
California State University,
Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
Spring 2025
DRAFT

**EPC 648: Consultation with Parents, Teachers, and Other Human
Service Professionals**

Instructor: Wilda Laija-Rodriguez, PhD., LEP
Class Meetings: Tuesdays 4:00-6:45
E-mail: wilda.laija@csun.edu
Office Hours: Tuesday 2-3:30 and by appointment.
Location:

Michael D. Eisner College of Education Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

- We value creative, critical, and reflective thinking and practice.

Course Description

Course Description: Prerequisite: A course in Child Development. Exploration and study of theory-derived practices regarding communication and consultation with parents and teachers with respect to problems they encounter with children (NASP Domain 2; CCTC SPPE 2). Educational and clinical applications. Issues regarding information-sharing with other professionals. Collaborating with parents and other professionals and making referrals (NASP Domain 2: CCTC SPPE 2). – and assessment see rubrics attached.

As an alternative to direct one-to-one service to children, consultation offers the advantage of involving more people in the assessment and treatment process and utilizing natural support systems for primary prevention of school related problems. This seminar will include a variety of theoretical consultation orientations, various consultation situations, specific consultation skills, and methods for evaluating the consultation process. (NASP Domain 2; CCTC SPPE 2). Each class will involve a discussion of the reading assignment, and in-class practice of specific consultation skills. Students will also apply consultation skills in role plays and in an actual fieldwork case (NASP Domain 1; CCTC SPPE 1). A particular emphasis of this course will be on the development of communication, interpersonal skills, and professional skills involving specific dispositions (e.g., responsibility adaptability, initiative, dependability, technology) (SLO1), development of multicultural consultation competencies for diverse populations (NASP Domain 8: CCTC SPPE 8), engage in ethical and professional decision making, collaborate with parents, teachers, and other professionals (NASP Domain 10: CCTC SPPE 10), as well as how to be a change agent and a social advocate in school settings.

Program Student Learning Objectives

SLO1: Foundations of the Profession and Professional Practice: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge** of the history and field of school psychology and exhibit characteristics of effective school psychologists, which include: good self-awareness of strength and weaknesses; satisfactory communication and interpersonal skills; persistence, creativity, flexibility, and good time management; understanding of technology; good ethical and legal judgement; understand a **comprehensive model of delivery service, including a data based problem solving model; emphasize respect for human diversity and commitment to social advocacy;** and have a professional responsibility to mentor and/or supervise others to support professional development. Candidates will use a comprehensive model of school psychological services and seek and provide mentoring to enhance their practice, as well as mentor and supervise others. (NASP Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10)

SLO 3: Respect for Human Diversity and Equitable Practices for Diverse Student Populations (NASP Domain 8): School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **Knowledge** of human diversity, including individual differences, abilities, disabilities, religion, language, culture, cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families; the effects they have on development, learning, adjustment, and overall outcomes; recognize bias and discrimination and use inclusive language; and **Practice** implementation of effective general and special education interventions and/or services in collaboration with others to promote social justice and social advocacy for all students, families, and schools; use this **knowledge and practice** to optimize learning, development and social-emotional

adjustment to improve academic, mental and behavioral health outcomes for children, families, schools, and communities. (NASP Domain 8; CCTC SPPE 8)

SLO 7: Data Based Decision Making – Problem Solving and Response to Intervention at the Individual and/or Multi-tiered System level of Support: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ***knowledge, skills, and competence*** to use the problem-solving data based decision making model to make data-based decisions as they design evidenced based academic, social, behavioral, emotional, and/or systemic interventions at the individual or systems level within a multi-disciplinary system of support; address intervention adherence, gather, measure, and evaluate data to promote positive outcomes at the individual and multi-tiered systems of support; provide teacher support when working with individual students or when implementing and interpreting universal screenings to determine better supports for students, instructions, and supports; and use information and technology resources to enhance data collection and decision making process. (NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)

SLO 8: Consultation and Collaboration: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** in varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services; working within multidisciplinary teams in using a comprehensive process of effective decision making and problem solving, candidates will demonstrate skills to consult, collaborate, and communicate effectively with others; and promote family, school, and community collaboration and consultation. (NASP Domain 2: Consultation and Collaboration; CCTC SPPE 2)

