Course Prefix and Number: EPY 9713

Course Title: Advanced Psychological Consultation & Supervision

Credit hours: Three (3) semester hours

Type of Course: Lecture/Practicum

Catalogue Description: Systematic investigation and application of psychological consultation and supervision in schools and human service settings. Consultation and supervision as applied to individuals and organizational structures.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.
Course Description:

Conceptual Framework: This course encompasses three areas of the MSU College of Ed conceptual framework.

- The first area is Professional Studies; this course connects the knowledge of learning, teaching, effective interventions through collaboration and consultation with educational professionals to develop effective educational plans. This requires problem-solving, collaboration, and development of the ability for the school psychologist to serve children, their caretakers, and educational staff and professionals.

- The second area of the conceptual framework that this course encompasses is Specialty Studies. This course requires the student to build on their knowledge of effective intervention and working with a variety of education professionals to develop, implement, and evaluate effective interventions. The student will practice, under close supervision, those skills to be used on their consultation practicum and in their school psychology career. This will necessitate the student to utilize best practices in consultation and intervention design and to continue to keep abreast of research regarding effective interventions used with a variety of individuals with diverse needs.

- The third area of the conceptual framework that this course encompasses is World of Practice. Students will be provided the opportunity to conduct a consultation project under close supervision to improve their skills in service provision. Additionally the student will build a knowledge base of supervision as it pertains to the field of school psychology and mental health professions.

Course Objectives:

Consultation
1. Students will acquire an understanding of the history of consultation within agency and school settings. CFPO # 1, 3, 8, 9, 13, 14; InTASC 3, 4, 5, 9, 10
2. Students will be able to define consultation and be able to generate the differences between consultation, teaching, supervision, and counseling. CFPO # 1, 3, 8, 9, 11, 14; InTASC 3, 4, 5, 9, 10
3. Students will be able to identify consultee and consultant variables that impact the consultation process. CFPO # 1, 2, 3, 4, 6, 8, 9, 10, 12; InTASC 3, 4, 5, 9, 10
4. Students will learn to identify and refine communication skills needed to work with other human service professionals and parents. CFPO # 1, 2, 5 6, 8, 9, 10, 12, 14; InTASC 3, 4, 5, 9, 10
5. Students will demonstrate an understanding of the functions of different stages across the different consultation models. CFPO # 1, 2, 3, 6, 9, 14; InTASC 3, 4, 5, 7, 8, 9, 10
6. Students will understand the different consultation models including assumptions, assessment methods, interventions, and applications of those models. CFPO # 1, 2, 3, 6, 8, 9, 11, 14; InTASC 3, 4, 5, 6, 7, 8, 9, 10
7. Students will demonstrate the ability to match models of consultation with different goals. CFPO # 1, 3, 4, 6, 8, 9, 10, 11, 14; InTASC 3, 4, 5, 6, 7, 8, 9, 10
8. Students will demonstrate the ability to accurately collect data based on interviews. CFPO # 1, 5, 7, 10, 13; InTASC 4, 5, 6, 9, 10
9. Students will be able to demonstrate to write up PII and PAI interview, data collection, and recommendations based upon the interviews and data. **CFPO # 1, 2, 3, 4, 5, 12, 13; InTASC 3, 4, 5, 6, 7, 8, 9, 10**

**Supervision**

10. Students will be able to describe common models of supervision used in the field of psychology **CFPO # 1, 3, 9, 11, 13, 14; InTASC 3, 4, 5, 9**

11. Students will demonstrate the ability to match models of supervision with different goals. **CFPO # 1, 3, 4, 6, 8, 10, 12, 14; InTASC 2, 3, 4, 5, 6, 7, 8, 9, 10**

12. Students will be able to describe various supervision techniques and select appropriate techniques for use in different supervision situations. **CFPO # 1, 2, 3, 4, 6, 8, 10, 12, 14; InTASC 4, 5, 9, 10**

13. Students will develop an awareness of how personal attitudes and values impact supervision, and will begin to demonstrate attitudes that support effective supervision practices **CFPO # 1, 2, 3, 4, 6, 8, 10, 12, 14; InTASC 2, 3, 4, 5, 9, 10**

14. Students will identify factors impacting the interpersonal relationship between supervisor and supervisee, and describe steps to promote development of an effective supervisory relationship **CFPO # 1, 2, 3, 4, 6, 8, 10, 12, 14; InTASC 2, 3, 4, 5, 9, 10**

15. Students will understand the role and process of evaluation in the supervisory process, and will be able to select or develop tools for evaluation **CFPO # 1, 4, 7, 10, 14; InTASC 4, 5, 6, 7, 8, 9, 10**

