Syllabus

Course Information:
PSYC 5326 Psychological Consultation
Summer 2017
T, W, Th 4:30 – 7:10 (July 13 – August 10)
Location: HPR

Instructor Information: Megan Swisher, PhD
Office hours: Before or after class by appointment
Telephone: (214) 289-1860
Email address: mswisher@uttyler.edu (preferred method of contact)

Course Catalog Description
Designed to familiarize students with the theory and processes of psychological consultation using a combination of didactic instruction and laboratory skills training. Emphasis is on consulting in educational settings and, secondarily, in other settings (e.g., hospitals, industrial).

Student Learning Outcomes
- Students will develop a general knowledge base of varied methods and models of consultation in psychology and education. {NASP DOMAIN 2.2}
- Students will gain an understanding about the application of consultation within school and systems structure, school organization, general education, special education, and alternative educational services across diverse settings. {NASP DOMAIN 2.5}
- Students will gain knowledge of how to apply consultation concepts and processes when working with individuals, families, groups and systems to promote collaborative, effective decision-making and implementation of evidenced-based services. {NASP DOMAIN 2.2}
- Students will gain knowledge about data collection methods to measure response to, progress in, and effective outcomes of services across particular situations, contexts and diverse characteristics. {NASP DOMAIN 2.1, 2.2}
- Students will learn how consultation can be used in various contexts to promote services for children that enhance learning, mental and physical well-being through direct and indirect services. {NASP DOMAIN 2.6, 2.7}
- Students will learn about ethical standards relevant to consultation (NASP and APA) and use decision-making skills to anticipate and address ethical dilemmas. {NASP DOMAIN 2.10}
- Students will understand the need to collaborate with others to address diverse characteristics and individual differences and needs through consultation in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts. {NASP DOMAIN 2.2, 2.8}
Assessments

- **Quizzes** – 400 points (In Class)
  There will be a quiz each Thursday in weeks 2, 3, 4 and 5 over the material reviewed that week.

- **Consultation Model Presentation** – 200 points
  Students will be required develop a 30-minute presentation based on one of the following models of consultation: mental health consultation, behavioral consultation, social cognitive theory consultation, Adlerian consultation, or organizational and systems consultation. A PowerPoint presentation must be included. (See grading rubric for details)

- **Journal Article Review and Presentation** – 200 points
  Each student will be required to review two recently published journal articles, submit a two-page summary over each and provide a 15-minute presentation to the class about the content of the article. (See grading rubric for details)

- **Class Participation/Attendance** – 200 points
  As this summer class is fast-paced, staying current with the assigned readings and attending every class is critical. Students are expected to come to class prepared and ready to participate. Ten points will be deducted for each missed class, for arriving more than 10 minutes late, for leaving more than 10 minutes early, and for not participating.

  As part of the participation grade, students will be required to review individually assigned readings each week and informally present the information to the class. Additionally, students will be expected to engage in role playing activities and actively participate in class discussions.

Evaluation and Grading

There is a total of 1000 points available in the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Points Earned</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>400</td>
<td>900 – 1000</td>
<td>A</td>
</tr>
<tr>
<td>Presentation</td>
<td>200</td>
<td>800 – 899</td>
<td>B</td>
</tr>
<tr>
<td>Journal Article Papers (50 points each)</td>
<td>100</td>
<td>700 – 799</td>
<td>C</td>
</tr>
<tr>
<td>Journal Article Presentations (50 points each)</td>
<td>100</td>
<td>600 – 699</td>
<td>D</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>200</td>
<td>0 – 599</td>
<td>F</td>
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Required Texts


Related Readings
Please note that these texts are not required and are supplemental readings. Information from these sources will be integrated with the class lectures.

Crothers, L.M, Hughes, T.L & Morine, K.A. (2008). *Theory and Cases in School-Based Consultation*. New York, NY: Routledge (This book would be helpful for the required presentations and can be found in paperback from various retailers.)


Course Policies (attendance, make-up assignments, etc.)
Course attendance and participation is an integral part of learning; therefore, attendance for each class is required. If for some reason a student is unable to attend class, the instructor should be notified as soon as possible.

