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Spring 2-1-2018

### PSYX 680.01: Consultation and Supervision

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**PSYX 680: Consultation and Supervision  
Spring 2018**

**Course location and time**

Tuesday/Thursday 8:00 am-9:20 am

**Instructor information**

Instructor: Jacqueline A. Brown, Ph.D., NCSP

Office: Skaggs 204

Email: Jacqueline.Brown@umontana.edu

Phone: 406-243-6883

Office hours: By appointment (send me an email to set up)

**Course description**

The intent of this course is to provide a framework to understand the process of consultation and supervision in the schools, as well as in mental health and community settings. Students will learn to provide consultation and work collaboratively with others in planning and decision-making processes at the individual, group, and systems levels, using both direct and indirect methods of consultation to effect change and positive outcomes (NASP Std. 2.2). Students will also learn and understand the current body of knowledge regarding supervision in school psychology, including relevant theory and research, and supervision methods and techniques.

The course will utilize two training formats. First, students will develop knowledge of the principles of consultation and supervision through weekly lectures, student presentations, and discussions. Second, they will practice the skills required for consultation and supervision through in-class exercises and assignments. These methods will enable students to self-reflect upon their own skills and understand frameworks to guide their own practice.

**Learning Outcomes**

Throughout this course, students will:

1. Learn the history, evolution, and methods of various school-based and mental health consultation and supervision models (NASP Std. 2.2; APA B3.a).
2. Develop consultative skills and an orientation to various direct and indirect consultation models using problem solving as a basis for providing consultation services with an intervention and positive outcomes focus (NASP Std. 2.1, 2.2; APA B3.c, B3.e).
3. Learn how to facilitate and sustain positive family-school relationships through effective evidence-based consultation methods (NASP Std. 2.2, 2.8; APA B3.e).
4. Develop basic supervision skills, engage in self-reflection, and understand frameworks that will guide their own practice of supervision in the areas of consultation, intervention, and assessment (NASP Stds. 2.1-2.4; APA B3.b. & B3.c).
5. Practice delivery of consultation and supervision services based upon an understanding of schools and families as systems (NASP Std. 2.2, 2.6).

6. Learn how to view consultation and supervision through a multicultural lens and apply socially valid best practice methods in cross-cultural consultation and supervision. Gain an understanding of, respect for, and ability to work within diverse systems and support the enormous diversity among students, schools, families, and communities (NASP Std. 2.2; APA B3.d).
7. Gain an understanding of methodological and process/outcome findings in consultation and supervision research that are the basis for evidence-based practice (NASP Std. 2.2; APA B3.b).
8. Learn, understand, and practice the legal aspects and ethical codes of conduct (NASP, APA), relative to best practice of consultation and supervision services (NASP Std. 2.2, 2.10; APA B3.b).

### **Required textbooks**

Erchul, W. P. & Martens, B. K. (2010). *School consultation: Conceptual and empirical bases of practice, Third Edition*. New York, NY: Kluwer Academic/Plenum Publishers.

Sheridan, S. M. & Kratochwill, T. R. (2008). *Conjoint behavioral consultation: Promoting family school connections and interventions, Second edition*. New York, NY: Springer.

Simon, D. J., & Swerdlik, M. E. (2017). *Supervision in school psychology: The developmental, ecological, problem-solving model (1st edition)*. New York, NY: Routledge.

Harrison, P. L. & Thomas, A. (Eds.). (2014). *Best practices in school psychology VI, Foundations (6th ed.)*. Bethesda, MD: National Association of School Psychologists.

Harrison, P. L. & Thomas, A. (Eds.). (2014). *Best practices in school psychology VI, Data-based and collaborative decision making (6th ed.)*. Bethesda, MD: National Association of School Psychologists.

### **Additional readings**

The following readings will be provided to you in PDF format through Moodle. There may be additional readings assigned during the semester, but you will be provided with them in advance.