16. Students will develop awareness of challenges and supervision issues that occur in the supervision of psychologists in school settings **CFPO # 1, 2, 3, 4, 6, 8, 9, 10, 14; InTASC 2, 3, 4, 5, 9, 10**

17. **General**

17. Students will use technology for professional learning and collaboration. **CFPO # 1, 7, 8, 9, 10, 14; InTASC 3, 4, 5, 9, 10**

18. Students will demonstrate the abilities to self-evaluate and evaluate other students’ consultation and supervision skills. **CFPO # 1, 2, 3, 4, 9, 10, 12, 14; InTASC 2, 3, 4, 5, 6, 7, 8, 9, 10**

19. Student will demonstrate the ability to apply legal and ethical issues to different models of consultation and supervision. **CFPO # 1, 12; InTASC 3, 4, 5, 9, 10**

20. Students will refine and improve their writing, research, and professional presentation abilities. **CFPO # 1, 5, 7, 8, 10, 14; InTASC 9, 10**

**Topics Covered:**

1. Introduction to Consultation: What is it and why is it so important? 3 hrs.
2. Stages of Consultation
   a. Problem solving & RtI 6 hrs.
   b. Promoting change in schools
3. Integrated model of school consultation
   a. Model description & application 3 hrs.
4. Assessment in school consultation 3 hrs.
5. Selecting effective school-based interventions 3 hrs.
6. Models of Supervision 3 hrs.
7. Interpersonal competencies in Supervision 3 hrs.
   a. Multicultural competencies
8. Data-based decision making 3 hrs.
10. Ethical & legal issues in Supervision 3 hrs.
11. Planning supervision 3 hrs.
12. Providing supervision 3 hrs.
13. Consultation supervision 3 hrs.
14. Supervising specific service delivery 3 hrs.

Required Texts:


Methods of Instruction:

Methods of instruction will include lecture, classroom discussion, small group activities, practicum (field based experience with supervision of consultation activities) and in vivo assignments.

Student Activities:

Expected Student Activities:
1. Class attendance and participation is required for all students. Students are expected to read assigned materials prior to attending class. Students are expected to discuss assigned materials during class. This class has a practicum component and, therefore, requires supervision to be provided by authorized faculty in the core content of this course. Student will be required to attend weekly supervision meetings (either group or individual supervision, as appropriate). These times will be arranged by the professor. *(Course Objectives 1 - 20)*
2. There will be a midterm and final examination that will consist of multiple choice and short essay questions from the materials and articles presented in class. *(Course Objectives 1 - 20)*
3. Students will complete a Readings Journal. Students will maintain a reading journal on a weekly basis. The journal should include reflection/synthesis of the key concepts in the assigned readings and questions for class discussion regarding the applications of the reading content to one’s future work as a school psychologist. These readings should also include the review of literature specific to the case study. Readings journals should be submitted via email to the instructor before each class meeting *(Course Objectives 1 - 20)*
4. Students will conduct a behavioral consultation project (see components below). Note, this project has an ongoing nature and will not necessarily reflect requirements for portfolios required in other practica. Each component of the consultation process will have documents, activities, and paperwork that will reflect the “footprint” of the consultation process.
Additionally, the student is required to combine these components to develop a portfolio that conforms to the requirements of this course, and will include a final case report and presentation of the case to the class. Each aspect of the portfolio will have a separate due date to keep the student on track for completion of this important component of the course. This case must be conducted individually and solely by the student and is intended to show mastery of the concepts and requisite activities of the behavioral consultation model. The student is advised to meet with the professor early in the semester and on an ongoing nature to plan this case. Because many students are on assistantship and/or practicum under the supervision of another faculty, it is important for lines of communication to be open and clearly delineated (therefore, ongoing discussion between program faculty are required). Remember the requirements of the portfolio are separate and distinct from those required on other practica and are intended to represent the student’s knowledge of and ability to engage in consultation within a prescribed model. Due to the nature of the work required for this course, this case cannot be the continuation of a case that is already in progress. Furthermore, this case is not intended to be a research project, in and of itself – therefore, no IRB will be expected for this project. The case report should minimally include (Course Objectives 1 – 20):

A. The reason for referral;
B. Problem Identification and Problem Analysis Interviews, and a transcript and critique of the interviews;
C. Dependent variable(s) including operational definition(s), method of data collection, etc.;
D. Recommendations for intervention(s) and a plan including materials for implementation of the intervention such as supplementary materials for implementation of the intervention (e.g., DBRC, school-to-home note, behavior chart); treatment integrity checklist, data collection sheets, etc.;
E. Ratings of the consultation process completed by the consultee using an approved rate form;
F. Self-critique of the consultation process and product;
G. A portfolio of work will be turned into the professor, which will include all interview protocols, observational data, graphs, and report. The summary report will detail all activities related to the project. The instructor will provide extensive discussion of the model and description for this report during supervision. Each component of the portfolio will have an individual due date. The behavioral consultation project, as a portfolio, must be completed and turned in as a ‘HARD COPY’ by APRIL 17TH (Thursday), NO LATER THAN 5:00 PM.

