COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.
   a. Submitted by the College of: Education
      Today’s Date: 3/6/12
   b. Department/Division: Educational School and Counseling Psychology
   c. Is there a change in "ownership" of the course? YES ☐ NO ☑
      If YES, what college/department will offer the course instead?
   d. What type of change is being proposed? Major ☑ Minor ☐
      (place cursor here for minor change definition)
   e. Contact Person Name: Lisa Ruble
      Email: lisa.ruble@uky.edu
      Phone: 859-257-4829
   f. Requested Effective Date: ☐ Semester Following Approval OR ☑ Specific Term: SU 2013

2. Designation and Description of Proposed Course.
   a. Current Prefix and Number: EDP 671
      Proposed Prefix & Number: EDP 671
   b. Full Title: Seminar in Psychoeducational Consultation in the Schools
      Proposed Title: Seminar in Psychoeducational Consultation in the Schools
   c. Current Transcript Title (if full title is more than 40 characters):
      Proposed Transcript Title (if full title is more than 40 characters):
   d. Current Cross-listing: ☑ N/A OR ☐ Currently Cross-listed with (Prefix & Number):
      Proposed – ☐ ADD 3 Cross-listing (Prefix & Number): ¢
      Proposed – ☑ REMOVE 4 Cross-listing (Prefix & Number): ¢
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.
      Current: ______ Lecture ______ Laboratory ______ Recitation ______ Discussion ______ Indep. Study
                 ______ Clinical ______ Colloquium ______ Practicum ______ Research ______ Residency
      ☐ Seminar ______ Studio ______ Other – Please explain: ______
      Proposed: ______ Lecture ______ Laboratory ______ Recitation ______ Discussion ______ Indep. Study
                 ______ Clinical ______ Colloquium ______ Practicum ______ Research ______ Residency
      ☐ Seminar ______ Studio ______ Other – Please explain: ______
   f. Current Grading System: ☑ Letter (A, B, C, etc.) ☐ Pass/Fail
      Proposed Grading System: ❌ Letter (A, B, C, etc.) ☑ Pass/Fail
   g. Current number of credit hours: 3
      Proposed number of credit hours: 3

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
   a. change in number within the same hundred series;
   b. editorial change in the course title or description which does not imply change in content or emphasis;
   c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
   e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

1 See comment description regarding minor course change. Minor changes are sent directly from dean’s office to Senate Council Chair. If Chair deems the change as “not minor,” the form will be sent to appropriate academic council for normal processing and contact person is informed.
2 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
3 Signature of the chair of the cross-listing department is required on the Signature Routing Log.
4 Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
5 Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
**COURSE CHANGE FORM**

### h. Currently, is this course repeatable for additional credit?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO □</th>
</tr>
</thead>
</table>

### Proposed to be repeatable for additional credit?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO □</th>
</tr>
</thead>
</table>

**If YES: Maximum number of credit hours:_____**

**If YES: Will this course allow multiple registrations during the same semester?**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO □</th>
</tr>
</thead>
</table>

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### i. Current Course Description for Bulletin:

Using a framework of implementation science, this course uses the rationale and techniques of consultation as a means to bridge research and practice in autism spectrum disorders. Special attention is given to consultation models in educational settings; however, the course will also cover other community settings. This course is designed to provide advanced/specialized training in consultation with teachers, parents, administrators, and other school and community personnel for the purpose of preventing / alleviating learning and adjustment difficulties as well as facilitating learning outcomes of individuals with ASD. Although emphasis is placed on ASD, the consultation strategies generalize to other student populations and settings. Opportunities for students to demonstrate and apply the knowledge and skills of consultation through supervised school-based and clinic-based experiences and practices will occur.

The goal of the course is for students to continue learning and mastery of the basic competencies required for the delivery of consultation services as an ASD specialist. The professional skill areas of assessment, diagnostic and treatment decision-making, intervention selection, and consultation are emphasized as students engage in providing services through local school systems and outpatient settings that provide behavioral health services to children with ASD. Under faculty, school-system, or outpatient staff supervision, students will assume consultation service delivery responsibilities and with increasing independence will respond to the intervention needs of children and families with ASD. In keeping with the philosophy of the school psychology program and the conceptual framework of the UK College of Education, students are expected to engage in empirically based decision making and use reflective decision making skills that are based on decisions using empirical evidence of effectiveness and utility. These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. This course will encompass two-semesters, with specific goals delineated for each semester.