#### *Consultation Readings:*

Holcomb-McCoy, C., & Bryan, J. (2010). Advocacy and empowerment in parent consultation: Implications for theory and practice. *Journal of Counseling and Development, 88*, 259-268. doi: 10.1002/j.1556-6678.2010.tb00021.x

Klotz, M. B., & Canter, A. (2006). Culturally competent assessment and consultation. *Principal Leadership, 6*, 11-15, Retrieved from [NASP Online](#)

Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. *Journal of Educational and Psychological Consultation, 19*, 26-44. doi: 10.1080/10474410802462769

### *Supervision Readings:*

Allen, J. (2007). A multicultural assessment supervision model to guide research and practice. *Professional Psychology: Research and Practice, 38*, 248-258. doi: 10.1037/0735-7028.38.3.248

Chapter 7 & 8 from the following text:

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of Clinical Supervision, 5<sup>th</sup> Edition*. New York, NY: Pearson.

Cramer, K., & Rosenfield, S. (2004). Clinical supervision of consultation. *The Clinical Supervisor, 22*, 111-124. doi: 10.1300/J001v22n01\_08

Crespi, T. D., & Dube, J. M. B. (2008). Clinical supervision in school psychology: Challenges, considerations, and ethical and legal issues for clinical supervisors. *The Clinical Supervisor, 24*, 115-135. doi: 10.1300/J001v24n01\_06

Eklund, K., Aros-O'Malley, M., & Murrieta, (2014). Multicultural supervision: What difference does difference make? *Contemporary School Psychology, 18*, 195-204. doi: 10.1007/s40688-014-0024-8

Chapter 10, 11 & 12 from the following text:

Harvey Smith, V. & Struzziero, J. A. (2008). *Professional development and supervision of school psychologists: From intern to expert*. Thousand Oaks, CA: Corwin Press.

Kaufman, J., & Schwartz, T. (2004). Models of supervision: Shaping professional identity. *The Clinical Supervisor, 22*, 143-158. doi: 10.1300/J001v22n01\_10

National Association of School Psychologists. (2011). *Supervision in school psychology (Position Statement)*. Bethesda, MD: Author.

Newman, D. S., Nebbergall, A. J., & Salmon, D. (2013). Structured peer group supervision for novice consultants: Procedures, Pitfalls, and Potential. *Journal of Educational and Psychological Consultation, 23*, 200-216. doi: 10.1080/10474412.2013.814305

Yalof, J., & Abraham, P. (2009). An integrative approach to assessment supervision. *Bulletin of the Menninger Clinic, 73*, 188-202. doi: 10.1521/bumc.2009.73.3.188.

### **Required assignments**

All written assignments must be completed according to proper APA format.

#### **1. Class discussion and participation (20 points)**

Participation in class assignments, activities, discussion, and readings is critical for learning in this course. You will be engaging in a variety of small group activities that will be essential to develop your knowledge and expertise in consultation and supervision. I expect that you will actively participate in these activities and read all of the required readings. We will be discussing readings during class and it is expected that you will actively engage in these discussions.

2. Conjoint Behavioral Consultation (CBC) CNII Conjoint Needs (Problem) Identification Interview Case **(40 Points)**

The goal is to deliver Conjoint Behavioral Consultation services in an analog condition. Students will form triads for this assignment. Each of the three students will play the role of the school psychologist, the teacher, and the parent. You will video or audiotape the consultation sessions that addresses a student problem through identification, the first part of the CBC process (CNII). More details will be provided about selecting the “problem” and specific expectations for the role-play. You will submit the video of the conference where you play the role of the school psychologist. Each session should be approximately 15 to 20 minutes. You will also submit relevant CBC forms, peer feedback evaluations, and a written self-analysis of the process. Specific forms to submit are summarized below. All forms are posted on Moodle.

