



PSY 615—Psychological Principles of Consultation and Supervision

COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Erin A. Harper, Ph.D., Assistant Professor of School Psychology

Office location: Henderson 235

Class time and location: Monday 4:30-7:10pm, MPLX

Office hours: Monday 1:30-4:30 pm or by appointment

University email address: Erin.Harper@tamuc.edu

Preferred form of communication: University email

Communication response time: *Via university email*, usually within 48 hours, with the exception of weekends and holidays

Course Description:

This three-semester hour course will examine the psychological principles and knowledge base underlying the major models and theories of individual and organizational consultation, and supervision. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative and supervision practices and models employed in education, business, and government. Instruction and practice in the supervision of psychological services conducted in appropriate laboratories and agencies is also provided.

Course Objectives:

Course Learning Objectives: The purpose of this course is to provide a basic understanding of consultation and supervision. Students will also learn how to differentiate between consultation models as well as discuss and implement supervision strategies.

The goal of this course is to critically examine both *process* and *content* related issues of consultation and supervision and practice the skills fundamental to psychological consultation and supervision. Basic issues to be addressed include: consultation and supervision models, stages, and skill building; interpersonal skills and fostering productive relationships with consultees and supervisees; effective intervention design and evaluation; ethical, legal, professional, and multicultural issues in consultation and supervision; conducting effective professional development; collaborating with

community and medical service providers; systems consultation; and developing specific skills for consulting about academic and behavioral problems.

The NASP training domains that are addressed in this course include:

Domain 1: Data-Based Decision Making School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration School psychologists understand 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. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 5: School-Wide Practices to Promote Learning School psychologists 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.

Domain 6: Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration School psychologists understand 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. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations School

psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in 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. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice School

psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice School

psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of current models, research, and practice pertaining to school and community-based consultation and supervision.
2. Demonstrate skills required in effective consultation and supervision in simulated situations.
3. Observe and reflect upon field-based consultation cases.
4. Interpret and disseminate the results of consultation and supervision research.

Required Textbooks:

Kampwirth, T.J., & Powers, K.M (2016). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 9780134019642

Bernard & Goodyear (2019). *Fundamentals of Clinical Supervision 6th edition*.

Additional readings will be posted to the **D2L** course site or distributed in class.

Class Organization and Management:

Class sessions will include presentations, discussion of readings, and practice of skills. Students are expected to come to class prepared to raise questions, analyze, synthesize and respond to questions regarding the content for that session. In addition, students are expected to have read the assigned text material and to have completed the relevant assignments before attending class.

Class Requirements:

Attendance (Up to 5 points per class meeting)

Attendance is critical for success in this course. The course offers frequent opportunities for learning through the exchange of ideas, classroom discussions and skill practice during class. These skills cannot be developed without each student being in class. Regarding an unavoidable absence, only a significant personal and/or medical emergency or religious observance will be considered as an acceptable excuse and this must be confirmed and approved.

Classroom Consultation and Supervision Application Activities (8 Activities x 10 points each – 80 points total)

Classroom activities will give students the opportunity to practice skills related to consultation and supervision. For example, students will have an opportunity to participate in simulated problem-solving team meetings, one-one-one consultation sessions with parents and educators, and supervision sessions. Additional details about each classroom activity will be provided throughout the semester. If students miss a class due to an excused absence, a makeup assignment will be allowed.

Consultation Observation and Reflection Paper (50 points)

Each student will be expected to observe one authentic consultation experience. This observation can be conducted virtually. The consultation experience should involve a

consultant and at least one parent consultee. After the observation, each student will write a reflective paper about the experience. This experience is designed to allow students to reflect on linkages and disparities between what was observed and what was learned in class. It will also allow students to reflect upon their own future practice. **The observations should take place between the months of March and April only and the instructor must approve the observations.**

Consultation Research Presentation (25 points)

You will examine a current consultation research topic and its impact on contemporary practice, including implications for family-school collaboration. The instructor must approve the research topic before it is completed. Students will analyze and disseminate the results of the research via a class presentation.

Midterm Exam (50 points)

A mid-semester exam will assess the students' knowledge, understanding, and application of course readings and content. More information on the format and content of the exam will be provided in class.

Supervision Project (Philosophy Statement and Presentation) (50 points)

More information will be provided in class.

Evaluation:

All class assignments and exams will be assigned a point value. The final grade will be based on the total number of points acquired over the course of the semester.

