



School of Education and Behavioral Sciences
School Psychology

SP706 Consultation, Supervision, and Practice

Online Tu 5:30 - 9:20

Credits: 3

Section: 1

Term: Accelerated Spring 2026

Instructor Information



Instructor: David Kenney, M.Ed., C.A.G.S.

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Phone: (808) 495-8998 (home office)

Office Location: virtual

Virtual Office Hours: by appointment

Communication

Email is the best way to contact me, and I will respond within 24 hours.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences Building

Phone: (808) 440-4223 Kandis Amimoto Program Administrator

If you have questions regarding the School Psychology Program, please reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course provides advanced training in consultation, supervision, and applied practice for school psychologists. Models of mental health, behavioral, instructional, and organizational consultation will be covered. Developing skills in case conferencing, teacher collaboration, provider supervision, and systems-level change management will be emphasized. Practice integrating consultation, assessment, intervention, and counseling skills will occur through case-based learning.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 37.5 hours in class, 48 hours researching and writing a ten-page essay, 1 hour each week writing reflection papers (15 hours total), and 10.5 hours studying for and taking the final exam. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

Required Materials

Primary Texts:

*Newman, D. S., & Rosenfield, S. A. (2024). **Building Competence in School Consultation** (2nd ed.). Taylor & Francis.*

*Sheridan, S. M., & Kratochwill, T. R. (2007). **Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions** (2nd Edition). Springer.*

Supplemental and reference:

*American Psychological Association (2020). **Publication manual of the American Psychological Association** (7th ed.). American Psychological Association.*

*Branstetter, R. (2012). **The School Psychologist's Survival Guide**. Jossey-Bass*

Additional selected readings and online resources will be provided and noted within the Canvas course shell

Canvas (<https://chaminade.instructure.com>)

Canvas is a web-based learning management system and is the platform to access and manage online course learning materials and communicate regarding the course throughout the semester.

Learning Outcomes

Program Learning Outcomes (PLOs) [*PLOs in **BOLD** will particularly be *REINFORCED* in this course]

EdS in School Psychology students will:

- 1. 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)***
- 2. 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)***
3. 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)
- 4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)***
5. 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 1, 5, & 9)

Course Learning Outcomes (CLOs)

Upon completion of **SP706**, the student 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)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

Education for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Integral, Quality Education

Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit (*'Ohana*)

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit”. Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation and Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

(Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton. See also <https://www.marianist.com/education/>)

This course particularly 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.

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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

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

Course Activities

Course Approach

We will be using an online seminar approach. Therefore we will be incorporating class discussions via our online format in Canvas and/or Zoom. Please complete the readings prior to class otherwise the discussions will not be informed ones. This course and cohort should be a safe, supportive environment. Healthy discussion and debate is most welcome. In this course, and within a professional school environment please discuss differences in a respectful manner.

★ A note on the use of Artificial Intelligence (AI)

While it is acknowledged that AI may be utilized as a tool, please consider that the purpose of the assignments are to develop your skills, and there most certainly will be circumstances in your professional career when you will need to communicate without access to these tools. As such, postings, research, and other writings should not be generated entirely by AI as this may be deemed an act of academic dishonesty.

Please also refer to the CUH Description, Policies, & Procedures: Educational Specialist in School Psychology AI Use Policy.

Attendance and in-class discussions (90 points)

Due to the accelerated nature of the course, and the importance of discussion and dialogue within the cohort, it is critical that students attend all scheduled class meetings. Absences should be for illness that prevents participation or for other serious unanticipated reasons. Barring exceptional circumstances, students must notify the instructor prior to missing a class or assignment.

Readings and Homework

Students are expected to complete assigned readings and post to discussions when assigned. Students are expected to have engaged the material such that they are prepared with questions and reflections, to enable more active and informed participation in the course discussions.

Please also refer to the CUH Description, Policies, & Procedures: Educational Specialist in School Psychology Attendance Policy.

Discussion posts (50 points)

There will be five discussions to support understanding of concepts. Please post your own thoughts or understanding, and reply to at least one other student.