**In addition to the video recording, the forms to submit with your assignment (posted on Moodle) are as follows:**

- **Your Three Goals:** Before your session and interview recording, please identify and write three goals for the interview that you would like to practice. Submit these goals with your other forms. The instructor will use them as part of your evaluation.
- **Consultation Skills Self Evaluation:** After you have recorded your session, watch it again and evaluate yourself on the skills highlighted on the self-evaluation sheet. Circle whether it is an “emerging” skill, “needs more practice,” or whether it was “well done” and include relevant comments. You are not being graded on whether the skills are “well done,” but instead on your reflection and insight into your own skills.
- **Consultation Skills Peer Consultee Evaluation:** Along with completing a self-evaluation for yourself, you will also be asked to complete an evaluation for your peers when they are the consultee. This will not only be helpful for their growth and development, but for your own growth and reflection as well. You will be graded on the quality of feedback you provide to your peers.
- **CNII Objectives and Interview Outline:** Use this sheet to direct your interview. It has essential questions to ask and will help provide guidance and structure. Please submit this sheet with your notes included, or submit your notes on another sheet.
- **CNII Objective Consultant Self-Checklist:** When reviewing your videotape, place a checklist on the line beside each item (home and school) that you believe you addressed in your interview. Note that this checklist also is a helpful guidance for what should be included. You will then calculate the percent of objectives met for both home and school by totaling up the checks in each column and dividing them by 8 (see handout). This is the interview fidelity.

**Other forms posted on Moodle to help you with this assignment are as follows:**

- **CBC Training Script:** You are being provided with a training script for each scenario (fighting, school phobia, ADHD). This gives you essential information regarding the description of the behavior and history, along with a specific script for the teacher (Script # Teacher Outline; 2 pages) and parent (Script # Parent Outline; 2 pages) to use in their responses, so there is less work involved when you are not the

consultee. There is also a role play training script “client description for the consultant” to provide additional information on the case. Please note that information for the CNAI and CPEI portions of the CBC consultation are also included in this document. These are **for your information only** and **don’t** need to be used for this assignment.

- **CNII CONSULTEE Agenda:** This agenda outline is for you to give to and review with the consultee at the beginning of the meeting to provide structure and ensure they are aware of the agenda and format of the meeting.
- **Consultation Skills Supervisor Evaluation:** The instructor will also complete an evaluation of your consultation skills, using a similar sheet to the one you used. This sheet is also posted on Moodle. The instructor will take your goals into account when completing this sheet and will identify three goals to help with your continued growth and development as a consultant.
- **CNII Objective Supervision Checklist:** Once again, the instructor will also complete the checklist to see which items were addressed in your interview (home and school). She will also calculate the percent of objectives met (interview fidelity).
- **CNII Grading Rubric:** This gives you a detailed outline of what you will be graded on for this assignment. Please note that you will also be graded on the quality of your role plays (as teacher and parent) for your colleagues, in addition to your evaluation and specific feedback for them.

3. Integrative Supervision Paper **(50 Points)**

In your paper, you will describe your preferred model of supervision, which may be one or a combination of the models named in the literature or associated practice read about and discussed in this class. The paper must include the following information: a) conceptual framework for supervision, b) the methods and/or practices you would use in supervision (comment both upon the ones used in the model and how you would use these methods in your role as a supervisor), b) alignment between your supervision approach and the standards for supervision set forth by APA and NASP, c) strengths and weaknesses of your model, d) multicultural applications of the model, and e) a review of the relevant research. You may write in the first person for your paper. Your paper should be approximately **10 pages** (including title page and references) and will follow **APA format, double-spaced, using 12-point font. A rubric is posted on Moodle.**

4. Professional Development Workshop (Supervision, Consultation & Training)- Group Project **(50 Points)**

The purpose of this assignment is two-fold: First, practice and demonstrate your training and consultation skills by creating a workshop directed toward school psychologist supervisors. Second, demonstrate your supervision skills by integrating key strategies into the workshop that school psychologists can use with students whom they are supervising. You will divide into small groups and use best practices in professional development training skills to develop a forty-minute (including questions) “workshop” on a topic of your choice related to training/supervision in consultation, intervention, or assessment (to be approved by the instructor in advance). I recommend that you be as specific as possible with your topic (e.g., supervising ASD assessments, supervising social-emotional interventions).