SLO 9: Family, School and Community Collaboration: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** of principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools; collaborate with others, design, implement, and evaluate services that respond to culture and context; and facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children. (NASP Domain 7: Family, School, and Community Collaboration; CCTC SPPE 7)

SLO 10: Academic Interventions and Instructional Supports using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on ***knowledge, skills, and competence*** of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; know evidence-based curricula and instructional strategies to support teachers and promote learning; in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children; promote of academic interventions, based on evidence-based practice, effective teaching and instruction, in consideration of diversity in learning and language proficiency information to derive effective data based interventions, monitoring, and evaluation, at an individual and within a multi-

tiered systems of support to improve academic outcomes for all students. (*NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3*)

SLO 11: Mental and Behavioral Health Services and Interventions using Risk and Resiliency

Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge, skills, and competence** to understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning; and in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

SLO 12: Social-Emotional and Mental Health and Behavioral Health Services and Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach:

School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge, skills, and competence** to design and use effective communication and interpersonal strategies, social-emotional and mental health interventions using psychological theories, evidenced based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach when assessing for risk, such as with suicide, threat, child abuse, and when providing prevention, mental health services, including counseling, and crisis intervention. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

Program Goal 7: Creating and Maintaining Safe, Supportive, Equitable, and Effective School Wide Learning Environments: Provide knowledge and skills on understanding systems, using a systems ecological approach, and create and maintain safe, supportive, equitable, and effective school wide learning environments through a comprehensive service delivery model.

SLO 13: School Wide Practices to Promote Learning: School psychologists candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to

demonstrate **knowledge** of understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. (*NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5*)

Program Learning Objectives Related to NASP and CCTC

1. **Using Problem Solving and Data-Based Decision-Making and Accountability** and using assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of support to promote successful candidate learning and adjustment. Use a problem-solving framework as the basis for all activities and systematically collect data from multiple sources as a foundation for decision making and consider ecological factors in the classroom, school, family, and community as a context for assessment and intervention. (*NASP Domain 1; CCTC SPPE 1*)

2. **Practice Consultation and collaboration** with parents, teachers, school personnel, multi-disciplinary teams, community professionals, agencies, and families in problem solving decision-making and problem-solving. (NASP Domain 2; CCTC SPPE 2)

3. In collaboration with others and based on assessment data, develop **Academic Interventions and Instructional Supports** that focus on using assessment data to monitor and evaluate academic interventions for youth with the goal of providing prevention and intervention services in regular and special education settings to make sure there is equitable access to educational opportunities and positive outcomes. (NASP Domain 3; CCTC SPPE 3).

4. **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

5. **School-Wide Practices to Promote Learning:** Students use systems ecological theory to understand organizations and work collaboratively with school personnel, parents/guardians, and community members and agencies to develop and implement practices, programming, and strategies in regular and special education environments to create and maintain safe, effective and supportive learning environments for students and school staff. (NASP Domain 5; CCTC SPPE 5; CCTC SPPE).

6. **Family, School, and Community Collaboration:** students practice principles and use research related to family systems, strengths, needs, and cultures; evidence-based strategies to support family influences on children's learning, socialization, behavior, and mental health; and strategies to develop collaboration between families and schools with the goal of promoting academic success, social adjustment, and life success. In collaboration with others, demonstrate skills to design, implement, and evaluate services to respond to diversity (cultural, language, ethnicity, gender, SES, etc.) and facilitate family and school partnership /interactions with community agencies for enhancement of academic, behavioral, and social adjustment for children. (NASP Domain 7; CCTC SPPE 7)

7. **Equitable Practices for Diverse Student Populations:** Students will continue to learn about and practice using information of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning; principles and research related to diversity factors for children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables; and evidence-based strategies to enhance services and address potential influences related to diversity. Students will provide professional services that promote effective functioning for individuals, families, and schools through an ecological lens and recognizing and respecting diversity, while exercising advocacy for social justice (NASP Domain 8; CCTC SPPE 8)

Specific Course Objectives

Course Objectives

Through class lectures and activities, case studies, role plays, fieldwork consultation case, presentations, use of CANVAS and exams, students will continue to gain knowledge, practice, and be assessed in:

