

Sheltering Arms Pre-School

Key Personnel

Shannon Johnson-Novack; snovack@shelteringarmsforkids.com
Center Director and Attending

Kamillle Williams, MD, kwilliams@msm.edu
Attending (Remote)

Location

385 Centennial Park Dr. NW, Atlanta, GA 30313

Frequency and Duration

1/2 day per week, for 3 months per academic year

Overview

Sheltering Arms is the longest-established and one of the largest nonprofit early childhood education organizations in Georgia, providing high-quality early education, childcare and comprehensive family support services since 1888. The agency serves more than 3,000 children annually and their families at 13 metropolitan Atlanta locations in Cobb, DeKalb, Douglas, Fulton and Gwinnett counties and consistently meets accreditation standards by the National Association for the Education of Young Children. On average, children attending Sheltering Arms score in the 90th percentile for language and literacy, exceeding developmental milestones for kindergarten readiness.

Residents rotate for 1/2 day a week for four months. The resident may provide client-centered, staff development, or rarely, program-oriented consultation as negotiated. Supervision occurs during scheduled group supervision sessions. Residents will not provide any direct patient care during this rotation

Resident Supervision, Teaching, and Evaluation:

Each resident shall be evaluated, and these evaluations shall be reviewed and compiled by the Participating Site Director and submitted to the Program Director within two (2 weeks) of the resident(s) completing the rotation. The Program Director will have residents complete an evaluation of the teaching faculty and the rotation upon completion of the rotation per program evaluation procedures. Faculty and rotation evaluations may be shared with Sheltering Arms administration as needed. The Program Director will meet periodically and on a yearly basis with the Site Director to provide feedback about the rotation and to ensure resident working and learning conditions are appropriate.

SCHOOL CONSULTATION ROTATION

Goals, Objectives and Competencies

Patient Care

Goals:

- **Knowledge**
 - Understand the role of the child psychiatrist in providing client-centered consultation in a school system.
 - Understand the preschool as a system.
 - Understand preschool resources and policies including practices for determining learning issues/differences, behavioral practices related to on task and off task behaviors, disciplinary procedures/code.
- **Skills**
 - Have sufficient knowledge and skills necessary to establish and maintain effective consultation relationships with preschools.
- **Attitude**
 - Respect professional boundaries and only consult on individual children with the permission of the parents or legal guardians.

Objectives:

- Acquire and/or extend knowledge concerning the structure and functioning of a preschool through interaction with school personnel, which may include psychologists, teachers, guidance counselors, school nurses, and administrative personnel as well as the children and families they serve.

Medical Knowledge

Goals:

- **Knowledge**
 - Be able to extend knowledge of basic consultation theory in application to preschools.
- **Skills**
 - Develop the necessary skills to effectively advocate for appropriate interventions for individual patients in the school system as well as for consultation to school staff and programs.
- **Attitude**
 - Demonstrate self-direction and motivation in seeking to acquire rotation-specific knowledge.

Objectives:

- Attend lectures and complete assigned readings concerning childcare systems in the United States

Interpersonal and Communication Skills

Goals:

- **Knowledge**
 - Able to understand the hierarchy of personnel in the school and its relevance for the consultant to the school.
- **Skills**
 - Function in the role of child advocate while still maintaining ethical role as child psychiatric consultant.
- **Attitude**
 - Able to provide consultation without undermining the sense of value and need for the consults.

Objectives:

- Be able to discuss during group supervision the structure of the consultee in the school system, including hierarchy of key personnel within the school and their interactions with key personnel within the district.
- Maintain an appropriate consultation relationship, understanding the limits to this relationship.

Practice Based Learning and Improvement

Goals:

- **Knowledge**
 - Learn to provide written consultations.
- **Skills**
 - Learn how to be an effective facilitator during intervention meetings.
- **Attitude**
 - Appreciate feedback from school personnel and from supervision.
 - Understand the importance of seeking out opportunities to maximize the educational experience

Objectives:

- Utilize skills to provide useful consultation to one or more consultees who work within a preschool setting to include: writing a consultation report in easily understood language, without medical jargon; helping consultees understand the scope of one's experience; modeling problem-solving skills which consultees can then apply to similar situations.

Professionalism

Goals:

- **Knowledge**
 - Be familiar with ethical issues which may arise as part of the school consultation process.
- **Skills**
 - Able to function in the role of child advocate while still maintaining ethical role as child psychiatric consultant.
- **Attitude**

- Clarify role with preschool personnel.
- Arrive at work on time.
- Demonstrate flexibility in addressing needs.

Objectives:

- Understand role of psychiatrist in school based consultation.
- Be able to discuss ethical considerations which arise during the consultation process, to include issues related to confidentiality, consent, and the ability of the consultee to provide sanction.
- Maintain an appropriate consultation relationship, understanding the limits to this relationship.

Systems Based Learning

Goals:

- **Knowledge**
 - Understand Bronfenbrenner's Ecological Systems Theory as it relates to children in preschool systems.
 - Understand the limitations of resources available in preschool systems, and how these impact available interventions.
 - Understand relationship issues between teachers and administration.
- **Skills**
 - Able to apply this knowledge to effectively liaison with parents, teachers and administrators for effective consultation.
- **Attitude**
 - Demonstrate respect for the roles of parents, teachers, administration, guidance counselors, and nursing in the school systems.

Objectives:

- Able to discuss aspects of childcare as a system which impacts on consultation including: availability or scarcity of resources, attitude toward outside consultants, relationships between teachers and administration, pressure from administration

Readings

Articles

Elliott, S., & Davis, J. M. (2020). Challenging taken-for-granted ideas in early childhood education: A critique of Bronfenbrenner's Ecological Systems Theory in the age of post-humanism. *Research Handbook on Childhood Nature: Assemblages of Childhood and Nature Research*, 1119-1154.

Truscott, S. D., Kreskey, D., Bolling, M., Psimas, L., Graybill, E., Albritton, K., & Schwartz, A. (2012). Creating consultee change: A theory-based approach to learning and behavioral change processes in school-based consultation. *Consulting Psychology Journal: Practice and Research*, 64(1), 63.

Walter, H. J., & Berkovitz, I. H. (2005). Practice parameter for psychiatric consultation to schools. *Journal of the American Academy of Child & Adolescent Psychiatry*, 44(10), 1068-1083. AACAP Practice Parameter for Psychiatric Consultation

American Academy of Pediatrics Committee on School Health (2003). Policy Statement: Organizational Principles to Guide and Define the Child Health Care System and/or Improve the Health of All Children Out-of-School Suspension and Expulsion. *Pediatrics*, 112 (5). AAP Policy Statement on OSS and Expulsion

Textbook

Dulcan, M. K., & Wiener, J. M. (Eds.). (2006). *Essentials of child and adolescent psychiatry*. American Psychiatric Pub.