Topical Outline

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Readings/Activities</th>
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| 1 Jul 13 | Introductions  
Review of Syllabus  
Introduction to School Consultation | **Erchul & Martens**  
Ch. 1 Introduction to Consultation (Cons.)  
Ch. 2 Problem-Solving & RTI  
**Sandoval**  
Ch. 1 Intro. to Consultee-Centered Cons. & Prevention  
**Crothers, Hughes & Morine (related/optional text)**  
Ch. 1 Introduction |
| 2 Jul 18 | Consultation within the School System  
Cultural Context of Schools | **Erchul & Martens**  
Ch. 3 Promoting Change in the Schools  
Ch. 4 The School as a Setting for Consultation  
**Miranda (related/optional text)**  
Ch. 1 Consulting with a Social Justice Mind-Set  
Ch. 2 Engaging in Culturally Responsive Cons. Practices  
Ch. 8 Identifying, Understanding & Navigating the Unalterables in a Cons. Case to Effect Change |
| 3 Jul 19 | Consultation Processes & Outcomes | **Erchul & Martens**  
Ch. 5 Bases of an Integrated Model of School Cons.  
Ch. 6 Model Description & Application  
**Sandoval**  
Ch. 2 Contemporary Consultee-Centered Cons. Theory  
**Journal Presentation** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook(s)</th>
<th>Chapters</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4 Jul 20</td>
<td>Teachers as Consultees</td>
<td><em>Erchul &amp; Martens</em>&lt;br&gt;Ch. 9 Teachers as Consultees</td>
<td>Quiz&lt;br&gt;Journal Presentation</td>
<td></td>
</tr>
<tr>
<td>5 Jul 25</td>
<td>The Consultative Relationship</td>
<td><em>Sandoval</em>&lt;br&gt;Ch. 3 Building a Cons. Relationship &amp; Maintaining Rapport&lt;br&gt;Ch. 7 Analyzing Systemic Forces</td>
<td>Journal Presentation&lt;br&gt;Consultation Model Presentation: Mental Health Cons.</td>
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<tr>
<td>6 Jul 26</td>
<td>Assessment &amp; Data Gathering</td>
<td><em>Erchul &amp; Martens</em>&lt;br&gt;Ch. 7 Assessment in School Consultation</td>
<td><em>Sandoval</em>&lt;br&gt;Ch. 4 Problem Exploration, Definition &amp; Reframing&lt;br&gt;Ch. 5 Gathering Additional Data on the Client&lt;br&gt;Ch. 6 Sharing Information, Hypothesis Generation &amp; Reframing</td>
<td>Journal Presentation&lt;br&gt;Consultation Model Presentation: Behavioral Cons.</td>
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<tr>
<td>7 Jul 27</td>
<td>Barriers &amp; Resistance</td>
<td><em>Miranda (related/optimal text)</em>&lt;br&gt;Ch. 3 When a Consultee Views Students as the Problem&lt;br&gt;Ch. 4 Working Against the School-to-Prison Pipeline&lt;br&gt;Ch. 5 Conceptualizing Problems by Focusing on Cultural Context, Bias &amp; Generalization</td>
<td>Quiz&lt;br&gt;Journal Presentation&lt;br&gt;Consultation Model Presentation: Behavioral Cons.</td>
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<tr>
<td>8 Aug 1</td>
<td>Interventions</td>
<td><em>Erchul &amp; Martens</em>&lt;br&gt;Ch. 8 Selecting Effective School-Based Interventions</td>
<td><em>Sandoval</em>&lt;br&gt;Ch. 8 Generating Interventions in Consultation&lt;br&gt;Ch. 9 Supporting Interventions &amp; Experimentation</td>
<td>Journal Presentation&lt;br&gt;Consultation Model Presentation: Social-Cognitive Theory Cons.</td>
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<tr>
<td>9 Aug 2</td>
<td>Follow-up Disengagement Consulting with Groups</td>
<td><em>Sandoval</em>&lt;br&gt;Ch. 10 Follow-up &amp; Disengagement&lt;br&gt;Ch. 11 Group Consultee-Centered Consultation</td>
<td>Journal Presentation&lt;br&gt;Consultation Model Presentation: Adlerian Cons.</td>
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<tr>
<td>10 Aug 3</td>
<td>Consultation within the Cultural Context of Poverty, Race &amp; School</td>
<td><em>Miranda (related/optimal text)</em>&lt;br&gt;Ch. 6 The Problem Associated with Viewing Students through a Deficit Lens</td>
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### University Policies:

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>ChaptersCLUDED</th>
<th>Reading</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Aug 8</td>
<td>Students as Clients Ethical Issues</td>
<td>Erchul &amp; Martens</td>
<td></td>
<td>Quiz Journal Presentation</td>
</tr>
<tr>
<td>12 Aug 9</td>
<td>Culturally Competent Cons. Practices Guest Speakers: Chris &amp; Blaire Buchanan</td>
<td>Miranda (related/optional text)</td>
<td></td>
<td>Follow up questions and answers Journal Presentation</td>
</tr>
<tr>
<td>13 Aug 10</td>
<td>Follow up questions and answers</td>
<td></td>
<td></td>
<td>Final Quiz</td>
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</tbody>
</table>

**Ch. 7 Improving Self-Esteem & Reducing Female Relational Aggression in Urban Classrooms**

**Quiz**

**Journal Presentation**

**Ch. 10 Students as Clients**

**Sandoval**

**Ch. 12 Ethical Issues in Consultee-Centered Consultation**

**Journal Presentation**

**Consultation Model Presentation: Org & Systems Cons**

**Ch. 9 The Culturally Competent Consultee**

**Ch. 10 Cultural Understanding & Communication**

**Ch. 11 How Collaboration Sparks Success**

**Journal Presentation**
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public
service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

**Mission**
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.