

## APEC 660: Psychological Consultation – Theory and Practice

**Instructor: Anthony J. Baldo, Ph.D.**

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**Course Credit:** Three semester hours.

**Text:**

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2010). *Psychological consultation: Introduction to theory and practice* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill, 2011. (older editions are OK)

**Optional Text:**

Caplan, G., & Caplan, R.B., (1999). *Mental Health Consultation and Collaboration*  
Illinois: Waveland Press (any edition or publisher is ok)

**Additional Reading:**

Briere, D.E., Simonsen, B., Sugai, G., & Myers, D. (2013). Increasing new teachers' specific praise using a within-school consultation intervention. *Journal of Positive Behavior Interventions*, 17(1), 50-60. <https://doi.org/10.1177/1098300713497098>

Dowdy, E., Furlong, M., Raines, T.C., Boverly, B., Kauffman, B., Kamphaus, R.W., Dever, B.V., Price, M., & Murdock, J. (2014). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. *Journal of Educational and Psychological Consultation*, 25(2-3), 178-197. <https://doi.org/10.1080/10474412.2014.929951>

Eagle, J.W., Dowd-Eagle, S.E., Snyder, A., & Holtzman, E.G. (2014). Implementing a multi-tiered system of support (MTSS): Collaboration between school psychologists and administrators to promote systems-level change. *Journal of Educational and Psychological Consultation*, 25(2-3), 160-177. <https://doi.org/10.1080/10474412.2014.929960>

Forman, S.G., & Crystal, C.D. (2015). Systems consultation for multitiered systems of supports (MTSS): Implementation issues. *Journal of Educational and Psychological Consultation*, 25(2-3), 276-285. <https://doi.org/10.1080/10474412.2014.963226>

Guiney, M.C., Harris, A., Zusho, A., & Cancelli, A. (2014). School psychologists' sense of self-efficacy for consultation. *Journal of Educational and Psychological Consultation*, 24(1), 28-54. <https://doi.org/10.1080/10474412.2014.870486>

Gutkin, T.B. (2012). Ecological psychology: Replacing the medical model paradigm for school-based psychological and psychoeducational services. *Journal of Educational and Psychological Consultation*, 22(1-2), 1-20. <https://doi.org/10.1080/10474412.2011.649652>

Hagermoser Sanetti, L. M., Collier-Meek, M. A., Long, A. C. J., Byron, J., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and Implementation Planning *Journal of School Psychology*, 53(3), 209-229. <https://doi.org/10.1016/j.jsp.2015.03.002>

Jones, J.M., Begay, K.K., Nakagawa, Y., Cevalco, M., & Sit, J. (2015). Multicultural counseling competence training: Adding value with multicultural consultation. *Journal of Educational and Psychological Consultation*, 26(3), 241-265. <https://doi.org/10.1080/10474412.2015.1012671>

Lopez, E.C., & Velasco, P. (2017). Supporting teachers of English learners via instructional consultation. In E.C. Lopez, S.G. Nahari, & S. L. Proctor (Eds.), *Handbook of multicultural school psychology: An interdisciplinary perspective* (35-55). New York, NY: Routledge.

Nahari, S.G., Martines, D.G., & Wang, P. (2017). Consulting with culturally and linguistically diverse parents. In E.C. Lopez, S.G. Nahari, & S. L. Proctor (Eds.), *Handbook of multicultural school psychology: An interdisciplinary perspective* (56-76). New York, NY: Routledge

Nellis, L.M., Sickman, L.S., Newman, D.S., & Harman, D.R. (2014). Schoolwide collaboration to prevent and address reading difficulties: Opportunities for school psychologists and speech-language pathologists. *Journal of Educational and Psychological Consultation*, 24(2), 110-127. <https://doi.org/10.1080/10474412.2014.903187>

- **Complete all reading by the end of class. We will cover most information on the theories of consultation during the second weekend.**

### **Course Description:**

Overview of consultation theory and practice. Mental health, expert, collaborative, behavioral and organizational models will be discussed and applied to problems in school/agency settings.

