



PSY 615 (0SW): Psychological Principles of Consultation and Supervision

COURSE SYLLABUS: Spring 2026

Instructor: Andryce Clinkscales, Ph.D.

Office Location: Virtual

Office Hours: Mondays 12:00-4:00 pm (Virtual), Tuesdays 7:10-8:10 pm (Mesquite)

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Preferred Form of Communication: Email

Communication Response Time: Within 48 hours, except for weekends and holidays

COURSE INFORMATION

Class Meeting Time: Online synchronous sessions via Zoom. **Mondays 4:30-7:10 pm.**

No Textbook(s) Required.

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

Course Description

This 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 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

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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.

NASP (2020) Domains of Practice:

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 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

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

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

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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

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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.

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. There will be online synchronous class meetings via Zoom primarily involving lectures and the practice of skills. Asynchronous instructional modules will include readings, presentations, and discussions. Because this is a hybrid/online course, engaging fully in this course is important. **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.** Active participation means having your cameras on during synchronous Zoom sessions, contributing to class discussions (verbally and/or written responses in the meeting chat), listening carefully, using technology responsibly, and offering thoughtful, critical insights into both course materials and practice activities. **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.** Further, clear and proactive communication with colleagues is a vital part of both the SSP program and the psychology profession. Developing strong professional relationships, building trust, and seeking supervision are important steps toward becoming a competent psychologist. If challenges come up that impact your learning or class performance, it's important to reach out to the instructor early to discuss possible support options.

Class Requirements:

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Consultation Observations (2 cases x 25 points each – 50 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.** Students must submit a brief written summary of how they plan to complete this assignment (e.g., setting, format) by the first week of March to the instructor and the instructor must approve the observations.

Consultation Report (60 points)

This project will deepen knowledge and skills related to consultation by asking students to apply course content to school-based and/or clinical indirect service delivery. Given varying policies/guidelines across school and clinical sites, and differences in student timelines and work experience, students may choose one of the following two options:

Option #1

Students may choose to reflect on indirect service delivery (e.g., consultation, coaching, collaboration, etc.) they have experienced in their educational and/or professional career. The focus of this option is to apply the theoretical and empirical course content to your 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 educational and/or professional experiences (e.g., a specific type of interpersonal skill was observed in this specific situation during school). This option allows the student to holistically reflect on their educational and professional experiences and make theoretical connections with a wide range of experiences without having to complete a specific consultation case.

Option #2

Students may choose to conceptualize a consultative approach describing how they would work with a teacher in need of support at their workplace, practicum, etc. 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 their identified case, similar to an intervention/treatment plan. This option allows the student to conceptualize a hypothetical case they have either observed, experienced, or considered in practice.

Consultation Model Presentation (1 hour - 50 points)

In groups of 4-5 students, groups will select one formal consultation model (see list below) to present to the class. Please see the rubric in D2L for how the presentation will

be evaluated. **All students are required to read all related 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

*As part of the group project, students will complete a brief peer evaluation. Each student will provide feedback regarding their group members on participation, collaboration, and overall contribution to the project. These peer evaluations will be used to inform individual student grades and promote accountability and reflection within the group process.

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 Philosophy Statement (40 points)

Each student will write a philosophy statement describing their personal beliefs and personal-professional approach to supervision, with specific connections to supervision theory and literature. Guiding questions will be provided to support the writing and thinking process. Students must follow APA format for their paper.

Attendance/Participation (50 points)

Synchronous Zoom sessions 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. **Students are expected to 1) attend all sessions, 2) be in a quiet place, and 3) to have their camera on for the full session.**

*Absences may be excused by the instructor in special circumstances. Excused absences should be minimized. An excessive number of excused or unexcused absences could result in an incomplete grade for this class. Please be proactive in discussing "special circumstances" for excused absences with me. Do NOT assume that absences will be automatically excused (see more information regarding attendance below).

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Guidelines for Written Work

Papers must be typed in a Word document and double-spaced, using [APA style](#) when citing sources within text as well as in preparing the reference list. Plagiarism of any type, and written work containing AI-generated content, will not be accepted and will be handled according to university policy. **A minimum of 5 points will be deducted from any written assignment failing to use proper APA format.** Refer to the publication manual for specific guidelines:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

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:

<u>Activity</u>	<u>Point Value</u>
Consultation Observations	50
Consultation Report	60
Consultation Model Presentation	50
Midterm Exam	50
Supervision Philosophy Statement	40
Attendance/Participation (Synchronous Zoom Sessions)	50
Total	300*

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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 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

Zoom Video Conferencing Tool

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.