Consultation Project Components (Course Objectives 1 - 9):

Problem Identification Interview and Critique: Students are to complete an interview with the consultee(s) within the first weeks of class. The interview should determine the behavior of concern, initial hypotheses regarding the functions of the behavior, and initial hypotheses regarding possible intervention techniques. Turn in: (a) audiotape or videotape of the interview, (b) a transcript of the interview, and (c) your reflections on the strengths of your interview and areas for improvement.

Problem Analysis Interview and Critique: In addition to the interview, students will complete any additional data collection needed such as a FBA and other activities (e.g.,
further interviews, file review, observations, checklists) to analyze the functions(s) of the behavior of concern. Turn in: (a) functional assessment report (this may require edits), (b) supporting documentation, (c) graphs of baseline data. Functional assessments will be presented in class for peer feedback.

**Behavior Intervention Plan:** Students will review literature and resources related to the target behavior and its function, as well as the desired replacement behavior for possible intervention ideas. Consultants should brainstorm possible intervention strategies with the consultee. The final intervention design should be evidence-based. Turn in: (a) literature review citations (minimum of 5 articles), (b) summary of the behavior intervention plan based upon evidence-based interventions (EBIs) with responsibilities for individuals clearly defined, and (c) strategies for treatment integrity including tools/documents and data. If changes or amendments to the intervention plan are made, the changes and rationale for them should be documented and documentation should be turned in to the instructor. Interventions reviewed will be presented in class for peer feedback.

**Program Evaluation:** Students will determine a method of formative and summative evaluation of the behavior intervention plan. This should include a method of ongoing data collection and graphing of data. Students should also develop methods of evaluating consultee satisfaction. Turn in: (a) written summary of the program evaluation, (b) supporting documents (e.g., consultee satisfaction ratings), (c) graphs of data, and (d) a formal written summary that addresses the successes of the intervention, limitations, and recommendations for future interventions. Intervention integrity and consultee satisfaction should be discussed relative to the outcomes.

**Personal Reflection:** This should be 2-3 pages that provides evidence of self-evaluation of consultation skills and successes. Areas for improvement should also be discussed.

**Case Presentation & Resource Sharing:** During the last two weeks of class, students will present their cases in class. The presentation should include (a) a summary of the case and the perceived function of the target behavior, (b) information from the intervention literature review, (c) rationale for intervention design as related to the literature and assessment data, (c) examples of resources used, and (d) supporting evaluation data for both intervention evaluation and intervention integrity. Students will present cases in conference presentation format (as in a meeting situation). Presentations should be limited to no more than 15 – 20 minutes.

**Honor Code:**

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

**Policy for Academic Misconduct:**

Any acts of academic misconduct (e.g., cheating, plagiarism,), as outlined by Mississippi State University, will be vigorously pursued by the instructor. Some words of advice: DO NOT
CHEAT! For detailed information regarding the university’s policies related to academic misconduct please refer to the following link on the university’s website:
http://www.honorcode.msstate.edu/

Technology:

Students will use a variety of technology and tools (e.g., computer software) to complete work in the school, to turn in work samples.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Disability:

I want to facilitate the learning of all students in the class. If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me during the first week of class so that I can attempt to accommodate your learning needs. Also, if you are having problems in this course, for whatever reason, I invite you to make an appointment with me to discuss the matter. Be sure to make the appointment early in the semester so that we have enough time to remediate the problem.

Important Note: If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (Montgomery Hall, 325-3335).

Field Component:

Students will complete a number of in-class and field-based activities.

Evaluation of Student Progress:

Presentations will be graded based on accuracy, completeness, and clarity. The Behavioral Consultation project will be graded based on adherence to the appropriate consultation model, quality of report(s), and completeness.

The following will comprise the final grade in this course:

- Midterm exam: 20%
- Final exam: 20%
- Final research proposal paper: 20%
- Behavioral consultation case report: 30%
- Behavioral consultation case presentation: 10%

Although no grade will be given for attendance and class participation, the instructor will use information from attendance records and classroom behavior when considering ‘tweener’ grades.
Grading scale:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = < 60%

Bibliography:

Week 2


Week 3


**Week 4**


**Week 5**


**Week 7**


**Supervision**

**Week 10**

Allison, R., & Upah, K. (2008). Best practices in supervising and leading school psychology staff to operationalize systems-level supports. In A. Thomas & J. Grimes (Eds.), *Best practices*


Week 11


Week 12


Week 13