1. knowledge and application of school consultation theories, models, processes, and research with teachers, parents, administrators, and community members. (NASP Domain 2).
2. understanding and practicing effective consultation and collaboration with teachers, administrators, parents, and all stakeholders at all tiers of service delivery regarding academic, behavioral and social emotional needs (NASP Domain 2; CCTC SPPE 2.1).
3. understanding and practicing effective collaboration and communication with community agencies. (NASP Domain 2; CCTC SPPE 2.2; CCTC SPPE 7.0; SPPE 7.1).
4. understanding and practicing consultation and collaboration with multidisciplinary teams to design, implement, and evaluate interventions and services at all tiers of service delivery (NASP Domain 2; CCTC SPPE 2.2).
5. identifying problems, using the problem-solving model, in their earliest stages and to implement prevention, early intervention, and treatment services for addressing these problems across the hierarchy of student's needs.
6. building collaborative consultation teams that emphasize a comprehensive model of services with teachers, parents, educators, administrators and community members, including consultation among professional colleagues, and coordinating support, roles, and services of school staff, parents, family and community members and community agency personnel and demonstrate the ability to design and plan programs to promote school family interactions and safe and caring environments.
7. demonstrating effective communication, interpersonal, and problem solving skills when describing children's learning, development, socialization, and mental health in a cultural context in order to work effectively with pupils, teachers, administrators, other school personnel, community groups and agencies, and families from diverse backgrounds. (NASP Domain 2; NASP Domain 7; CCTC SPPE 7.3)
8. understanding school consultation with teachers and parents about students with academic difficulties and understand alternative models for the delivery of school psychological services
9. understanding school consultation with teachers and parents regarding students with social-emotional and behavioral difficulties. (NASP Domain 4)
10. becoming an organizational change agent and understand the importance of Leadership.
11. understanding school consultation with teachers about decreasing stress, and building knowledge, skills, confidence, and professional objectivity.
13. demonstrating skills in using a decision-making process when consulting and collaborating with others to identify problem areas, collect and analyze information to understand problems, make decisions about service delivery, and evaluate the

implementation and outcome of the service delivery plan. (NASP Domain 1: CCTC SPPE 1)

14. ethical practice as school consultants. (NASP Domain 10; CCTC SPPE 10)
15. demonstrate an understanding of the diverse values and beliefs that influence the lives of people and practice in a way that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the right of all parties. (NASP Domain 8; CCTC SPPE 8)
16. understand social justice, social advocacy and leadership skills, and practice good listening skills, adapting and dealing with ambiguity, and being patient in difficult situations.
17. clearly presenting and exchanging information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
18. understand resiliency theory and developmental assets to design and implement interventions that will promote systemic changes.
20. understanding organizational consultation and the importance of working within systems to improve school climate, prevention strategies, and decrease school drop out.
21. continue to develop communication, interpersonal skills, and professional skills involving specific dispositions (e.g., responsibility adaptability, initiative, dependability, technology).

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

Some ideas:

- Class lectures, presentations and discussions
- Assigned readings in required text and other assigned materials
- Small group discussions/role play practice
- Independent research of subject materials in library/on internet/media.
- Completion of assigned papers

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded

using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment for this course is:

1) Consultation Case: To facilitate a thorough training of consultation and communication skills, each student will conduct one consultation case focused on a systems-ecological problem-solving data-based-decision making approach to promote successful learning and facilitate safe and caring home school collaboration and school communities and partnerships. **This case will be conducted in your field sites as part of our class and/or during independent time. This will be part of your summative assessment for this class.**

Candidates will be able to show their ability to design programs, and implement prevention, intervention, and treatment services across the hierarchy of student's development and across levels of service delivery. Candidates will show knowledge about theories and approaches in consultation, legal and ethical issues, communication, and the importance of effective interpersonal, professional dispositions, and leadership skills. Consultation cases may involve working with students with academic, social-emotional, and/or behavioral difficulties. Consultation case can also involve organizational consultation, school climate, and issues regarding drop out.

It may also involve instructional consultation with teachers and parents of students or direct consultation with teachers and parents around areas of burnout, skill development, cultural sensitivity, social justice, and/or social advocacy. Opportunities may also evolve to consult regarding instructional or intervention programs for the entire classroom, or school-wide, or organizational consultation and interventions. When appropriate, consult, collaborate, and communicate effectively with community agencies.

