

APEC 660: Psychological Consultation

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Course Credit: Three semester hours.

Text:

Falender, C.A. & Shafranske, E.P. (2020). *Consultation in Psychology: A Competency-Based Approach*. Washington, DC: American Psychological Association, 2020

*Please read the text prior to the first day of class.

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>

Draper R, Waters C, Burns G, Shelton K. (2022). The process, benefits and challenges of providing psychological consultation in adoption services. *Clinical Child Psychology and Psychiatry*, 27(4):1170-1183.
<https://doi-org.unco.idm.oclc.org/10.1177/13591045211058326>

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., Cevasco, 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>

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>

Schaefer R, Stein B, Meinschmidt G, Roemmel N, Huber CG, Hepp U, Saillant S, Fazekas C. and Vitinius F (2022). COVID-19-Related Psychosocial Care in General Hospitals: Results of an Online Survey of Psychosomatic, Psychiatric, and Psychological Consultation and Liaison Services in Germany, Austria, and Switzerland. *Front. Psychiatry* 13:870984. <https://doi.org/10.3389/fpsy.2022.870984>

Sinead A. Murphy, Hannah Osborne & Ian Smith (2013). Psychological consultation in older adult inpatient settings: A qualitative investigation of the impact on staff's daily practice and the mechanisms of change, *Aging & Mental Health*, 17:4, 441-448. <https://doi-org.unco.idm.oclc.org/10.1080/13607863.2013.765829>

Sproull, A., & Johnson, D. (2022) Social Workers' Experiences of Psychological Consultation on High Risk Youth: Helpful, Unhelpful and Mediating Elements. *Clinical Child Psychology and Psychiatry*, Online First, 1-13. <https://doi-org.unco.idm.oclc.org/10.1177/13591045221109864>

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

COURSE DESCRIPTION:

This course is an overview of consultation theory and practice. Mental health, expert, collaborative, behavioral, and organizational models will be discussed and applied to problems in school and agency settings.

PREREQUISITE:

APCE 607

KNOWLEDGE AND SKILL OUTCOMES:

Upon successful completion of this course students will have knowledge and understanding of the:

1. Theories, models, and strategies for understanding and practicing consultation (CACREP Standard: 2.F.5.c).
2. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP CMHC Standard: 5.F.2.c).
3. Identification of evidence-based counseling practices (CACREP Standard: 2.F.8.b).
4. Needs assessments (CACREP Standard: 2.F.8.c).
5. Development of outcome measures for counseling programs (CACREP Standard: 2.F.8.d)
6. Evaluation of counseling interventions and programs (CACREP Standard: 2.F.8.e).
7. Designs used in research and program evaluation (CACREP Standard: 2.F.8.g).
8. Models of school-based collaboration and consultation (CACREP SC Standard: 5.G.1.d).
9. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement (CACREP SC Standard: 5.G.3.h).
10. Techniques to foster collaboration and teamwork within schools (CACREP SC Standard: 5.G.3.l).

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), consultation stages, effective consultant skills and characteristics, consultee variables, consultation with parents and teachers, and 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. Theories, models and strategies for understanding and practicing consultation. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. View models in practice (case examples).

Day 2

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

Day 3

Stages of consultation continued (problem identification, implementation, disengagement). Identification of evidence-based practices, measuring consultation effectiveness and addressing ongoing success, evaluation of counseling interventions and programs, designs used in research and program evaluation disseminating consultation results, development of outcome measures for consultation and counseling programs, individual case consultation examples.

Day 4

Models of school-based collaboration and consultation, skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement, techniques to foster collaboration and teamwork within schools, Mental Health Consultation, Solution Focused Consultation, Adlerian Consultation, ethical issues in consultation, view and discuss consultation examples.

Day 5

Cognitive Behavioral Consultation, Organizational Consultation, ethical issues in consultation continued, individual case consultation examples.

Day 6

Organizational consultation simulation: consultation models in practice, assess needs, develop outcome measures, evaluate consultation interventions and programs, use models of school-based collaboration and consultation, use skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement, use techniques to foster collaboration and teamwork within schools.

COURSE REQUIREMENTS

Core assignments:

1. A final exam will be due at the end of the course.
2. Students will record (audio or video) a consultation session with a counselor, teacher, parent, or another consultee. The session should be approximately 15 to 30 minutes in length and should involve a real issue. Students will have completed the feedback form and be ready to review the recording of the session with their peers the second weekend of class.
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 four 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). If you choose this option, you do not need to complete the review of the four research publications.

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%

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Students will 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*.

Clinical Mental Health Systems Assessment Rubric (APCE 660: Psychological Consultation Theory & Practice)

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.

Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<p>Multidisciplinary Teamwork</p> <p>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 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>Service, Treatment, & Referral</p> <p>Student is capable of working collaboratively towards a specific set of treatment goals and has a range of skills concerning intervention, treatment planning and the referral process in order to maintain continuity of care.</p>	<p>Student demonstrates a superior capability of working collaboratively towards a specific set of treatment goals and has a range of skills concerning intervention, treatment planning and the referral process in order to maintain</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 intervention, treatment planning and the referral process in order to</p>	<p>Student demonstrates limited capability of working collaboratively towards a specific set of treatment goals and has a range of skills concerning intervention, treatment planning and the referral process in order to</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 intervention, treatment planning and the referral process in order to</p>

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

	would be expected of an entry-level counselor.	what would be expected of an entry-level counselor.	what would be expected of an entry-level counselor.	below what would be expected of an entry-level counselor.
<p>Program Management</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 below what would be expected of an entry-level counselor.</p>	<p>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.</p>