**Knowledge and Skill Outcomes:** upon successful completion of this course students will:

1. Have a general framework for understanding and practicing consultation (CACREP II G.5.f). *This standard is assessed through examination, class presentation and evaluation of a consultation case.*

2. Know models, methods and principles of program development and service delivery. (e.g. support groups, peer facilitation training, parent education, self-help) (CACREP CMHC.C.3). *This standard is assessed through examination and class presentations.*
3. Understand the range of mental health service-such as inpatient, outpatient, partial treatment and aftercare-and the clinical mental health counseling services network (CACREP CMHC.C.5). *This standard is assessed through examination and class presentations.*
4. Know models of program evaluation for clinical mental health programs (CACREP CMHC.I.2). *This standard is assessed through examination and class presentations.*
5. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental counseling. (CACREP CMHC.I.3). *This standard is assessed through examination and class presentations.*
6. Understand systems theory, models and processes of consultation in school system settings (CACREP SC.M.4). *This standard is assessed through examination and class presentations.*
7. Understand the ways in which student development, well-being and learning are enhanced by family-school-community collaboration. (CACREP SC.M.1). *This standard is assessed through examination, class presentation and evaluation of a consultation case.*
8. Know strategies to promote, develop and enhance teamwork within the school and larger community. (CACREP SC.M.2). *This standard is assessed through examination and class presentations.*
9. Understand systems theories, models and process of consultation in school system settings. (CACREP SC.M.4). *This standard is assessed through examination and class presentations.*

### **Course Content:**

This course is an introduction to the theory and practice of consultation. Course content includes the history, definition, fundamentals of consultation, models of consultation (i.e. mental health, behavioral, solution-focused, etc.), consultation stages, consultant skills and characteristics, consultee variables, consultation with parents and teachers, legal and ethical issues regarding consultation.

### **Topics Covered:**

#### Day 1

Introduction to consultation, consultation definition, consultation settings, internal vs. external consultation, history of consultation, consultation vs other service delivery models

#### Day 2

Resistance in consultation, introduction to the stages of consultation, entry into the consultation setting, individual case consultation examples

Day 3

Stages of consultation continued (problem identification, implementation, disengagement) individual case consultation examples

Day 4

Mental Health Consultation, Solution Focused Consultation, Adlerian Consultation, ethical issues in consultation, Individual case consultation examples

Day 5

Cognitive behavioral consultation, Organizational consultation, ethical issues in consultation continued, individual case consultation examples

Day 6

Organizational consultation simulation

## **COURSE REQUIREMENTS**

### Core assignments:

1. A final exam will be due at the end of the course.
2. Students will turn in an audio recording of a consultation session with a counselor, teacher, parent, or another consultee. The session should be approximately 20 to 30 minutes in length and should involve a real issue. Students should complete a reflection form for the session. The reflection form(s) do not need to be submitted to the instructor.
3. Students will be expected to present in class on a theory of consultation.
4. Students will be expected to attend all class sessions and participate in class discussions.

### Additional Assignments:

To earn a grade higher than a B in this class, you must complete additional assignments, as described below. These assignments are optional. Completion of these optional assignments does not guarantee a particular grade but provides the possibility of earning the listed grade if the assignments are well done.

- To be eligible to earn a B+, students must complete the core assignments plus a follow-up consultation session.
- To be eligible to earn an A-, students must complete the core assignments plus a follow-up consultation session and a review of three research publications in the area of consultation. Each review should include a reference (in APA

format), a summary of findings and information about how, if at all, you would use the information in practice.

- To be eligible to earn an A, students must complete the core assignments plus a follow-up consultation and research paper. The research paper should discuss a consultation topic of particular interest to you. Use a minimum of five references, including books and research publications (provide references in APA format).

## **EVALUATION:**

### Grading

A	93% to 100% (+ additional assignment)
A-	90% to 92% (+ additional assignment)
B+	87% to 89% (+ additional assignment)
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
F	Below 60%

### **Academic Conduct:**

Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

### **Professional Conduct:**

Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

### **Accommodations Statement:**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

Students will be also be evaluated by their course faculty using rubrics that assess specific skills and knowledge related to both *common core CACREP areas* and *specialty areas*.