Candidates will show knowledge of classroom, school, climate, family, and community factors that support student learning and development. Consideration of diversity, (cultural, ethnic, gender, language, etc.), SES, and other environmental factors is expected. Please refer to consultation report rubric attached. Also refer to the Consultation Evaluation Rating Forms, which will be provided to you by your professor. These will guide you in the consultation process, as well as in highlighting interpersonal, communication, and professional skills.

Your consultation case will involve you consulting an collaborating with multidisciplinary teams, from student study teams, IEPs, to meeting with at the very least the parent and teacher(s) to design, implement, and evaluate interventions and services at all tiers of service delivery **(CCTC 2.3).**

All cases should involve parent(s) or guardian(s) AND teacher(s), as well as the student and other participants, when appropriate. Students will demonstrate skills to work effectively with students and families from diverse backgrounds (NASP Domain 8: CCTC SPPE 8) Cases should include a multi-systemic systems ecological focus and understanding of how issues of diversity, SES, language, etc. impacts the different systems. The case must include a problem-solving data-based-decision making focus, assessment, gathering data, intervention, monitoring, and evaluation to include GAS and Pre/Post data, structured observation, graphs showing monitoring and evaluation of data, and effect size to determine effectiveness of consultation and intervention outcomes. (CCTC SPPE 1). Your interventions should involve academic, behavioral, and or mental health (CCTC SPPEs 3 and 4.1)

The consultation fieldwork case must include a method for **demonstrating the effectiveness of consultation goals and intervention strategies using the problem solving and data-based decision models**. In addition, interpersonal and communication skills will also be practiced and assessed.

Please see Rubric A attached to guide you and for assessment information.

OTHER COURSE REQUIREMENTS:

Students will have an opportunity to practice and be assessed on the above listed objectives based on:

2) Role Plays

Candidates will form groups of 4-5 students to conduct in-class role plays. Each student will take turns being the consultant, consultee (parent or teacher), and observer. ***The observer will provide feedback to the consultant and provide guidance to improve his/her skills during every role play.*** This feedback is to be constructive and is to assist the consultant further develop his/her interpersonal, communication, and consultation skills. The observer will be rated on how constructive the feedback was based on the Consultation Evaluation Rating Form (CERF), which includes interpersonal, communication, and consultation process and skills criteria.

3) Take Home Exam – Consultation Theories, ethics, process, and research

4) Presentations – Research based topics in Consultation

5) Participation –QUIZZES.

6) Homework Assignments – As needed

Required Books

Required Texts:

Erchul, W. P., & Martens, B. K. (2010). School Consultation: Conceptual and Empirical Bases of Practice: Third Edition. New York: Springer Science and Business Media, LLC.

Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions: 8th Edition. United States. Brooks/Cole Cengage Learning.

Herman, Keith C. (2014). Motivational Interviewing in Schools: Strategies for Engaging Parents, Teachers, and Students. E-BOOK IN University Library

Other Readings – Consultation Readings Available through the University Library

Professor will share:

Consultation Evaluation Rating Manual (CERF) – 2022 Version

Please note that this course outline is subject to change.

Grading Criteria

The grade for this three-semester credit course will be based on the performance measures listed below. Work will be submitted via canvas or as instructed. Late work will not be accepted, unless prior approval is granted.

- 1) Take home Exam. (100 points)
- 2) A written report of a consultation case. (85 points) (See rubric attached)
- 3) Intervention Description for your Consultation Intervention, including SCRIPT and measuring tool. (20 pts)
- 4) Consultation Ratings from parent and teacher (5pts each; 10 pts total)
- 5) Consultation Role Play Summaries and Data (10 points each for participation points)
- 6) Consultation Feedback for peer using CERF (10 points per feedback Ph. I, II, IV) - (Useful feedback = 10 pts; Minimal and general feedback = 5 pts; No feedback = 0 pts.)
- 7) Special Topics in Consultation Presentation (50 points)
- 8) Teacher Resistance, Stress and Wellness paper (25 pts)
- 9) Homework Assignments, as assigned (5 pts each)
- 10) **Participation/Attendance:** All students are required to participate in class discussions. This involves completing all assigned readings and participating in each class. Students will be randomly chosen to discuss reading assignments. [2 points per class (1 for attendance/1 for participation)].