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 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>

COMMUNICATION AND SUPPORT

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

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Interaction with Instructor Statement

Please feel welcome to contact me by email. All email should receive a response within 48 hours (except for weekends and holidays). If you have not received a response, then assume your email did not go through and please try again to make contact. All email should include the student's last name, first name, course name and brief description of the reason for contact.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 ETAMU. 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. Department Head of Psychology & Special Education and/or Dean's Office).

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 D2L. 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 (e.g., doctor's note in case of illness). In the event your absence is excused, the missing assignment must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

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.

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University Specific Procedures

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 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
[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 Attendance

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

Artificial Intelligence

East Texas A&M 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.

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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

Phone (903) 886-5930

Fax (903) 468-8148

Email: 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 Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to

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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

Nondiscrimination Notice

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

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COURSE OUTLINE / CALENDAR

(Subject to Change)

Week	Topic	Readings	Assignments
Module 1: Overview of Consultation and Consultation within a MTSS Framework			
1 1/26	Introduction/Course Overview School-Based Consultation within a RtI/MTSS Framework	Cooper et al. (2024) Fallon et al. (2023) Malone et al. (2022)	Syllabus Quiz
2 2/2	Consultation Models Online Meeting	Hylander (2012) Gutkin (1999) Schein (1990)	Presentation Sign-Up
Module 2: Interpersonal Skills and Collaboration			
3 2/9	Communication, Collaboration, and Interpersonal Skills	Rollnick et al. (2010) Schulte & Osborne (2003)	
4 2/16	Motivational Interviewing and Social Networks Online Meeting	Newman et al. (2017) Neal et al. (2020) Rollnick et al. (2010)	Classroom Activity: Interpersonal Communication Skills
Module 3: Approaches to Consultation, Systems-Level Consultation, and PD			
5 2/23	NASP Convention – No Class		Consultation Observations Plan
6 3/2	Behavioral/Problem-Solving Consultation Online Meeting	Kratochwill et al. (2014) Sheridan et al. (2014) Erchul (2011)	Consultation Model Presentation #1: Behavioral/Problem-Solving Consultation

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			Classroom Activity: Disruptive Behavior Role Play
7 3/9	Spring Break – No Class		
8 3/16	Instructional Consultation Transition Planning Online Meeting	Rosenfield (2014) Talapatra et al. (2019)	Consultation Model Presentation #2: Instructional Consultation Classroom Activity: Attending Exercise
9 3/23	Midterm Exam – No Class		
10 3/30	Systems-Level Consultation, Coaching, and Professional Development	Barrett (2021) Crothers et al. (2014) Desimone and Garet (2015)	
11 4/6	Mental Health Consultation Multicultural Consultation Online Meeting	Caplan et al. (1994) Ingraham (2000) Schriberg and Moy (2014) Clinkscales and Barrett (2024)	Consultation Model Presentation #3: Mental Health Begin Conceptualizing Consultation Report
12 4/13	Implementation Planning and Integrity	Noell et al. (2017) Truscott et al. (2015) Collier-Meek et al. (2023)	
Module 4: Models of Supervision			
13 4/20	Introduction to Clinical Supervision Supervision Models Online Meeting	DeAngelis (2014) APA (2014) Newman et al. (2019)	Classroom Activity: “Name the Consultation Model”

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<p>14 4/27</p>	<p>Dimensions of the Supervisory Relationship</p> <p>Culturally Responsive Supervision</p> <p>Course Reflection</p>	<p>Hiebler-Ragger et al. (2020) Monahan et al. (2025)</p> <p>DeAngelis (2023) Ieva et al. (2021) Vekaria et al. (2023)</p>	<p>Supervision Project Due</p>
<p>15 5/4</p>	<p style="text-align: center;">FINALS WEEK</p> <p style="text-align: center;">Consultation Reports Due</p> <p style="text-align: center;">Consultation Observations Due</p> <p style="text-align: center;">Complete Course Evaluation</p>		

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