be turned in at end of semester) - sample will be shown in class

5. Conduct oneself in a professional and ethical manner in consultation course and in the school settings.

6. Regular Attendance - You are expected to be at each class. It is your obligation to inform instructor if you will be absent due to extenuating circumstances. Unexcused absences are weighed heavily!

7. To become familiar with wide variety of intervention materials and how they work in educational and mental health settings.

8. Face to face supervision meeting **at least twice** to discuss strategies and conceptualize the issues. One time should be at the start of the consultation.

Grades:

Exams -	40%
Class Discussion	20%
Case Study from Consultation Case	30%
Keeping Up with Readings (I may use “pop quizzes”) and attendance	10%
Consultation Logs Submitted by May 2, 2011	<u>No Grade without it</u>

Special SPR Journal Issues:

A special Issue of the *School Psychology Review* (Volume 32 (2), 2003) *Special topics: Emerging Models for Promoting Children’s Mental Health: Link System for Prevention and Intervention* - It will be in ERC and are available online at NASP

A special issue of *School Psychology Review* (Volume 29 (3), 2000) *Multi-cultural and Cross-Cultural Consultation in the Schools* will be on reserve in ERC.

(If you are a NASP member - these SPR articles are also available on NASP’s web site.)

Additional reading assignments will be taken from each_of these issues.

Late Projects will result in a grade reduction!

Readings will be assigned from the following journals:

Journal of School Psychology
 Journal of Educational & Psychological Consultation
 School Psychology Review
 Journal of Clinical & Consulting Psychology
 Professional Psychology

All NASP Publications offer a wide variety of intervention strategies and ideas.

NASP Web Site: <http://www.nasponline.org>

Other useful web sites:

<http://www.smhp.ucla.edu> (School Mental Health Project - Howard Adleman & Linda Taylor)

www.pbis.org Positive Behavioral Supports

<http://cecp.air.org/> Center for Effective Collaboration and Practice

www.interventioncentral.com – valuable site

www.iris.peabody.vanderbilt.edu – much on intervention with a variety of academic interventions

Special Note:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Downing University Center. The phone number is 270.745.5004 VT/DD.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Disability Services.