The following grade scale will be used:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Please note: Students are welcome to seek assistance at any time throughout the semester. However, it is the student's responsibility to contact the instructor for assistance. Please do not wait until the semester is almost over before help is requested.

Course Activities & Point Values:

<u>Activity</u>	<u>Point Value</u>
Attendance	60
Classroom Consultation & Supervision Application Activities	80 (subject to change)
Consultation Observation Reflection Paper	50
Consultation Research Presentation	25
Midterm Exam	50

Supervision Project (Philosophy Statement and Presentation)	50
Total	315*
*Total points may change if assignments are added or changed.	

Course Schedule and Assignments

Date	Class Focus	Corresponding readings/assignments (Additional readings may be assigned)
January 31	Introduction/Course Overview	
February 7	Overview of School-Based Consultation Consultation Models and Practices	Kampwirth Ch. 1-2 Classroom Activity 1
February 14	Consulting within a Problem-Solving and RTI/MTSS Framework Communication/Interpersonal Skills	Kampwirth Ch 3-4 Classroom Activity 2
February 21	Ethical and Legal Issues in Consultation Consulting About Academic and Emotional/Behavioral Problems	Kampwirth Ch. 5-7 Classroom Activity 3
February 28	Systems Consultation Providing Effective Professional Development	Kampwirth Ch. 9 Best Practices in Providing Inservices (Crothers, Kolbert, & Hughes, 2014) Consultation Research Presentation Topic Due Classroom Activity 4
March 7	Transition Planning Multicultural Consultation	Kampwirth Ch 8 Working Together Towards Social Justice, Anti-Racism, and Equity: A Joint Commitment from Journal of Educational and Psychological Consultation and School Psychology International https://www.tandfonline.com/doi/full/10.1080/10474412.2020.1848313 Tindall, 2015 (In Miranda et al.) Bailee, 2015 (In Miranda et al.) Classroom Activity 5
March 14	Spring Break-Enjoy	
March 21	Participatory Culture-Specific Consultation	Nastasi, Moore, & Varjas, 2004 Harper, 2021
March 28	Midterm Exam	

April 4	Introduction to Clinical Supervision	<p>Fostering successful clinical supervision https://www.apa.org/monitor/2014/09/clinical-supervision.aspx By Tori DeAngelis September 2014, Vol 45, No. 8</p> <p>American Psychological Association. (2014). Guidelines for Clinical Supervision in Health Service Psychology. Retrieved from http://apa.org/about/policy/guidelines-supervision.pdf</p> <p>Classroom Activity 6</p>
April 11	Introduction (cont'd) Supervision Models	<p>Bernard & Goodyear, Chapters 1-3 Classroom Activity 7</p> <p>Consultation Research Presentation Due</p>
April 18	Dimensions of the Supervision Relationship Multicultural Supervision	<p>Bernard & Goodyear, Chapters 4-6 Classroom Activity 8</p>
April 25	The Delivery of Clinical Supervision Professional Responsibilities of Clinical Supervisors Supervising Practitioners	<p>Bernard & Goodyear, Chapters 7-12</p>
May 2	TBD	TBD
May 9	<p style="text-align: center;">Supervision Project Due</p> <p style="text-align: center;">Last Day to Submit Consultation Observation via D2L</p> <p style="text-align: center;">Complete Course Evaluation</p>	

*Syllabus and schedule of events are subject to change at instructor's discretion with appropriate notice.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

E-mail and myLEOonline (D2L Brightspace). All Students should activate and regularly check their Leo Mail and myLEOonline (D2L Brightspace) accounts associated with this

class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through eCollge. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of “F”. Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version

Device	Operating System	Browser	Supported Browser Version(s)
			<p>of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the

Live Chat or click on the words “click here” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>
The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.
<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

Interaction with Instructor Statement

All Students should activate and regularly check their Leo Mail (e-mail account) and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/myLEOonline (D2L Brightspace). I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example ***PSY 615: Question about Assignment***. All emails will be returned in 24-48 hours unless I notify you otherwise

Interaction with Instructor Statement

I prefer that you contact me via email. I will usually respond within 48 hours. If you have a question that can be addressed through email, I will do so. If your question requires us to meet by telephone or person, I will schedule an appointment with you during office hours or at a mutually convenient time. You are also welcome to come by my office during office hours or at any other time. If I am available, I will be happy to meet with you.