In the presentation, be sure to include crucial aspects for supervisors to consider when supervising a student on a case related to your specific topic. This may include providing strategies to use, areas of evaluation (e.g., specific evaluation tools to use) or self-reflection, ethical/legal considerations, other essential considerations, etc. You will also create a **two-page handout** for your peers, summarizing the key skills and strategies you presented. Please feel free to use resources provided in this course and class readings to assist you with this project, but **do not** limit yourselves to these resources. Evaluation of your work will be accomplished from three perspectives: peer group (10 points), class (5 points), and instructor evaluation (35 points). **All three rubrics are posted on Moodle.**

### Course grading

Grades are determined based on straight percentages and are as follows:

Percentage	Grade
94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

### Course guidelines and policies

#### **Student Conduct Code**

Students entering the field of school psychology are held to a high standard of academic and professional honesty and integrity. The University of Montana Student Conduct Code (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an “F” for the course in which the academic violation occurs, as well as grounds for consideration of dismissal from the program. The UM administration states: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.” All students need to be familiar with the *Student Conduct Code*. *Please take care to acknowledge your sources, including the Internet, using APA Style.*

#### **Attendance**

Regular attendance and active engagement is required for all scheduled classes, as students are responsible for information covered in lectures, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge through discussions of critical topics and issues, (b) practice skills needed to engage in professional communication with colleagues, (c) obtain information from lectures and presentations, (d) participate in activities, and (e) submit required assignments.

Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. In the case of illness or absence (including religious observances), please send me an email and make arrangements before missing the class. For extended absences due to medical issues, documentation must be provided. Failure to do so may result in penalty. Absence for conferences is not automatically excused. You must be in good standing in the class and make arrangements for assignments before you leave.

### **Electronic Devices**

All electronic devices other than computers must be turned off and put away before class. The use of computers during class to take notes or use electronic articles and PowerPoint presentations is allowed. However, students may not use any form of social media on their computer while in class or use computers for other personal reasons unrelated to the class content. I will speak to you if I feel your use of computers is interfering with your learning or is a distraction to other students. Inappropriate use of computers will result in a reduction in your participation grade in this course.

### **Respect for Diversity and Appropriate Language**

I am committed to fostering a class environment in which all people will be treated and will be expected to treat others respectfully. People with disabilities or other elements of diversity are first and foremost individual people who should be treated with respect. Language used in assignments and class discussions should be respectful and professional at all times. Please use “*people first*” language in speaking and writing about people with disabilities or other elements of diversity. For example, please avoid phrases such as “the handicapped,” “LD kid,” “autistic child” or other statements that emphasize the disability or other elements of diversity first, rather than the individual. Pejorative terms and threatening or harassing language have no place in a respectful professional discussion or in your assignments.

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### **Assignment expectations**

Students are expected to submit assignments at or before the assigned due date (no later than the end of class). Prior notification is required for excused or late assignments. Unexcused assignments submitted after the due date will be penalized by a reduction of ***five points per calendar day*** late. It is the student’s responsibility to ask questions when information required in the assignments or discussed in class is unclear. There will be no make-up or extra-credit assignments.

The instructor reserves the right to modify or substitute coursework, including readings and assignments, during the course to enhance learning. These changes will not result in a substantially increased workload or decreased opportunities to earn points, but will instead likely benefit students.



### Course Schedule

The course schedule is subject to minor adjustments, as determined by the instructor.