Total Points:

95-100% = A	<i>mastery of the relevant course standards.</i>
90-94% = -A	<i>mastery of the relevant course standards, with some errors or lacking information</i>
86-89% = B +	<i>above average proficiency of the relevant course standards.</i>
84-85% = B	<i>satisfactory proficiency of the relevant course standards.</i>
80-84% = B-	<i>partial proficiency of the relevant course standards.</i>

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)
Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

School psychology students need to pass with a B or better. Higher standards that take precedence over the University policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:**CSUN's Computer Support**

<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/student services/index.php>

Writing Center

<http://www.csun.edu/lrc/>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Research and Library Assistance

<http://library.csun.edu/ResearchAssistance/AskUs>

**PLEASE KNOW THAT THIS COURSE
OUTLINE MAY CHANGE BASED ON OUR
PROGRESS. If it does, I will let you know.**

Course Outline

January 21, Introduction to Consultation

January 28 **Models of Consultation: Consultation vs. Collaboration**

Assignment:

Erchul & Martens (2010). Ch. 1 Introduction

Erchul & Martens (2010). Ch. 3 Promoting Change

Erchul & Martens (2010). Ch. 5: Bases for an Integrated Model of Services

Erchul & Martens (2010). Ch. 6: Model Description and Application

Feb. 4 **Multicultural Consultation:**

*Tarver Behring, S., Cabello, B., Kushida, D., & Murguia, A. (2000).

Cultural modifications to current school-based consultation approaches
by culturally diverse beginning consultants. School Psychology
Review, 29, 354-367.

*Kwon et. al. (2020). Process Consultation within and across cultures. The Journal of
Applied Behavioral Science Vol. 56(3) 322–346

Ethics in Consultation

***Review: Hartshorne Law and Ethics in SP Book: Ethical, Professional, and Legal
Issues in Consultation (2016)***

Feb. 11 **Motivational Interviewing, Entry, and Law and Ethics in Consultation**

Reading Assignment:

Retrieve Online: Herman et al. (2013): Motivational Interviewing: Chapters 1-3 – Be
ready to participate in groups.

***Review: Hartshorne Law and Ethics in SP Book: Ethical, Professional, and Legal
Issues in Consultation (2016)***

Cormier et al. Review Structural, Strategic, and Solution Focused Approaches

- Feb. 18 NASP Week**
On your own: Motivational Interviewing
 Herman et al. (2013): Motivational Interviewing with Parents: Chapters 4
 Herman et al. (2013): Motivational Interviewing with Teachers: Chapters 5
Post Summary on Canvas
- Feb. 25 Problem Solving: Problem Formulation and Problem Analysis**
Phase I and II
 Erchul & Martens (2010). Ch. 2: Problem Solving and RtI (review)
 Consultation Evaluation Rating Manual (CERF)
Prepare for Role Plays
- March 4 Assessment in Consultation**
 Erchul & Matson. (2010). Ch. 7: Assessment in School Consultation
 Cormier et al. (2017). Ch. 9: Identifying, defining, and evaluating outcome goals.
Role Play 1 - Phase I
- March 11 Phase III: Intervention Development and Monitoring – Special Topics to consider:**
- Special Topics Presentations:**
Learning and Instruction for programming (CCTC):
Suggested Readings if you can find them (normally in our reader):
 Gravois, T. A., & Gickling, E. E. (2008). Best Practices in Instructional Assessment
 Rosenfield, S. (2008). Best Practices in Instructional Consultation
 Effective Teaching and school climate
 Handbook in Multicultural School Psychology (2007): Ch. 4 Multicultural
 Issues in instructional consultation for English language learning students
- Group 1: Instructional Consultation with Monolingual Students with reading, math, and written language – Effective Instruction, intervention, monitoring, and evaluation.**
- Group 2: Instructional Consultation with Bilingual Students in reading with reading, math, and written language – Effective instruction, interventions, monitoring, and evaluation.**
- Group 3: Consulting with principals and teachers on implementing and/or Improving Response to Intervention Programs: What are key elements for effective RtI programs?**

Review Phase II CERF

PLEASE WORK ON YOUR EVIDENCE BASED INTERVENTION, INTERVENTION SCRIPT, YOUR DATA, DATA MONITORING (FORMATIVE ASSESSMENT), AND EVALUATION PLAN (SUMMATIVE ASSESSMENT).

TAKE HOME EXAM

March 18 Spring Break – Have a Great Week!

