



## **PSY 615: Psychological Principles of Consultation and Supervision**

COURSE SYLLABUS: Spring 2025

### **INSTRUCTOR INFORMATION**

**Instructor:** Andryce Clinkscales, Ph.D., LSSP, NCSP

**Office Location:** Binnion Hall, 211A

**Office Hours:** Mondays from 12:00 – 4:00 pm (Zoom), Tuesdays from 7:10-8:10 pm (Mesquite Metroplex Center), or by appointment

**Office Phone:** (903) 886-5940

**University Email Address:** [Andryce.Clinkscales@tamuc.edu](mailto:Andryce.Clinkscales@tamuc.edu)

**Preferred Form of Communication:** Email

**Communication Response Time:** Mondays-Fridays, within 24-48 hours, with the exception of weekends and holidays.

### **COURSE INFORMATION**

**Class Meeting Time:**

**Online asynchronous**, with **4 synchronous meetings via Zoom** throughout the semester on **Monday evenings at 4:10 pm** (time to be confirmed). **Planned dates: 2/24, 3/17, 4/7, and 4/28.**

**No Textbook(s) Required.**

All required readings, materials, and resources will be posted in D2L.

### **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:**

*The syllabus/schedule are subject to change.*

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

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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

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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.

## **Student 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.

## **COURSE REQUIREMENTS**

### **Class Format**

This is an online/hybrid course. Instructional modules will include readings, presentations, and discussions. There will be several scheduled class meetings via Zoom to allow for the practice of skills. **Students are expected to come to the Zoom sessions 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 the session, as needed.**

### **Class Requirements:**

#### **Consultation Observations (2 cases x 20 points each – 40 points total)**

Each student will be expected to observe two authentic consultation experiences. These observations can be conducted virtually. The consultation experience should involve a consultant and at least one consultee. After the observation, each student will write a reflective paper about the experience (2 pages). 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.**

#### **Classroom Consultation and Supervision Application Activities/Attendance (4 Activities x 10 points each – 40 points total)**

Zoom-based 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

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sessions with parents and educators, and supervision sessions. Additional details about each classroom activity will be provided throughout the semester. Students are expected to 1) attend all sessions, 2) be in a quiet place, and 3) to have your camera on for the full session. If a student misses a session due to an excused absence, a makeup assignment will be allowed.

### **Consultation Report (50 points)**

This project will deepen knowledge and skills related to consultation and coaching by asking students to apply course content to school-based indirect service delivery. Given varying policies/guidelines across practicum sites, students may choose one of the following three options:

#### Option #1

You may choose to serve as a consultant or coach in your practicum site. The focus of the indirect service delivery is limited to your area of expertise but may concern any problem related to student well-being, including academic, behavioral, or social-emotional concerns and at either the individual-, small group-, or classroom-level. *Students are especially encouraged to serve as a consultant for a parent consultee and focus on their child's individual concerns.*

If you choose this option, work early with your field supervisor(s) to identify potential consultees and clients to address challenges of an appropriate scope and focus. Students may be required to obtain written consent, depending on their school's process and policies. Corresponding documentation may be required from the client's (student's) parents/guardians prior to beginning their case project (a course consent form can be provided to you as needed). If required, students should submit written consent to their field supervisor and Dr. Clinkscales, as well as keep a record for themselves. This option includes the following:

First, students are required to maintain process logs after each consultation session and submit them as part of this assignment. See D2L for the process log form.

Second, process logs will then be used to inform a Summary Report (3-4 pages, 12-point Times New Roman font, double-spaced, exclusive of references, tables, and figures), which should **use pseudonyms** and include the following:

- A description of the consultation process, including but not limited to each of the consultation or coaching stages and activities, diagnostic data, baseline data, summary of the research supporting the evidence-based intervention, goal setting, fidelity data, progress monitoring data, and the implications of the school culture or organizational context.
- The consultation process should include references to the theoretical and empirical readings from class.
- Self-reflection on student skill development.

#### Option #2

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Students may choose to reflect on indirect service delivery (e.g., consultation, coaching, collaboration, etc.) in their practicum sites. The focus of this option is to apply the theoretical and empirical course content to your practicum experiences. Students will write a 3-4 page paper (12-point Times New Roman font, double-spaced, exclusive of references, tables, and figures) making explicit connections between theory/research and practice, such that practical examples of theory are identified in practicum sites (e.g., a specific type of interpersonal skill was observed in this specific situation). The primary difference between Option #1 and Option #2 is that the Option #1 employs the consultation process from start to finish with a pre-identified consultee, while Option #2 allows the student to holistically reflect on practicum experiences and make theoretical connections with a wide range of experiences without having to complete a specific consultation case.

### Option #3

Students may choose to conceptualize a consultative approach describing how they would work with a teacher in need of support at their practicum site. This option may be ideal for students with limited opportunities to engage in consultation within their practicum setting due to school district policies. Students will write a 3-4 page paper (12-point Times New Roman font, double-spaced, exclusive of references, tables, and figures) outlining in detail how they would approach the problem-solving process, which consultation model(s) they would choose to employ and why, and make theoretical connections between course content and the case study, similar to an intervention/treatment plan. The primary difference between Options #1-2 and Option #3 is that Options #1-2 asks the student to reflect on their actual practicum experiences, while Option #3 allows the student to substitute in the case study if they are unable to sufficiently engage in consultation within their practicum site because of school district policies.