Week	Date	Topics and Assignment Due	Required Readings
1	January 23	Course Introduction- Consultation; Biases	No Reading
	January 25	Defining Consultation Definition & Purpose of Consultation Introduction to School-Based Consultation	Erchul & Martens, Chapter 1 & 4; Erchul & Young (2014) Chapter 29 BP-VI Data-Based and Collaborative Decision Making
2	January 30	Types of Consultees	Erchul & Martens, Chapter 9 & 10; Holcomb-McCoy & Bryan (2010)
	February 1	Promoting Change in Schools; Dealing with Resistance	Erchul & Martens, Chapter 3; Coddling, Sanetti, & Reed (2014) Chapter 34 BP-VI Data-Based and Collaborative Decision Making
3	February 6	Consultation Models	Erchul & Martens, Chapter 5 & 6; Hughes, Kolbert, & Crothers (2014) Chapter 31 BP-VI Data-Based and Collaborative Decision Making
	February 8	Conjoint Behavioral Consultation 1: Defining CBC	Sheridan & Kratochwill Chapter 1 & 2
4	February 13	<b>NASP Convention- No Class</b>	
	February 15	<b>NASP Convention- No Class</b>	

Week	Date	Topics and Assignment Due	Required Readings
5	February 20	Conjoint Behavioral Consultation 2: CBC in Practice	Sheridan & Kratochwill Chapter 3, 4 & 5
	February 22	Ethical and Legal Issues in Consultation	Jacob, Decker, & Hartshorne (2011) Chapter 8
6	February 27	Multicultural Issues in Consultation	Klotz & Canter (2006); Li & Vasquez-Nuttall (2009)
	March 1	Consultation in Assessment <b>Conjoint Behavioral Consultation Process</b> <b>CNII Conjoint Needs Identification</b> <b>Interview Due</b>	Erchul & Martens, Chapter 7
7	March 6	Consultation in Prevention/Intervention	Erchul & Martens, Chapter 8; Kratochwill, Altschaefl, & Bice-Urbach (2014) Chapter 30 BP-VI Data-Based and Collaborative Decision Making
	March 8	Special Considerations in Systems-Level Consultation Consultation Wrap-Up	McNamara (2014) Chapter 36 BP-VI Data-Based and Collaborative Decision Making
8	March 13	<b>Introduction to Supervision- Role and Function in Supervision</b>	Simon & Swerdlik (2016) Chapter 1; NASP (2011) Position Statement
	March 15	Models of Supervision	Simon & Swerdlik (2016) Chapter 6; Kaufman & Schwartz (2004)
9	March 20	The Supervisory Relationship- Part 1 Supervisor Characteristics and Interpersonal Relationships	Simon & Swerdlik (2016) Chapter 2 & 3
	March 22	The Supervisory Relationship- Part 2 Planning and Providing Clinical Supervision	Simon & Swerdlik (2016) Chapter 4

Week	Date	Topics and Assignment Due	Required Readings
10	March 29	<b>Spring Break- No classes</b>	
	March 30	<b>Spring Break- No classes</b>	
11	April 3	Techniques of Supervision: Individual	Bernard & Goodyear (2014) Chapter 7
	April 5	Techniques of Supervision: Group	Bernard & Goodyear (2014) Chapter 8; Newman, Nebbergall, & Salmon (2013)
12	April 10	Ethical and Legal Issues in Supervision	Simon & Swerdlik (2016) Chapter 5; Crespi & Dube (2006)
	April 12	Multicultural Issues in Supervision	Eklund, Aros-O'Malley, Murrieta (2014); Allen (2007)
13	April 17	Supervising Consultation <b>Integrative Supervision Paper Due</b>	Harvey & Struzziero (2008) Chapter 10; Cramer & Rosenfield (2004)
	April 19	Supervising Assessment	Harvey & Struzziero (2008) Chapter 11; Yalof & Abraham (2009)
14	April 24	Supervising Interventions/Counseling	Harvey & Struzziero (2008) Chapter 12
	April 26	Supervision Evaluation and Professional Development	Simon & Swerdlik (2016) Chapter 10 & 12; Sullivan, Svenkerud, & Conoley (2014) Chapter 39 BP-VI Foundations
15	May 1	<b>Professional Development Workshop- Group 1 &amp; 2</b>	None Assigned
	May 3	<b>Professional Development Workshop- Group 3 &amp; 4</b>	None Assigned
16	Final Exam Week	No Class	None Assigned

\*BP-VI= Best Practices in School Psychology, 6<sup>th</sup> Edition