March 25 **Leadership and Change Strategies Readings**

Cormier et al. (2017). Read Chapters 12: Reframing, Cognitive Modeling, and Problem Solving Strategies

Cormier et al. (2017). Read Chapters 13: Cognitive Change and Cognitive Restructuring Strategies.

***Please finish Phase I Role Plays on your own
Work on your Midterm***

April 1 **Intervention development and implementation:**

Phase II – We will meet until 5:30 on this day

Erchul & Matsen (2010). Ch. 8: Selecting effective school-based interventions.

Role Play #2 - Phase II

PLEASE COMPLETE PHASE II....

Completing Phase II: You should have a clear hypothesis, baseline data, goals, intervention plan, and data gathering plan for monitoring and evaluation.

April 8 **Monitoring, Evaluation and Disengagement Reading Assignment:**

Shapiro Ch. 7: Progress Monitoring

Consultation Evaluation Rating Manual (Phase IV)

Daly et al. (2015). Ch. 9 Accountability

Role Play 2 and 3 –Phase II cont. and Phase IV (Finish Phase IV on your own, if needed)

April 15 **Organizational consultation, social advocacy, and issues regarding drop out:**

Reading Assignment:

Retrieve online:

Rosenfield, S. (1992) Developing school-based consultation teams: A design for organizational change. School Psychology Quarterly, 7,27-46.

Zins, J. E. & Illback, R. J. (1995). Consulting to facilitate planned organizational change in schools. Journal of Educational and Psychological Consultation, 6(3), 237-245.

Update to above article: Journal of educational and psychological consultation, 2007-07-30, Vol.17 (2-3), p.109-117

- Illback, R. J. & Zins, J. E. (1995). Organizational interventions in educational settings. *Journal of Educational and Psychological Consultation*, 6(3), 217-236.
- Schmuck, R. A. (1995). Process Consultation and Organization Development. *Journal of Educational and Psychological Consultation*, 6(3), 19, p. 199-
- Sue, D. W. (2008). Multicultural Organizational Consultation: A social justice perspective. *Consulting Psychology Journal: Practice and Research*, Vol. 60 (2), p. 157–169

Group 4: Understanding school dropout and policies that may affect issues in Dropout

Group 5: Teacher Resistance: How to consult and support teachers who experience stress and burnout.

DUE: Role Play Feedback CERFs due

***April 22 Special Topics in Consultation:**
Cognitive and Social Development and Learning: Providing evidenced based and practical strategies

Group 6: Addressing Developmental Delays and Autism in Consultation – Working with parents of severely handicapped Students

Group 7: Addressing Motivation in Consultation – Working with students and consultees with poor motivation – Incorporate self-control, self-management strategies, self-monitoring, and self-efficacy (Cormier et al. (2010). Ch. 17

Group 8 Addressing Social-Emotional and Behavioral Maladjustment, – Working with students with adjustment difficulties; emphasizing self-advocacy and self-efficacy, and resources.

DUE: TAKE HOME EXAM DUE

April 29 Special Topics in Consultation:
Consulting with Culturally, Linguistically, and SES Diverse Students and Families

Reading Assignment:

Suggested Readings:

Lopez, C., et al. (2005). Cultural variation within **Hispanic American families**. *Handbook of Multicultural School Psychology*, C. Frisby, & C. Reynolds, (Eds), Wiley & Sons Publishing.

Willis, W. (1998). Families with **African American** Roots. In Developing Cross-Cultural Competence, E.W. Lynch & M. J. Hanson (Eds). , Baltimore, MD: Brookes Publishing.

Search Institute readings on developmental assets among youth of color Tapping the power of community

Group 9: Native American Families and Hispanic Families

Group 10: African-American and Middle Eastern Families

***Group 11: Working with, Homeless youth, Foster Parents
and Group Homes***

**May 6 Consultation Case Overview: Presents the highlights of
your case, Ss, Ws, and what you learned.**

**DUE: Role Play Case Summaries, Case CERF Ph. 1, 2, 4 and
Data (All summaries, Data, data gathering tools,
graphs, etc due.)**

May 13 DUE: CONSULTATION REPORT

Appendix A
Draft
RUBRIC FOR CONSULTATION REPORTS

Consultant: _____ Date: _____
 Consultee: _____

1. Reason for referral clearly explained:

Poor		Average		Excellent
1	2	3	4	5

2. Background information provides a clear description of the child; includes family, health and developmental, and educational background including understanding of classroom, school, instruction, family, and community factors that support learning and develop skills to assist pupils; and includes important relevant information, such as SES, ethnic, cultural, diversity, gender, language factors, and factors of resiliency. It also includes ecological factors (school, family, and community) that support learning and adjustment. Includes information about effective teaching and effective instruction, as well as understanding of comprehensive model of support designed to promote high expectations and increase pupil learning and achievement.

