

## **School of Education and Behavioral Sciences**

### **Educational Specialist of School Psychology**

Supervision, Consultation, and Practice

Credits: #3 Section: #90-1

Term: Summer 2025

**Delivery: Hybrid (Synchronous & Asynchronous Online)**

#### **Instructor Information**

**Dr. Heather Chapman, PsyD, LMHC, BCBA(LBA) Office Location:** BS Building; Room 118 **Email:** heather.chapman@chaminade.edu

#### **Communication**

I will primarily communicate through Canvas announcements and email. I will respond to emails within 24-48 hours. I am happy to meet during the semester, any time.

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#### **Course Description & Materials**

This course provides a comprehensive introduction to the practical strategies, theoretical foundations, and ethical considerations for effective supervision and consultation within school psychology. We'll explore the diverse roles of a school psychologist as a basis for understanding how supervision and consultation fit into the profession. A primary focus will be on developing competencies in consultee-centered consultation and understanding best practices in professional supervision. Emphasis will be placed on applying evidence-based models, navigating ethical dilemmas, fostering culturally responsive practices, and preparing you for professional roles as supervisors and consultants. This course directly aligns with key domains of the NASP Practice Model, preparing you for professional portfolio development through various required field assignments.

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#### **Delivery Format & Time Allocation**

This course combines synchronous (live) and asynchronous (flexible) learning.

- **Synchronous Sessions:** Our primary live lecture sessions are held every Tuesday from 5:30 PM - 9:00 PM (Hawaii Standard Time) via Google Meet (<https://meet.google.com/zwq-gbjf-xge>). Some weeks, these live sessions may serve primarily as a check-in, with heavier study/reading/video content. Any adjustments to the synchronous schedule or focus will be announced in advance. The final class session, dedicated to Final Project Presentations, is a required synchronous meeting.
- **Asynchronous Components:** On weeks when the Tuesday class is asynchronous, weekly discussion assignments will be assigned for participation. Throughout the semester, our main module content (readings, supplementary videos) will be available each week on Canvas.

- Occasional In-Person Sessions: While primarily online, I may occasionally schedule an in-person session for a focused lecture or special activity.

Students should expect to spend approximately 9-10 hours per week on this course. This time includes attending/watching recordings of sessions, reading, participating in online discussions, engaging with supplementary resources, and completing assignments (including a midterm and a final portfolio-ready project).

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#### Required Materials

- Branstetter, R. (2012). *The School Psychologist's Survival Guide*. (Available in Chaminade Bookstore or Vitalsource)
- Sandoval, J. H. (2013). *An Introduction to Consultee-Centered Consultation in the Schools: A Step-by-Step Guide to the Process and Skills*. (Available in Chaminade Bookstore or Vitalsource)
- National Association of School Psychologists (NASP) Professional Ethics Principles (2020). (Available free online: <https://www.nasponline.org/standards-and-ethics/standards/ethical-principles>)
- National Association of School Psychologists (NASP) Practice Model (2020). (Available free online: <https://www.nasponline.org/standards-and-ethics/standards/nasps-practice-model>)

#### Recommended Items

- Access to a computer with reliable internet access
  - Webcam and microphone for synchronous sessions
  - Headphones/speakers for video content
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#### Canvas

Canvas (<https://chaminade.instructure.com>) will be used for course announcements, weekly synchronous session links and recordings, readings, assignments, discussions, and grade posting. Students are expected to check Canvas regularly.

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#### Learning Outcomes

##### School Psychology Program Learning Outcomes (PLOs)

- Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
- Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)

- Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
- Exhibit legal, ethical, and professional standards in the application of skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
- Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 5, 9)

