

EDP 666
Educational Community Psychology:
Consulting and Interviewing
Fall, 1997

Class Meetings: Monday 12:00-2:40 PM
462 McGuffey

Instructor: Dr. Brenda Stevens
201 McGuffey Hall
Office Hours: M & W 9:00-10:00 & by appointment
Office : 529-4146 Home: 523-0269
e-mail: Stevenba@MUOhio.edu
Website: <http://www/lib.muohio.edu/edpsych/>
Listserv: EDP666A@Miamiu.asc.muohio.edu

Texts:

Dettmer, P., Thurston, L.P., & Dyck, N. (1996). **Consultation, Collaboration and Teamwork** (2nd ed.). Boston, MA: Allyn and Bacon.

Canino, I. A. & Spurlock, J. (1994). **Culturally Diverse Children and Adolescents: Assessment, Diagnosis, and Treatment** New York, N.Y.: Guilford Press

Required course packet is available at Copynation.
Other readings will be on reserve at the library and available outside the instructor's office. Examples of projects/papers done in prior years will be available from the instructor.

Course Description:

Application of community psychology to the school setting. Use of community and school resources in resolution of problems involving children and adolescents. Methods, techniques, and skills in professional interviewing, consultation, and in-service mental health practices. Prerequisite: admission to school psychology program and EDP 604.

Objectives:

Students will:

- Demonstrate knowledge of, and skill in using, effective techniques of consultation.
- Demonstrate knowledge of, and skill in using, effective techniques of interviewing.
- Demonstrate knowledge of, and skill in conducting inservice activities for teachers.
- Identify community agencies which offer services for various problems which school children and their families experience.

- Identify school resources that can be utilized in assisting others working with children with problems.
- Identify appropriate behaviors, as a school psychologist, which are necessary for an effective cooperative relationship with other professionals and parents.
- Demonstrate knowledge of community mental health concepts and issues and how they relate to the school setting.
- Demonstrate the ability to apply the knowledge and skills associated with consultation for diverse (multi-cultural) populations.
- Identify the salient characteristics of consultation, counseling/therapy, and educational interventions.

Course Requirements:

- A **case study** of a consultation with a team or teacher in a school setting. This will include at least a classroom observation, a teacher interview (taped), a planned intervention, and a summary of the results.
- A **log** of consultation time, additional readings, and reflective comments on your case.
- An **outline of an inservice presentation** which you might give at some future time. A brief class presentation of this inservice topic.
- A **brief paper** presenting the approach to consultation of one of the following consultation models: ex. mental health; behavioral. This will be shared with the class.
- A **summary of a research article** on consultation and discussion of your article in class.
- An outline and **summary of several community services/resources** for Butler County. This will be shared with the class.
- Class **attendance** and informed participation in class and groupwork.

Class Projects and Activities

There will be a number of activities for this course. Requirements for each one are outlined here so that you can plan the semester's work. Specific requirements, forms, and checklists used for grading are in the course packet.

Case Study

Complete a consultation case study with a team or teacher in a school. For this study you will work with one teacher or a team of teachers and one problem or one classroom student who may be having problems. This study will include a classroom observation, a taped teacher interview, background

information/parental interview, the identification of a problem, the design and implementation of an intervention, a paper summarizing results, and a class presentation. The instructor will make arrangements for a school setting for this consultation experience.

Consultation Log

Your log will be a record of your consultation case experiences and outside readings. The purpose of this log is to keep track of the time you spend on your consultation case, the type of activities you engage in, your thoughts, and your learning relative to your case. It will be a place where you can record your comments, thoughts, questions, reflections, and self-evaluation about this experience. This log should help the instructor understand your reflections and concerns as well as facilitate communication about your case. Please bring it to your individual meetings with your instructor. If you have questions about this see pages 193-4 of your text.

Inservice Presentation

You will identify an inservice topic and target group, plan, outline an inservice presentation for this group, and develop a handout for this fictitious presentation. Also included will be supporting materials and a reference list.

Consultation Paper

Choose a consultation model, read at least two references and write a brief (no more than two page) paper summarizing its approach. Be prepared to discuss this model in class.

Summary Research Article

Select a consultation research article and write a brief one page summary and critique of it. Be ready to share this with the class in a discussion of consultation research.

Community Services/School Resources

Investigate several community services and school resources, write a brief outline of each of them. Include: factual information about the service, a description or overview of services provided, and any other pertinent information. These will be shared with the class.

Discussion/Participation/Attendance - You are expected to come to every class prepared, having read the assignment in the text and ready to share your ideas about the readings and your case with your colleagues. You will be graded on your attendance, contributions to discussion and groupwork, as well as the skills, and leadership you demonstrate. If you need to be absent please notify the instructor ahead of time. You are responsible for making any necessary arrangements to complete missed work. If you have any

particular concerns, questions, or problems with the course or your case discuss them directly with your instructor.

Ethics

As you will be dealing with real students confidentiality is vital both at the school site and with your colleagues. It is expected that you will function in the schools as a professional and according to NASP ethical standards. If you need to obtain permission to view student files it is expected that you will obtain the appropriate permissions. Cases are not to be discussed outside of class except with your instructor. Some in class time will be devoted to case discussion, problem solving, and peer support.

You are being supervised by the course instructor. It is expected that you will use e-mail (see above address) to keep your instructor informed about your case and progress with it. **A brief, few sentence message at least once every other week is required.** The purpose of this is to:

- 1) Keep the instructor informed as to what you are doing.
- 2) Ask any questions you have which are specific to your case.

It is expected that the work you turn in will be your own, and that if you use material other than your own you will attribute (quote and reference) it appropriately. Failure to do this will result in your grade being lowered. It is the student's responsibility to be familiar with Miami University policy as outlined in The Student Handbook Section V. Academic Misconduct.

Grades will be based upon the following criteria:

- 90% or more of the total possible points will be an A.
97-100=A+, 93-97=A, 90-93=A-
- 80% to 90% of the total possible points will be a B.
87-90=B+, 83-87=B, 80-83=B-
- 70% to 80% of the total possible points will be a C.
77-80=C+, 73-77=C, 70-73=C-
- 60% to 70% of the total possible points will be a D
67-70=D+, 63-67=D, 60-63=D-
- 59% or less of the total possible points will be an F.

Individual tally sheet of points earned

	Points earned	Points possible
Case Study	_____	60
Inservice Presentation	_____	10
Homework	_____	15
Attendance/Class Participation/Discussion	_____	15
<hr/>		
Possible Points	_____	100

Point Value for Each Requirement

Case Study		60
1 Classroom observation (baseline) 10/13	5	
2 Background information/Parental interview 10/27	5	
3 Problem identification 11/3	5	
4 Teacher interview (taped) 11/10	5	
5 Intervention plan 11/17	5	
6 Summary intervention report 12/8	5	
7 Professionalism - ethics, timelines, & effectiveness	10	
 Consultation Log		 20
Log of actual consultation time and additional readings		
Reflective comments on your learning and case study		
Use of meetings with course instructor & e-mail		
Consultee (cooperating teacher's) evaluation		
 Inservice Presentation		 10
Identification of the target group		
Handout		
Clearly outlined topic		
 Homework		 15
• Consultation Paper - consultation model	5	
Clear, complete description,		
Well organized - comprehensive summary		
References		
• Journal Research Article	5	
Summary and critique of a consultation research study		
• Community Services/School Resources	5	
Kind or Category of community service		
Name of organization		
Description of services provided		
Other pertinent information		
 Attendance/Class Participation/Discussion		 15
<hr/>		
Total Possible Points		100