Pairing protocol (25 points)

In applied school psychology practice, establishing rapport and social validity with consultees (e.g., teachers, paraprofessionals, caregivers) is essential for ensuring that evidence-based recommendations are accepted, implemented with fidelity, and generalized across settings. One empirically supported strategy for building rapport is **pairing**, derived from principles of reinforcement and relationship-building.

You will design a **pairing protocol** plan for a consultee in a school setting from a provided scenario.

Problem-Solving Consultation Case Report (25 points)

School psychology practice should be based on a data-driven problem-solving process.

Using the NCSP Problem-Solving Rubric, you will create a hypothetical **consultation plan** for a consultee in a school setting from a provided scenario.

Asynchronous class assignment (10 points)

There will be no in-person class week 6: Tuesday, May 19. There will be provided videos and readings pertaining to consultation to support teacher mindset and student resilience. For this assignment, you will provide an individualized written response to the provided discussion prompt.

Final Project and presentation (NCSP Portfolio ready - 100 points)

You will develop a detailed plan for a hypothetical supervisor to support a school psychology intern or new practitioner in developing a specific competency area. This assignment is designed for inclusion in a professional portfolio and will be formally presented to the class during the final required synchronous session.

The plan must focus on one competency chosen from the following list. It must incorporate NASP ethical principles for supervision and address cultural responsiveness throughout.

Supervision Competency & Fidelity Development Plan: 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.

Course Policies

Late Work

Students must notify the instructor prior to missing a class or assignment. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade. Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Provost and Records Office by the instructor. Students are expected to actively participate in course discussions and posting within the due dates indicated.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein at any time. Should any changes be required students will be advised of such changes as soon as feasible.

Grades of Incomplete

A grade of incomplete may be provided by the instructor per his sole discretion when there is a determination made of extenuating circumstances that prevented submission within established due dates.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above	270 - 300 points
B = 80-89%	240 - 269 points
C = 70-79%	210 - 237 points
D = 60-69%	180 - 207 points
F = 59% and below	0 - 179 points

Grades of C and below are considered failing for this graduate program - 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/>.

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 Kokua 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 before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Themes, Readings, Assignments, & Due Dates

WEEK 1 School Psychologist Role: Consultation

4/14 Reading: [Syllabus](#)
[Articles posted on Canvas](#)
Review: NCSP Portfolio Rubric
Discussion Posting #1 due 4/20

WEEK 2 Topic: Consultation Core Principles

4/21 Reading: [Chapters 1 & 2 \(Newman & Rosenfield\)](#)
Review: [Chapters 1, 2, & 8 \(Branstetter\)](#)
Discussion Posting #2 due 4/27

WEEK 3 Topic: Relationships and Communication in Consultation

4/28 Reading: [Chapters 3 & 4 \(Newman & Rosenfield\)](#)

Articles posted on Canvas - "pairing"

Review: Chapter 3 (Branstetter)

Discussion Posting #3 due 5/4

WEEK 4

5/5

Topic: Problem-Solving Process

Reading: Chapter 5 (Newman & Rosenfield)

Chapters 1 & 2 CBC (Sheridan & Kratochwill)

Review: NCSP Problem-Solving Report Rubric

Assignment: Pairing Protocol due 5/12

WEEK 5

5/12

Topic: Problem Identification and Interventions

Reading: Chapters 6, 7, 8 (Newman & Rosenfield)

Discussion Posting #4 due 5/25

WEEK 6*

*5/19

***asynchronous class**

Topic: Mindsets and Fostering Resilience Through Consultation

Reading: Articles and video posted on Canvas

Assignment: asynchronous due 5/26

Final Project Competency Selection and Rationale Description due 5/25

WEEK 7

5/26

Topic: Follow-through, Post-intervention, Teams

Reading: Chapters 9, 10 (Newman & Rosenfield)

Discussion Posting #5 due 6/1

WEEK 8

6/2

Topic: Supervision, Assessment, Feedback, Deliberate Practice

Reading: Chapters 11, 12 (Newman & Rosenfield)

NASP Position Paper and Clinical Supervision toolkit

Article posted in assignment: strength-based supervision

Problem-Solving Report assignment due 6/9

WEEK 9

6/9

Topic: Supervision, Ethics, Legal Landscape

Final Project Report due 6/16

WEEK 10

6/16

Final Project Presentations