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### Proposed Course Description for Bulletin:

Using a framework of implementation science, this course uses the rationale and techniques of consultation as a means to bridge research and practice in autism spectrum disorders. Special attention is given to consultation models in educational settings; however, the course will also cover other community settings. This course is designed to provide advanced/specialized training in consultation with teachers, parents, administrators, and other school and community personnel for the purpose of preventing / alleviating learning and adjustment difficulties as well as facilitating learning outcomes of individuals with ASD. Although emphasis is placed on ASD, the consultation strategies generalize to other student populations and settings. Opportunities for students to demonstrate and apply the knowledge and skills of consultation through...
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<table>
<thead>
<tr>
<th>j. Current Prerequisites, if any:</th>
<th>Students enrolled in the school psychology program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Prerequisites, if any:</td>
<td>A requirement for students who will be participating in the autism certificate. This will be the fourth or final course within the certificate program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>k. Current Distance Learning(DL) Status:</th>
<th>Yes ☑ No ☐</th>
<th>Already approved for DL* ☑</th>
<th>Please Add* ☐</th>
<th>Please Drop ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>l. Current Supplementary Teaching Component, if any:</th>
<th>☐ Community-Based Experience</th>
<th>☐ Service Learning</th>
<th>☐ Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Supplementary Teaching Component:</td>
<td>☐ Community-Based Experience</td>
<td>☐ Service Learning</td>
<td>☐ Both</td>
</tr>
</tbody>
</table>

3. Currently, is this course taught off campus? [YES ☑ NO ☐]
   Proposed to be taught off campus? [YES ☑ NO ☐]

4. Are significant changes in content/teaching objectives of the course being proposed? [YES ☑ NO ☐]
   If YES, explain and offer brief rationale:
   __________________________________________________________________________

5. Course Relationship to Program(s).
   a. Are there other depts and/or pgms that could be affected by the proposed change? [YES ☑ NO ☐]
      If YES, identify the depts. and/or pgms: ______________________________________________________________________
   b. Will modifying this course result in a new requirement* for ANY program? [YES ☑ NO ☐]
      If YES*, list the program(s) here: ______________________________________________________________________

* You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

Rev 8/09
## COURSE CHANGE FORM

<table>
<thead>
<tr>
<th>6.</th>
<th>Information to be Placed on Syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Check box if changed to 400G or 500.</td>
</tr>
</tbody>
</table>

If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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7 In order to change a program, a program change form must also be submitted.

Rev 8/09
COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDP 671
Proposal Contact Person Name: Lisa Ruble Phone: 859-257-4829 Email: Lisa.ruble@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP</td>
<td>2/27/12</td>
<td>Fred Danner / 859-257-7878 / <a href="mailto:fdanner@uky.edu">fdanner@uky.edu</a></td>
<td></td>
</tr>
<tr>
<td>EDSRC</td>
<td>3/5/12</td>
<td>Belva Collins / 859-257-8591 / <a href="mailto:bcoll01@uky.edu">bcoll01@uky.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Graduate Council</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Health Care Colleges Council</td>
<td></td>
<td></td>
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<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Comments:

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Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at [http://www.uky.edu/Faculty/Senate/forms.htm](http://www.uky.edu/Faculty/Senate/forms.htm)).

<table>
<thead>
<tr>
<th>Course Number and Prefix: EDP 671</th>
<th>Date: 3/6/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name: Lisa Ruble</td>
<td>Instructor Email: <a href="mailto:lisa.ruble@uky.edu">lisa.ruble@uky.edu</a></td>
</tr>
</tbody>
</table>

Check the method below that best reflects how the majority of course of the course content will be delivered.

- Internet/Web-based [ ]
- Interactive Video [ ]
- Hybrid [ ]

### Curriculum and Instruction

1. **How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?**

   The course will be conducted using Adobe Connect which will allow synchronous face-to-face discussion and interactions for all class meetings. The course syllabus conforms to the University Senate Guidelines.

2. **How do you ensure that the experience for a DL student is comparable to that of a classroom-based student’s experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.**

   Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as for the classroom-based students.

3. **How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.**

   The course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity.

4. **Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?**

   No

   If yes, which percentage, and which program(s)?

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course’s DL delivery will be six months from the date of approval.

5. **How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?**

   Students will have access to services provided by Distance Learning Programs as well as IT.