### **Course Learning Outcomes (CLOs)**

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

- Analyze the foundational roles and diverse practices of a school psychologist, with particular attention to how supervision and consultation fit within this context. (NASP Domain 6, 10)
- Apply key principles and a step-by-step model of consultee-centered consultation in school-based scenarios. (NASP Domain 3, 6, 10)
- Evaluate and integrate legal, ethical, and culturally responsive practices within consultation and foundational supervisory contexts. (NASP Domain 6, 8, 10)
- Develop practical strategies for effective communication, collaboration, and conflict resolution in professional relationships (both consultative and supervisory). (NASP Domain 10)
- Articulate the essential components and principles of effective supervision, including feedback and professional growth. (NASP Domain 6, 10)
- Formulate a consultation plan or a training fidelity plan for a specific school-based scenario, demonstrating an understanding of relevant processes and ethical considerations. (NASP Domain 2, 3, 4, 6, 10)
- Critique personal strengths and areas for growth as a future school psychologist, supervisor, and consultant, engaging in reflective practice. (NASP Domain 6)

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### **Marianist Values**

This course emphasizes the Marianist values of Educate for Service, Justice, and Peace and Educate for Adaptation and Change. School psychologists, through effective supervision and consultation, serve as advocates for students and systems, promote equitable access to mental health and academic support, and must constantly adapt their strategies to evolving school needs and diverse populations. This course will equip students with the skills to:

- Promote fair and just practices in all supervisory and consultative interactions.
- Adapt their approach to meet the unique needs of diverse consultees, supervisees, and school contexts.

- Advocate for systemic changes that enhance the well-being and learning of all students.
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### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

- Educate for Formation in Faith (Mana): *E ola au i ke akua* ('Ōlelo No'eau 364) May I live by God.
  - Provide an Integral, Quality Education (Na'auao): *Lawe i ka ma'alea a kū'ono'ono* ('Ōlelo No'eau 1957) Acquire skill and make it deep.
  - Educate in Family Spirit ('Ohana): *'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohona 'ohana* ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
  - Educate for Service, Justice and Peace (Aloha): *Ka lama kū o ka no'eau* ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
  - Educate for Adaptation and Change (Aina): *'A'ohe pau ka 'ike i ka hālau ho'okahi* ('Ōlelo No'eau 203) All knowledge is not taught in the same school.
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### **Course Activities & Grading**

- Weekly Engagement (100 points): Active participation is expected in weekly online discussions and activities. This includes thoughtful contributions to asynchronous discussion boards, engagement in synchronous class activities (if attending live), and completion of any short reflections or exercises. Students must post thoughtful responses demonstrating critical thinking, engagement with course material, and application to practical scenarios. Late or incomplete weekly engagement will not be accepted.
- Midterm: School Psychologist Role & Ethical Reflection (50 points): You will describe the multifaceted roles of a school psychologist as outlined by Branstetter and the NASP Practice Model, and reflect on how ethical principles guide general practice. You will also discuss a hypothetical ethical challenge common to SPs (e.g., conflicting demands, confidentiality in schools) and propose an ethically sound course of action. (CLO 1, 3, 7)
- Final Project: Field Application Plan & Presentation (NASP Portfolio Ready) (150 points): You will choose one of two options to develop a comprehensive practical plan for a school-based scenario. This assignment is designed for inclusion in a professional portfolio and will be formally presented to the class during the final required synchronous session. (CLO 2, 4, 5, 6)
  - Option A: Consultee-Centered Consultation Plan (NASP Domains 2, 3, 4, 6, 10)
    - Description: For a provided or student-selected hypothetical school-based problem (e.g., a specific student's behavior, a classroom management challenge), develop a comprehensive consultee-centered consultation plan using Sandoval's

step-by-step model. This plan should detail the stages of consultation (e.g., problem exploration, data gathering, intervention generation, follow-up), specific strategies, data collection methods, and how the plan will incorporate ethical and culturally responsive practices.

- Components: Detailed consultation phases as per Sandoval, specific activities/tools for each phase (e.g., sample interview questions, observation focus), proposed intervention strategies, evaluation plan, ethical and cultural considerations.
- Option B: Supervision Competency & Fidelity Development Plan (NASP Domains 6 & 10)
  - Description: Develop a detailed plan for a hypothetical supervisor to support a school psychology intern/new practitioner in developing a specific competency area (e.g., effective progress monitoring, culturally responsive assessment, behavioral intervention planning). The plan must include a clear training strategy, methods for providing feedback, and a tool/checklist to assess the supervisee's fidelity of implementation for a chosen intervention or practice. It must incorporate NASP ethical principles for supervision and address cultural responsiveness.
  - Components: Rationale for chosen competency, specific training activities/resources, detailed feedback strategies, a fidelity checklist/monitoring tool for the targeted practice, ethical considerations in supervision, and a brief plan for self-reflection for the supervisor.