Consultation and Collaboration – Students will demonstrate knowledge and skills necessary for working in multi-disciplinary mental health care systems and the ability to engage in consultation, collaboration, prevention and intervention approaches.				
<b>Knowledge Learning Outcome Assessed</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Beginning</b>
<p><b>Multidisciplinary Teamwork</b> Student demonstrates an understanding of collaborating across systems and can take a comprehensive and holistic view of service users' needs in order to provide the best possible outcome for a client.</p>	<p>Student demonstrates a superior level of understanding of collaborating across systems and can take a comprehensive and holistic view of service users' needs in order to provide the best possible outcome for a client. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level understanding of collaborating across systems and can take a comprehensive and holistic view of service users' needs as to provide the best possible outcome for a client. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited understanding of collaborating across systems or of taking a comprehensive and holistic view of service users' needs in order to provide the best possible outcome for a client. The student performs somewhat below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of collaborating across systems or of taking a comprehensive and holistic view of service users' needs in order to provide the best possible outcome for a client. The student performs well below what would be expected of an entry-level counselor.</p>
<p><b>Service, Treatment, &amp; Referral</b> Student is capable of working collaboratively towards a specific set of treatment goals and has a range of skills concerning intervention,</p>	<p>Student demonstrates a superior capability of working collaboratively towards a specific set of treatment goals and has a range of skills concerning</p>	<p>Student demonstrates basic, entry-level capability of working collaboratively towards a specific set of treatment goals and has a range of skills concerning</p>	<p>Student demonstrates limited capability of working collaboratively towards a specific set of treatment goals and has a range of skills concerning</p>	<p>Student demonstrates a lack of capability of working collaboratively towards a specific set of treatment goals and has a range of skills concerning</p>

<p>treatment planning and the referral process in order to maintain continuity of care.</p>	<p>intervention, treatment planning and the referral process in order to maintain continuity of care. The student performs well above what would be expected of an entry-level counselor.</p>	<p>intervention, treatment planning and the referral process in order to maintain continuity of care. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>intervention, treatment planning and the referral process in order to maintain continuity of care. The student performs somewhat below what would be expected of an entry-level counselor.</p>	<p>intervention, treatment planning and the referral process in order to maintain continuity of care. The student performs well below what would be expected of an entry-level counselor.</p>
<p><b>Evidence Based Treatment</b> Student demonstrates an understanding of the application of evidence-based treatment strategies and the employment of strategies to evaluate counseling outcomes.</p>	<p>Student demonstrates a superior understanding of the application of evidence-based treatment strategies and the employment of strategies to evaluate counseling outcomes. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level Student demonstrates an understanding of the application of evidence-based treatment strategies and the employment of strategies to evaluate counseling outcomes. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates limited Student demonstrates an understanding of the application of evidence-based treatment strategies and the employment of strategies to evaluate counseling outcomes. The student performs somewhat below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of the application of evidence-based treatment strategies and the employment of strategies to evaluate counseling outcomes. The student performs well below what would be expected of an entry-level counselor.</p>
<p><b>Prevention</b> Student demonstrates knowledge in prevention and early detection and can appropriately</p>	<p>Student demonstrates a superior knowledge in prevention and early detection and can appropriately</p>	<p>Student demonstrates a basic, entry-level knowledge in prevention and early detection and can</p>	<p>Student demonstrates limited knowledge in prevention and early detection and is limited in the</p>	<p>Student demonstrates a lack of knowledge in prevention and early detection and lacks the ability to</p>

detect risks and protective factors.	detect risk and protective factors. The student performs well above what would be expected of an entry-level counselor.	appropriately detect risk and protective factors. The student performs equivalent to what would be expected of an entry-level counselor.	detection of risk and protective factors. The student performs somewhat below what would be expected of an entry-level counselor.	appropriately detect risk and protective factors. The student performs well below what would be expected of an entry-level counselor.
<b>Program Management</b> Student demonstrates the ability to coordinate services and care in a mutually supportive environment. Student is able to gather formal and informal data from a variety of sources to determine program goals and outcomes.	Student demonstrates a superior ability to coordinate services and care in a mutually supportive environment. Student is able to gather formal and informal data from a variety of sources to determine program goals and outcomes. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level ability to coordinate services and care in a mutually supportive environment. Student is able to gather formal and informal data from a variety of sources to determine program goals and outcomes. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited ability to coordinate services and care in a mutually supportive environment. Student is limited in ability to gather formal and informal data from a variety of sources to determine program goals and outcomes. The student performs somewhat below what would be expected of an entry-level counselor.	Student demonstrates a lack of ability to coordinate services and care in a mutually supportive environment. Student lacks the ability to gather formal and informal data from a variety of sources to determine program goals and outcomes. The student performs well below what would be expected of an entry-level counselor.