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs

Revised 2/12
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**Library and Learning Resources**

<table>
<thead>
<tr>
<th>6.</th>
<th>How do course requirements ensure that students make appropriate use of learning resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**Student Services**

<table>
<thead>
<tr>
<th>8.</th>
<th>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The syllabus provides contact information for obtaining technical help.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>Will the course be delivered via services available through the Academic Technology Group (ATG) and Distance Learning Programs (DLP)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☒</td>
</tr>
<tr>
<td>No</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</td>
</tr>
</tbody>
</table>

| 10. | Does the syllabus contain all the required components, below? ☒ Yes |
|     | □ Instructor’s virtual office hours, if any.                        |
|     | □ The technological requirements for the course.                     |
|     | □ Contact information for Information Technology Customer Service Center:                                              |
|     |   o Web: http://www.uky.edu/UKIT/                                    |
|     |   o Phone: 859-218-HELP                                              |
|     | □ Web Address for Distance Learning Programs: http://www.uky.edu/DistanceLearning                                     |
|     | □ Procedure for resolving technical complaints.                      |
|     | □ Preferred method for reaching instructor, e.g. email, phone, text message.                                          |
|     | □ Maximum timeframe for responding to student communications.                                                        |
|     | □ Language pertaining academic accommodations:                                                                      |
|     |   o “If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.” |
|     | □ Information on Distance Learning Library Services                                                               |
|     |   o Carla Cantagallo, DL Librarian                                 |
|     |   o Web: http://libraries.uky.edu/DLLS                              |
|     |   o Phone: 859 257-0500, ext. 2171                                  |
|     |   o Email: carla@uky.edu                                           |
|     |   o DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253                                  |

Abbreviations: TASC = Teaching and Academic Support Center    DL = distance learning    DLP = Distance Learning Programs

Revised 2/12
Distance Learning Form

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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</td>
</tr>
<tr>
<td></td>
<td>Instructor Name: Lisa Ruble</td>
</tr>
<tr>
<td></td>
<td>Instructor Signature:</td>
</tr>
</tbody>
</table>

Abbreviations:  TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs

Revised 2/12
EDP 671
Seminar in Psychoeducational Consultation in the Schools

Instructor: Lisa Ruble, Ph.D.  
Office: Taylor Hall 170 J  
Office Hours: by appointment  
Virtual Office Hours: by appointment  
Credit Hours: 3  
Email: lisa.ruble@uky.edu  
Class Time: TBA

Preferred Method of Contact: E-mail; Communication will be replied to within 24 hours

Technological Requirements: Computer with internet access or access to UK computer facilities. Access to digital vide recording devices (digital camera, digital video recorder, laptop webcams)

For Technological Assistance: Contact TASC at http://www.uky.edu/TASC or call 859.257.8272  
Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300

Technical Complaints: Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.218-HELP

Distance Learning Programs: http://www.uky.edu/DistanceLearning

Information on Distance Learning Library Service: http://www.uky.edu/Libraries/DLLS

DL Librarian: Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171  
Long distance: 800.828.0439, option 6  
dllservice@email.uky.edu

DL Interlibrary Loan Service:  

UK College of Education Professional Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives
equipped for life-long learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Description
Using a framework of implementation science, this course uses the rationale and techniques of consultation as a means to bridge research and practice in autism spectrum disorders. Special attention is given to consultation models in educational settings; however, the course will also cover other community settings. This course is designed to provide advanced/specialized training in consultation with teachers, parents, administrators, and other school and community personnel for the purpose of preventing / alleviating learning and adjustment difficulties as well as facilitating learning outcomes of individuals with ASD. Although emphasis is placed on ASD, the consultation strategies generalize to other student populations and settings. Opportunities for students to demonstrate and apply the knowledge and skills of consultation through supervised school-based and clinic-based experiences and practices will occur.

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Course Objectives
Consultation theory and methods will be emphasized in a framework consistent with a problem-solving approach to the indirect delivery of specialized services in, but not exclusive to educational settings. Through the completion of course requirements, seminar discussions, review of related research, field-based experiences, and research assignments, course participants will develop the following competencies:

1. Knowledge in the components of implementation science and how consultation can improve practice fidelity.
2. Knowledge of the principal theoretical models of consultation including mental health, behavioral, organizational, and instructional.
3. Knowledge of an evidence based consultation framework for ASD.
4. Knowledge of the key stages and phases of the consultation process.
5. Skills in the use of communication and interpersonal skills to facilitate the consultative process.
6. Knowledge of personal and environment factors that influence the process and outcome of consultation.
8. Knowledge and skill in evaluating the quality of IEPs.
9. Ability to develop a goal attainment scale for progress monitoring.
10. Knowledge of and skills in issues relevant to consultation with parents and teachers.
11. Knowledge of legal and ethical responsibilities related to the consultation process.
12. Knowledge of important topics related to consultation research.