Total Points Calculation: 100 (Weekly Engagement) + 50 (Midterm) + 150 (Final Project & Presentation) = 300 points

### Course Policies

- **Attendance & Participation:** You'll attend live, synchronous classes from 5:30 PM to 9:00 PM. For weeks when a class is asynchronous, we'll have discussion assignments to ensure everyone can participate and engage with the material.
- **Late Work:** Assignments are due on the dates specified in the course schedule. Late assignments will be accepted with permission of extension from the professor.
- **Extra Credit:** The professor can provide extra credit if needed, and it will be offered during the semester.
- **Changes to the Syllabus:** This syllabus is subject to minor adjustments, and I'll communicate any changes to you promptly.
- **Grades of Incomplete:** A grade of "I" (Incomplete) may be assigned only when a student has completed most of the requirements of a course but is unable to complete the remaining work due to extenuating circumstances. The student must have a passing grade in the coursework

completed. A written agreement between the student and instructor is required to specify the remaining work and the deadline for its completion.

- **Final Grades:** Final grades are submitted to Self-Service:
  - A = 90-100%
  - B = 70-89%
  - C = 69-0% (Failed – No credit given)

### Important Information

- **Academic Honesty:** Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University. For the most up-to-date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.
- **Title IX and Nondiscrimination Statement:** Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.
- **Nondiscrimination Policy & Notice of Nondiscrimination:** Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES. The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures> Links to an external site. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.
- **CUH Alert Emergency Notification:** To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency

notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

- **Assessment for Student Work:** With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.
- **Student with Disabilities Statement:** Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student.

Week	Unleash the Topic!	Core Readings	Assignments Due
1	Beyond the Desk: Your Dynamic Role as a School Psychologist & Ethical Compass	Syllabus; NASP Ethics; NASP Practice Model (Exec. Summary, Domains 6 & 10); Branstetter Ch. 1 ("Wearing Many Hats: The Roles of the School Psychologist"); Sandoval Ch. 1; Supplementary Article	
2	The Art of Influence: Mastering Consultation & Its Core Principles	Sandoval Ch. 1, 2; Branstetter Ch. 2, & 8	
3	Building Bridges, Not Walls: Forging Powerful Collaborative Relationships	Sandoval Ch. 3; Branstetter Ch. 3 ("Help! I'm Drowning in Paperwork! How to Tame the Bureaucracy Monster") Supplementary Communication Resources	
4	Unraveling the Puzzle: Pinpointing Problems & Gathering Intel in Consultation	Sandoval Ch. 4, , Branstetter Ch.4	
5	Igniting Solutions: Crafting Interventions & Sparking Change Through Consultation	Sandoval Ch. 5 , 8 & 9 ; Branstetter Ch. 5 & 6 ("Special Education Assessment")	Midterm: Role & Ethics Reflection
6	The Follow-Through Factor: Ensuring Impact & Exiting with Excellence in Consultation	Sandoval Ch. 9, 10	

7	Navigating the Minefield: Ethical Dilemmas & Legal Landscapes in Consultation	Sandoval Ch. 12, ; NASP Ethics (revisit); Branstetter Ch. 7 ; Supplementary Cultural Responsiveness Resources	
8	Leading from Experience: Foundations of Supervision & Mentoring Future SPs	Branstetter Ch. 11 & 12 ; Supplementary Supervisory Skills Resources (essential for core supervision principles and models)	
9	The Growth Mindset: Cultivating Self-Awareness & Lifelong Professional Evolution	Sandoval (Self-Monitoring Sections); Supplementary Reflective Practice Resources / Prof. provided readings	
10	Your Impact, Your Legacy: Synthesizing Skills & Building Your Professional Story	Review NASP Practice Model & Ethics; Review relevant chapters from Branstetter & Sandoval	Final Project: Field Application Plan & Presentation