### **Consultation Model Presentation (1 hour - 30 points)**

In groups of 4-5 students, groups will select one formal consultation model (see list below). Please see the rubric in D2L for how the presentation will be evaluated. **All students are required to read all articles prior to class.** Consultation models include:

- Behavioral/Problem Solving Consultation
- Instructional Consultation
- Mental Health Consultation

Presentations will include, at minimum:

- Identification of learning objectives or outcomes
- The defining characteristics of the consultation model (e.g., the stages or process, assumptions, goals, similarities/differences to other consultation models, etc.)
- A brief review of the related literature
- Explicit connections between the model and current practicum experiences
- In-class activities to support skill development

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### **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 as the exam date approaches.

### **Supervision Project (Philosophy Statement) (50 points)**

Each student will write a philosophy statement describing your personal beliefs and personal-professional approach to supervision, with specific connections to supervision theory and literature. Guiding questions will be provided to support your writing and thinking process. The assignment can be completed as a paper or as a PowerPoint presentation but must use APA citations.

### **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.

Final grades in this course will be based on the following scale:

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

Please note: Students are welcome and encouraged 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:**

<b><u>Activity</u></b>	<b><u>Point Value</u></b>
Consultation Observations	40
Zoom Consultation & Supervision Application Activities	40 (subject to change)
Consultation Report	50
Consultation Model Presentation	30
Midterm Exam	50
Supervision Project (Philosophy Statement and Presentation)	50

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<b>Total</b>	<b>260*</b>
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*\*Total points may change if assignments are added or changed.*

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **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](mailto: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 East Texas A&M University campus open computer lab, etc.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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## COMMUNICATION AND SUPPORT

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

### 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. 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, I will schedule an appointment with you during office hours or at a mutually convenient time.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### 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.

### Student Conduct

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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

### Academic Integrity

Students at East Texas A&M University 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 student academic dishonesty policy

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## [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy  
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:  
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:  
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

### **East Texas A&M University Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage.

### **Artificial Intelligence**

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **Students with Disabilities-- ADA Statement**

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 Services  
Velma K. Waters Library- Room 162

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**Phone (903) 886-5930**

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Website:** <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



### **East Texas A&M University Supports Students' Mental Health**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Nondiscrimination Notice**

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## COURSE OUTLINE / CALENDAR

*(Subject to Change)*

Week	Topic	Readings	Assignments
1 1/13	Introduction/Course Overview	Syllabus	<b>Syllabus Quiz</b>
<b>Module 1: Overview of Consultation and Consultation within a MTSS Framework</b>			
2 1/20	School-Based Consultation within a Rtl/MTSS Framework	Cooper et al. (2024) Fallon et al. (2023) Malone et al. (2022)	
3 1/27	Consultation Models	Hylander (2012) Gutkin (1999) Schein (1990)	<b>Presentation Sign-Up</b>
<b>Module 2: Interpersonal Skills and Collaboration</b>			
4 2/3	Communication, Collaboration, and Interpersonal Skills	Rollnick et al. (2010) Schulte & Osborne (2003)	
5 2/10	Motivational Interviewing and Social Networks	Newman et al. (2017) Neal et al. (2020) <a href="#">Rollnick et al. (2010)</a>	
6 2/17	<b>NASP Convention</b>		

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### Module 3: Approaches to Consultation, Systems-Level Consultation, and PD

7 2/24	Behavioral/Problem-Solving Consultation  <b>Online Meeting #1</b>	Kratochwill et al. (2014) Sheridan et al. (2014) Erchul (2011)	<b>Consultation Model Presentation #1: Behavioral/Problem-Solving Consultation</b>  <b>Classroom Activity 1: Behavioral Consultation</b>
8 3/3	Systems-Level Consultation, Coaching, and Professional Development	Barrett (2021) Crothers et al. (2014) Desimone and Garet (2015)	<b>Begin Consultation Observations</b>
9 3/10	<b>Spring Break</b>		
10 3/17	Instructional Consultation Transition Planning  <b>Online Meeting #2</b>	Rosenfield (2014) Talapatra et al. (2019)	<b>Consultation Model Presentation #2: Instructional Consultation</b>  <b>Classroom Activity 2: Attending Exercise/Academic Consultation)</b>
11 3/24	<b>Complete Midterm Exam</b>		
12 3/31	Multicultural Consultation	Ingraham (2000) <a href="#">JEPC Position Statement</a> Schriberg and Moy (2014)	
13 4/7	Mental Health Consultation Implementation Planning and Integrity  <b>Online Meeting #3</b>	Caplan et al. (1994) Noell et al. (2017) Truscott et al. (2015)	<b>Consultation Model Presentation #3: Mental Health</b>  <b>Classroom Activity 3: Disruptive Behavior Role Play</b>

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**Module 4: Models of Supervision**

<p><b>14</b> 4/14</p>	<p>Introduction to Clinical Supervision Supervision Models</p>	<p><a href="#">DeAngelis (2014)</a> <a href="#">APA (2014)</a></p>	
<p><b>15</b> 4/21</p>	<p>Dimensions of the Supervisory Relationship Culturally Responsive Supervision</p>	<p>DeAngelis (2023) Ieva et al. (2021)</p>	
<p><b>16</b> 4/28</p>	<p><b>Course Reflection</b> <b>Online Meeting #4</b></p>	<p align="center"><b>Supervision Project Due</b> <b>Classroom Activity #4: Interpersonal Communication Skills</b></p>	
<p><b>17</b> 5/5</p>	<p align="center"><b>FINALS WEEK</b> <b>Consultation Reports Due</b> <b>Consultation Observations Due</b> <b>Complete Course Evaluation</b></p>		

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