Course Delivery
This proposed course is designed in a synchronous online format. These sessions will focus on the objectives stated above. In addition to the goal areas stated earlier, students will obtain additional knowledge and experience in conducting a COMPASS consultation.

Required Text


Recommended Text (Text is on reserve in Education Library, Dickey Hall)

Readings*
(an asterisks indicates optional reading)


**Course Requirements**

1. **Audiotape Transcription and Self-Critique** (20% of grade)
   Tape record a consultative session—preferably the initial COMPASS consultation session, but not further than the entry/contracting, and explanatory component of phase I. Transcribe the interview. Using a handout that you will receive in class, you will critique your interview and write a one-page summary, including an analysis of strengths and weaknesses and recommendations for improvement. The packet to be turned in to the instructor will include: audiotape, completed critique form, and one-page summary. Feedback using the same critique form will be provided by the instructor. DUE DATE: XX.
2. **Peer-Reviewed Audiotape Analysis** (20% of grade)
Tape record the initial remaining COMPASS consultation session (following from the requirement described above) consisting of the COMPASS joint summary information sharing stage. After this session is conducted, submit the tape to a peer, who will provide critical feedback using the critique summary that was used in requirement #1. Using this peer feedback, write a one-page summary of improvement made from initial session(s) and continued areas for improvement. Packet to be turned in includes: audiotape, peer-completed critique, and one page summary. Feedback using the same critique form will be provided by the instructor. DUE DATE: XX.

3. **Reaction papers** (10% of grade).
Students will write two reaction papers (2-3 pages, APA style, typed, double-spaced) on peer-reviewed articles from the recent (post 2001) consultation literature. The format of the papers will consist of the following (in order): APA-style reference to the article, summary of the article, and a personal reaction and critique of the article. REACTION PAPER DUE DATES: X and X.

4. **Evaluating an IEP and writing a goal attainment scale (GAS)** (20% of grade).
Improving the quality of the IEP is one goal of COMPASS consultation. In addition, goal attainment scaling is used to monitor student progress over time and is reviewed at each coaching session. Students will have the opportunity to evaluate the quality of an IEP using a IEP evaluation checklist and also to develop a goal attainment scale using IEP goals. A peer will provide feedback on the goal attainment scale and also review the IEP for interrater reliability.

5. **Case Study Report and Presentation** (30% of grade).
Students will participate in an actual consultation case as arranged with the instructor. Students will conduct a minimum of 5 consultation sessions using the COMPASS protocol. The initial session is a 2.5 – 3 hr parent-teacher consultation, followed by four subsequent teacher coaching sessions. Each session will be summarized in a one-page overview. The consultee (i.e., teacher/ parent) will evaluate your services using a fidelity and an evaluation form, provided in the text. At the conclusion of the semester, you will integrate the one-page reports into an overall portfolio that documents the consultation case and includes the following: COMPASS consultation report summary, teaching plans, goal attainment scale, four coaching session summaries, and final evaluation of student progress. This portfolio, along with the consultee fidelity and evaluation form and any addition supporting documents, will be presented to the instructor on the last day of class for grading.

On the designated day, students will present their consultation case to the class. Please note that the case does not have to be completed at the time of presentation, but the information will follow the sequence that will be included in the portfolio (i.e., initial COMPASS consultation report summary, teaching plans, GAS form, coaching summaries, final evaluation). Grading will not only be based on the information delivered to the class, but also the manner in which it was delivered. The presentation should be considered as a ‘mock presentation’ that one typically
sees at a national conference (e.g., CEC, National Association of School Psychologists, American Psychological Association, American Education Research Association).

**Senate Bill 1 Initiatives**
This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment for learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

**Other Required Materials**
This course will require online access. Because of this, students will need a computer, internet connection, and an email address. Students will also need a web-cam and audio and video playing capabilities in order to participate in this class. Digital camcorders can be checked out from the IT department in the College of Education. Please see the Distance Learning Programs website for more information on computer and internet connection requirements http://wiki.uky.edu/blackboard/Wiki%20Pages/FAQs.aspx. Contact information for the Teaching and Academic Support Center is http://www.u.edu/TASC; 859-257-8272 and for Information Technology Customer Service Center is http://www.uky.edu/UKIT/; 859-257-1300.