Poor		Average		Excellent
1	2	3	4	5

3. Includes relevant information regarding cultural, diversity, gender, and language factors about the client and systems involved. Demonstrates an understanding of diverse values that influence people and exhibit advocacy skills to promote learning and adjustment for the pupil and support for the family school relationship.

Poor		Average		Excellent
1	2	3	4	5

4. Describes entrance and process of consultation, including communication, interpersonal, and collaboration factors involved. Describes Home school collaboration process and relationship building with parent(s) or guardian(s). Describe ethical and/or legal issues involved in this consultation

Poor		Average		Excellent
1	2	3	4	5

5. Describes theories, models, and process of consultation and levels of consultation used.

Poor		Average		Excellent
1	2	3	4	5

6. Involved parent and/or relevant people who will carry out the interventions; demonstrates an understanding of ways in which pupil development, wellbeing, and learning are enhanced by family-school collaboration. Demonstrated an ability to enhance school-family collaboration.

Poor		Average		Excellent
1	2	3	4	5

7. Problem formulation (hypothesis) is clearly written in behavioral terms, when appropriate, states a probable cause (see hypothesis example from lecture - ch. 33 best practices) and includes a systems-ecological and cultural framework. Includes an academic problem, when appropriate social emotional and life skills area, risk and protective factors to be used in goals and interventions

Poor		Average		Excellent
1	2	3	4	5

8. Makes use of decision making process to address academic and social emotional difficulties by establishing baseline data included based on an instrument and/or structured observations that is/are sensitive to growth (refer to task analysis). (This must include structural observations, informal or standardized academic testing, AND pre/post surveys based on target areas of intervention.)

Poor		Average		Excellent
1	2	3	4	5

9. Goals are directly related to problem formulation (hypothesis) using the problem solving model and includes a cultural and multi-systemic framework. Includes risk and protective factors for academic and social emotional goals.

Poor		Average		Excellent
1	2	3	4	5

10. Goals and objectives are written clearly, in behavioral terms, are measurable, and when appropriate, have a cultural, multi-systemic, and resiliency focused framework.

Poor		Average		Excellent
1	2	3	4	5

11. Change criteria is described based on Goal Attainment Scaling (GAS) and specifies how change will be measured. Includes PRE and POST data and PRE AND POST GAS. Attach measuring tools.

Poor		Average		Excellent
1	2	3	4	5

12. Design intervention program and implement prevention, intervention, and treatment across the hierarchy of student's academic, developmental, and social emotional needs. Evaluate appropriateness of services provided to promote learning (NASP Std. V 5.1). Intervention plan is clear, measurable, is based on research, and is culturally sensitive. Intervention plan has multi-systemic, and resiliency focused framework. (EXPAND INFORMATION ON YOUR INTERVENTION SCRIPT – 20 PTS)

Poor		Average		Excellent
1	2	3	4	5

13. Implementation of intervention and treatment integrity is described clearly (describe the what, where, when, how, and who).

Poor		Average		Excellent
1	2	3	4	5

14. Monitoring and evaluation including outcome data of intervention(s) is clearly described and illustrated (includes data and graph).

Poor		Average		Excellent
1	2	3	4	5

15. Provided Effect Size for Growth based on data obtained.

Poor		Average		Excellent
1	2	3	4	5

16. Summary of consultation describes consultation process, cultural issues faced, multi-systemic, and resiliency focused framework, academic and social emotional goals and intervention process, outcome of consultation, including contextual influences on outcomes, such as personal attributes, types of aptitude, community, cultural, gender, language influence, and classroom climate and instructional practices. Included outcome data and what worked and did not work. Critique your consultation skills.