**Attendance and Participation**
Attendance and participation in all class meetings is required. Any student who misses more than 4 hours of class may be required to withdraw, and any student missing more than 6 hours of class will be required to withdraw.

Notification must be given in advance of any anticipated absences. The following are acceptable reasons for excused absences: serious illness, illness or death of a family member, major religious holiday, and other reasons judged to be reasonable cause for nonattendance by the instructor. Arrangements for missed assignments and/or exams due to an absence should be made within one week.

**Evaluation Methods**
Student performance will be evaluated on the basis of the assignments discussed above. Overall, students are expected to demonstrate their acquisition of new knowledge and mastery of basic interpersonal consultation skills in the solution of consultation problems. As school based consultants, students are expected to communicate clearly, to reason logically, to think creatively, to use sound judgment, and to conduct themselves according to ethical and professional standards.

Grades are based on a modified mastery learning approach that recognizes mistakes as opportunities for learning rather than for penalties. Assignments are weighted as follows:

- Audiotape Transcription and Self-Critique 20%
Peer Reviewed Audiotape analysis 20%
Reaction Papers 10%
Evaluating an IEP/Create a GAS 20%
Case Study Report and Presentation 30%

Final grades will be determined based on a percentage of the total possible points as follows: A=90-100%, B=80-89%, C=70-79%

Note: Confidentiality
1. All interactions between class members during class time falls under the umbrella of confidentiality. Any violations of the ethical standards will be dealt with accordingly.
2. Maintaining confidentiality is the primary ethical principle of psychologists and school personnel. If a student fails to maintain the confidentiality of clients or classmates, the student will be given an automatic failing grade. In addition, the breach of confidentiality may be referred by the instructor to the program area faculty for possible disciplinary action, including probable dismissal from the program.

Students with Special Needs
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodations which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes at 859-257-2754 or jkarnes@email.uky.edu.

The course will be conducted with openness and respect to all individuals’ points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group’s religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. The Educational, School, and Counseling Psychology Program is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.
All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the School Psychology program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult the Program Director if you have questions regarding this requirement.

**Statement on Plagiarism**

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

**Legal Action**

Students charged with violations of criminal law will be suspended immediately from field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

**Commitment to Diversity & Equity**

The School Psychology Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky’s schools is directly and indirectly affected by UK’s School Psychology program’s beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to have the social, emotional, and behavioral skills that can then be used by them as citizens to enhance their communities and participate in the state’s ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our school psychology students to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.**

**TENTATIVE WEEKLY SCHEDULE**
Week 1  Introduction/Overview of Course  
Initiation of Consultation Cases  
Readings: Sheridan & Gutkin (2000)  
**PreAssessment of Consultation and ASD Knowledge**

Week 2  Overview of School Based Consultation  
Stages of Consultation  
Readings: Kampwirth, chapter 1; Meyers, J. (2002)

Week 3  Behavioral and Mental Health Models of Consultation  
Entry Issues and Stages  
Readings: Kampwirth, chapter 2; Brown, et. al., chapter 6

Week 4  Communication & Resistance  
Readings: Kampwirth, chapter 3; Gonzalez et al. (2004); Erchul & Raven (1997)

Week 5  Consulting with Parents  
Conjoint Behavioral Consultation  
Readings: Brown et al., chapter 11  
Sheridan et al. (2004); Ruble et al. (2010; 2012)

Week 6  Instructional Consultation  
Readings: Kampwirth, chapter 7; Rosenfield, 2002

Week 7  Emotional / Behavioral Consultation  
Consultation for Specific DSM-IV Disorders  
Readings: Kampwirth, chapter 6; Auster, et.al., 2006; Ruble, et.al., 2008

Week 8  COMPASS Consultation: Phase I Goal Selection and Planning  
Readings: Ruble et al. (2012); Nounopolous (2009)

Week 9  COMPASS Consultation: Goal Attainment Scale and IEP evaluation  
Readings: Ruble et al. (2010)  
**Audiotape Transcription/Critique Due**  
IEP Evaluation Due

Week 10  COMPASS Consultation: Phase II Teacher Coaching  
Readings: Ruble et al., (in press); Ruble et al., (2012)  
**Goal attainment Scale Due**

Week 11  Systems-level Consultation
Readings: Kampwirth, chapter 8; Curtis & Stollar (1996); Meyers, J. (2002)

Week 12 Consultation Processes: Plan Selection, Implementation, Evaluation/Accountability and Research Issues
The consultation-collaboration debate
Readings: Brown et al., chapters 7, 14; Gutkin (1999a,b); Erchul (1999)
Peer Review Audiotape Analysis Due

Week 13 Cross-cultural Consultation
Ethical and Legal issues
Reaction Paper 2 Due

Week 14 Class presentations of case study

Week 15 Class presentations of case study (cont’d)

Week 16 Class presentations of case study (cont’d)

Week 17 Finals Week
EDP 671  
Seminar in Psychoeducational Consultation in the Schools  
University of Kentucky  
Spring 2010, 3 credits

Dr. Alicia Fedewa  
Office: 170H Taylor Education Building  
Thursday: 12:30-3:00pm  
313 Dickey Hall  
e-mail: alicia.fedewa@uky.edu

Course Description
The goal of this course is to provide you with the rationale and techniques used in consultation with teachers, parents, administrators, and other school and community personnel. For school psychologists, the purpose of consultation is for both preventing and alleviating the learning and adjustment difficulties of individual or groups of school-aged children. This course seeks to bridge theory and practice through the active participation of students in their practicum settings. Special attention is given to consultation models in educational settings; however, the course will briefly cover other community settings. The readings are selected to provide a mix of secondary and original sources as well as an overview of the current consultation literature.

College and Program Conceptual Framework and Philosophy:
The conceptual framework for professional education programs at the University of Kentucky is guided by the theme, Research and Reflection for Learning and Leading. This includes foci on Research (Use of research findings and generation of research to enhance student learning and development); Reflection (A dynamic process of reflective assessment on performance, outcomes, and approaches to solving educational problems); Learning (Conceptualizing learning as a wide range of perspectives including behavioral, constructivist, and social); and Leading (An obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies.).

The school psychology program philosophy is guided by the concepts of the “scientist practitioner” and the “whole child.” The program fosters the conception of the school psychologist as a professional capable of applying a range of psychological principles and techniques to school psychological problems in addition to furthering the profession by contributing to the research base and participating in professional activities. The “whole child” concept recognizes that no child exists in a vacuum. To understand a child’s reality, one must look at the ecological system in which the child exists (i.e., the school and home settings, peers, friends, socioeconomic and environmental characteristics, physical facilities, historical information about the child, and any other necessary information).

The program also emphasizes cultural competence or culturally responsive psychological services. This perspective values culture in the provision of services to children, adolescents and their families from all segments of the community. Diversity is recognized at a wide variety of points of intervention, assessment, and consultation within the broad educational environment. It requires professionals to use self-assessment of their own cultural background and be aware of
those influences in their practice. Further, it requires knowledge of and sensitivity to different cultural backgrounds when providing an array of psychological services.

**Course Objectives**
Consultation theory and methods will be emphasized in a framework consistent with a problem-solving approach to the indirect delivery of psychological services in--but not exclusive to--educational settings. Through the completion of course requirements, seminar discussions, review of related research, field-based experiences, and research assignments, course participants will develop the following competencies:

1. Knowledge of the principle theoretical models of consultation including mental health, behavioral, organizational, and instructional.
2. Knowledge of the key stages and phases of the consultation process.
3. Skills in the use of communication and interpersonal skills to facilitate the consultative process.
4. Knowledge of personal and environment factors that influence the process and outcome of consultation.
5. Knowledge of strategies for evaluating the process and outcome of consultation.
6. Knowledge of and skills in issues relevant to consultation with parents and teachers.
7. Knowledge of legal and ethical responsibilities related to the consultation process.
8. Knowledge of important topics related to consultation research.

**Required Text**

**Recommended Text (Text is on reserve in Education Library, Dickey Hall)**

**Readings**


Course Requirements

1. Audiotape Transcription and Self-Critique (20% of grade)
   Tape record a consultative session—*preferably the first consultation session, the entry/contracting phase*. Transcribe the interview. Using the self-critique handout posted on Blackboard, you will critique your interview and write a one-page summary, including an analysis of strengths and weaknesses and recommendations for improvement. The packet to be turned in to the instructor will include: audiotape, completed critique form, and one-page summary. Feedback using the same critique form will be provided by the instructor. DUE DATE: Feb. 11.

2. Peer-Reviewed Audiotape Analysis (20% of grade)
   Tape record a consultation session consisting of the problem identification stage. After this session is conducted, transcribe the conversation and submit the tape to a peer, who will provide *critical* feedback using the critique summary that was used in requirement #1. Using this peer feedback, write a one-page summary of improvement made from initial session(s) and continued areas for improvement. Packet to be turned in includes: audiotape, transcription, peer-completed critique, and one page summary. Feedback using the same critique form will be provided by the instructor. DUE DATE: April 8.