Poor		Average		Excellent
1	2	3	4	5

17. Case was well written and organized, with minimal grammatical errors.

Poor		Average		Excellent
1	2	3	4	5

a. Was there growth based on specified goals?

____yes ____no

b. Was the growth significant to be noticed?

Poor		Average		Excellent
1	2	3	4	5

c. Was outcome perceived positively by the consultees?

____yes ____no

Appendix B

EPC 648: Special Topics in Consultation Presentation Criteria (Presentations 1-5)

Students Names: _____

Presentation: _____

1) Described special topic in consultation clearly. Described the issues in regards to topic based on what the research says (see some suggestions on next page.) Clearly analyze quality of research. (NASP Std. VIII 8.1)

	Poor		Average		Excellent
1	2	3	4	5	

2) Described topic in relation to theories in development, learning, motivation, second language development, etc.

	Poor		Average		Excellent
1	2	3	4	5	

3) Described implications of not following “normal” developmental sequence or best practices in regards to what the research says on the topic.

	Poor		Average		Excellent
1	2	3	4	5	

4) Related topic to consultation. Described how topic is used to consult with parents and/or teachers.

	Poor		Average		Excellent
1	2	3	4	5	

5) Described strength based focus and resiliency factors for students and families related to the topic.

	Poor		Average		Excellent
1	2	3	4	5	

6) Described case study of student or classroom as an example.

	Poor		Average		Excellent
1	2	3	4	5	

7) Provided at least 10-15 current chapters and journal articles in the slides and reference list and described in presentation. Do not rely solely on internet findings.

	Poor		Average		Excellent
1	2	3	4	5	

8) Presentation was clear, easy to understand, and provided information so that classmates can incorporate information in their consultation cases.

	Poor		Average		Excellent
1	2	3	4	5	

9) Used APA references on PowerPoint Slides and for references.

	Poor		Average		Excellent
1	2	3	4	5	

10) Professional presentation quality: dress, speech, language, posture, presentation quality (little to no reading of slides), and engagement of audience showed professionalism, knowledge of content, and enthusiasm.

	Poor		Average		Excellent
1	2	3	4	5	

COMMENTS:

EPC 648: Multicultural Consultation Presentation Criteria (Presentations)

APPENDIX C

Students Names: _____

Presentation: _____

1) Described cultural groups history and experiences clearly. (See some suggestions on next page.)

	Poor		Average	Excellent
1	2	3	4	5

2) Described cultural group's values, and beliefs clearly and related this to acculturation and assimilation.

	Poor		Average	Excellent
1	2	3	4	5

3) Described special challenges that the cultural group faces.

	Poor		Average	Excellent
1	2	3	4	5

4) Related topic to consultation. Described how topic is used to consult with parents and/or teachers.

	Poor		Average	Excellent
1	2	3	4	5

5) Described strength-based focus and resiliency factors for students and families of particular cultural group.

	Poor		Average	Excellent
1	2	3	4	5

6) Described case study as an example.

	Poor		Average	Excellent
1	2	3	4	5

7) Provided at least 10-15 current chapters and journal articles in the slides and reference list and described in presentation. Do not rely solely on internet findings.

	Poor		Average	Excellent
1	2	3	4	5

8) Presentation was clear, easy to understand, and provided information so that classmates can incorporate information in their consultation cases.

	Poor		Average	Excellent
1	2	3	4	5

9) Used APA reference on PowerPoint Slides and references.

	Poor		Average	Excellent
1	2	3	4	5

10) Professional presentation quality: dress, speech, language, posture, presentation quality (little to no reading of slides), and engagement of audience showed professionalism, knowledge of content, and enthusiasm.

	Poor		Average	Excellent
1	2	3	4	5

COMMENTS:

Total _____/50 pts

EPC 648 Index for CCTC SPPEs

SPPE	Introduced	Practiced	Assessed
2.0	p. 6	p. 8, 9	p. 9
2.1	p. 6	p. 8, 9	p. 18
2.2	p. 6	p. 8	p. 18
2.3	p. 6	p. 8	p. 18
3.1		p. 8	p. 19
3.4			p. 19
4.1		p. 8	p. 19
7.0	p. 6	p. 19	p. 19
7.1	p. 6		
7.3	p. 6		
8	p. 7	p. 18	p. 18

*Pages on which CTC Standards are introduced in yellow, practiced in magenta, assessed in green.