3. Systems-Wide Consultation Project (20% of grade).
   Consultation exists on multiple levels as we will address in this course. An important means of disseminating information on a larger scale is through systems-level consultation. For this assignment you will pair up with one other student in the course and the two of you will each conduct a needs assessment at your respective schools (thus, *two* needs assessments will be completed, not one). From these needs assessments, the two of you will choose one school in which to conduct your consultation (i.e. figure out logistically what topics they are interested or need to know more about, your areas of interest/skill, and the means of disseminating that knowledge). In the past, most students have used teacher inservices or PTA meetings to present on a topic of the school’s interest. Whatever topic or mode you choose to do for your systems-consultation project, be sure it *meets the needs of your school*. You will each write a separate two page (APA 6th edition style, double-spaced) reflection on this process and together will present an overview of your project to the class in a short, 15 minute presentation. DUE DATE: March 25.

4. Case Study Report and Presentation (20% of grade).
   Students will participate in an actual consultation case through their supervised practicum or other experiences as arranged with the instructor. Students will conduct a minimum of 5 consultation sessions (entry, problem identification, problem analysis, implementation / evaluation, termination). Each session will be summarized in a one-page overview. The consultee (i.e., teacher) will evaluate your services using an evaluation form, which will be provided in class. At the conclusion of the semester, you will integrate the one-page reports into an overall portfolio that documents the consultation case and includes the following: referral problem, background information, consultation services provided, consultation outcomes, evaluation, and recommendations. This portfolio, along with the consultee evaluation form and any addition supporting documents, will be presented to the instructor by the last day of class for grading.
On the designated day (either April 22 or April 29), students will present their consultation case to the class. Please note that the case MUST BE completed at the time of presentation due to graduation requirements. The case presentation, as well as all of the pertinent paperwork documented over the course to be included in the portfolio, will follow the same sequence (i.e., referral problem, background information, etc.). Grading will not only be based on the information delivered to the class, but also the manner in which it was delivered. In other words, providing a cursory overview of the case or providing a brief written summary of the information to the class will not be accepted. Rather, the presentation should be considered a ‘mock presentation’ that one typically sees at a national conference (e.g., National Association of School Psychologists, American Psychological Association, American Education Research Association). In short, grading will be based on the quality, as well as the breadth of the case study. DUE DATE: April 22 or April 29.

5. Discussion Facilitator (20% of grade)
School psychologists are often asked to provide in-services and workshops to school personnel. To gain more experience in preparing lecture material for these activities and conveying the information in an interesting and effective means, students will be randomly assigned to lead a course discussion from our required text chapter and article readings at the beginning of the semester. A variety of teaching methods may be used to engage the audience (e.g., lecture, activity, video, modeling, performance feedback, small group discussion, writing, small group activity, etc.). It is expected that the presentation will be similar to a professional workshop, including use of power point (note: students will be graded on how they engage the class; if the powerpoint slides are full of text and there is more “reading” than speaking, grades will be reflective of this—we all dislike sitting through presentations like that, so let’s not create those types of presentations!). Grading will be based on how well the material is presented (organized, clear) as well as creative use of strategies to engage the group.

Attendance and Participation
Students are expected to attend all classes. Absence from class (without a valid justification and advanced notice as described below) may result in a 10-point grade deduction. You must notify the instructor by e-mail at least 12 hours in advance if you will not be able to attend class, or you will be at-risk for a 10-point deduction in your grade. The instructor may also (at her discretion) employ grade deductions for tardiness (tardy is defined as 10 minutes late and after), as tardiness to class is distracting to others.

Ethical and Professional Behavior
Students are expected to behave in accordance with the ethical principles and professional standards of the American Psychological Association and the National Association of School Psychologists. This includes acting with integrity, treating others fairly and respectfully, and being responsible and reliable. These principles serve as a guide to students’ behavior both on and off-campus. This includes (1) arriving on time, (2) leaving at the scheduled time and not before (unless given prior approval), (3) appropriately engaging during lecture, class discussion, or practicum activities (not talking or working on another task, including texting or other phone activities), and (4) respecting confidentiality. It is important to remember that it is a privilege to be invited to work in the schools. Students represent the School Psychology program as well as the University and we expect students’ behavior to be professional, respectful, and responsible.
Violations of the ethical and professional standards may result in a lowered grade and may be grounds for dismissal from the program.

Confidentiality
The course includes discussion of current and past actual case material. To protect the identity of the clients and their settings, please keep these discussions confidential. In written reports, always use pseudonyms and appropriately disguise demographic information so that participants cannot be identified.

Academic Honesty and Integrity
Students are expected to complete their course work with honesty and integrity. Some examples of academic dishonesty include cheating, plagiarism, misrepresenting work as one’s own, and receiving or giving unauthorized materials, information, or assistance. Any form of cheating or plagiarism is unacceptable. The minimum penalty for either of these academic offenses is an “E” in the course. Academic dishonesty may also be grounds for dismissal from the School Psychology Program (see Program Handbook).

Disability Accommodations
Students with documented disabilities who need academic accommodations should notify the professor at the beginning of the course so that she can help to support your learning and provide accommodations as needed.

Religious Observances
It is the University’s policy to permit students, faculty, and staff to observe holidays associated with their religious faith. Please notify me in advance (at least one week before class) if you will be absent due to a religious observance.

Evaluation Methods
Student performance will be evaluated on the basis of the assignments discussed above. Overall, students are expected to demonstrate their acquisition of new knowledge and mastery of basic interpersonal consultation skills in the solution of consultation problems. As school psychology consultants, students are expected to communicate clearly, to reason logically, to think creatively, to use sound judgement, and to conduct themselves according to ethical and professional standards.

Grades are based on a modified mastery learning approach that recognizes mistakes as opportunities for learning rather than for penalties. Assignments are weighted as follows:

- Audiotape Transcription and Self-Critique 20%
- Peer Reviewed Audiotape analysis 20%
- Systems-Level Consultation 20%
- Case Study Report and Presentation 20%
- Discussion Facilitator 20%

Final grades will be determined based on the percentage of total possible points as follows: A=94-100%, B=84-93%, C=75-83%
Tentative Schedule of Topics, Readings, and Assignments

Week 1 (01/14)  Introduction/Overview of Course
Initiation of Consultation Cases
Readings: Ysseldyke, Burns, and Rosenfield (2009)
Jones (Chapter 9; 2009)
Pre-Assessment

Week 2 (01/21)  Overview of School-Based Consultation
Stages of Consultation
Readings: Kampwirth, chapters 1 and 5; *Meyers (2002b)

Week 3 (01/28)  Behavioral and Mental Health Models of Consultation
Entry Issues and Stages
Readings: Kampwirth, chapter 2; *Brown et. al., chapter 6

Week 4 (02/04)  Solutions-Oriented Consultation
Readings: Kampwirth, chapter 5 (review)
Early class dismissal to work on Systems Presentations

Week 5 (02/11)  Systems-level Consultation
Readings: Kampwirth, chapter 8; *Curtis & Stollar (1996);
Audiotape Transcription/Critique Due

Week 6 (02/18)  Consulting with Parents
Conjoint Behavioral Consultation
Readings: Brown et al., chapter 10
*Sheridan et al. (2004)

Week 7 (02/25)  Instructional Consultation
Readings: Kampwirth, chapter 7; *Rosenfield, 2002; *Gravois &
*Rosenfield, 2006

Week 8 (03/04)  NO CLASS (NASP Conference)

Week 9 (03/11)  Emotional / Behavioral Consultation
Consultation for Specific DSM-IV Disorders
Readings: Kampwirth, chapter 6; *Auster, et al., 2006

Week 10 (03/18)  No Class (Spring Break)

Week 11 (03/25)  Systems-Level Consultation Presentations & Papers Due

Week 12 (04/01)  Communication & Resistance
Readings: Kampwirth, chapter 3; *Gonzalez et al. (2004); *Erchul,
Raven, & Whichard, 2001)
Week 13 (04/08)  
Consultation Processes: Plan Selection, Implementation, Evaluation / Accountability and Research Issues  
The consultation-collaboration debate  
Readings: Brown et al., chapters 7, 14; *Gutkin (1999a,b); *Erchul (1999)  
Peer Review Audiotape Analysis Due

Week 14 (04/15)  
Cross-cultural Consultation  
Ethical and Legal issues  

Week 15 (04/22)  
Class Presentations of Case Study  

Week 16 (04/29)  
Class Presentations of Case Study (cont’d)

*Supplemental readings (optional to all but the discussion facilitators)  
Note: The course outline is tentative and subject to change. Changes will be announced in class.