



Consultation Methods Syllabus Spring 2025

Course Number: 18:826:612:01
 Location: ARC 203
 Time: Tuesdays, 2:00-4:45 p.m.
 Instructor: Elisa Shernoff, Ph.D. (she/her/hers)
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 Office Hours: Mondays; 12:00-1:30; [schedule via Calendly](#)
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Course Description

This course is designed to provide an overview of consultation theory, research, and practice in psychology and education. There will be an emphasis on the practical application of consultation skills within a problem solving, culturally responsive framework. Students are expected to develop skills needed to successfully engage in consultation and supervision practices, conduct a consultation case study, and to understand and incorporate ethical, diversity, and professional issues important to consultation in schools. The emphasis of the course is the development of competencies for supervision and consultation (e.g., communication skills, techniques for effective problem identification and analysis, progress monitoring and plan evaluation). Legal and ethical aspects of consultation practice and supervision will be addressed as well.

Profession-Wide Competencies Addressed in the Course

- 1.3. Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.
- 2.3. Conducts self in an ethical manner across professional activities.
- 3.1. Displays an awareness of how personal bias and cultural history, and attitudes affect understanding and interactions with people different from themselves.
- 3.3. Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.
- 4.3. Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness
- 5.1. Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.
- 7.1. Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- 7.2. Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- 7.5. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

- 8.1. Demonstrates knowledge of principles of effective supervision in professional settings.
- 8.2. Demonstrates knowledge of supervision approaches demonstrated to support the implementation of effective interventions for children and youth.
- 9.2. Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals to identify effective strategies for addressing educational, social, and emotional problems and needs.

Learning Objectives

- 1. Identify, analyze, and critically evaluate basic concepts and models of consultation.
- 2. Demonstrate an understanding of the basic conceptual components of consultation across tiers of service delivery.
- 3. Develop and critically evaluate consultation and supervision skills that are sensitive to the diverse experiences, resources, and needs of individuals, groups, and systems.
- 4. Engage in collaborate problem-solving and consultation with a consultee through each stage of the consultative process and analyze and summarize that process in writing.
- 5. Apply knowledge of social and behavioral evidence-based research to consultation.
- 6. Implement strategies that cultivate positive working relationships with school-based professionals.
- 7. Understand legal and ethical issues involved in the practice of consultation and supervision.

Required Texts

Newman, D. S., & Rosenfield, S. A. (2019). *Building competence in school consultation: A developmental approach*. Routledge (ebook available via Rutgers Library [building-competence-school-consultation](#)).

Guiney, M. C. (2018). *The school psychology supervisor's toolkit*. Routledge (ebook available via Rutgers Library [school-psychology-supervisor-toolkit](#)).

Selected articles and chapters have also been uploaded onto Canvas

Course Assignments, Requirements, and Evaluation

Assignment (ALL UPLOADED ONTO CANVAS)	Due Date	Points
Participation and Attendance	n/a	50
Interview with a School Psychologist	2/4/25	80
Consultation Case Study		
1. Consultation Interview 1 Rec. and Reflection Paper	3/4 or 3/11/25	80
2. Consultation Interview 2 Rec. and Reflection Paper	4/1/25 or 4/8/25	80
3. Consultation Interview 3 Recording	4/15 or 4/22 or 4/29	25
4. Consultation Interview 4 Recording	4/15 or 4/22 or 4/29	25
Classroom Observation and Summary	Observation 2/18/25 Summary 4/8/25 In Class Discussion 4/8/25	n/a 50 10
Final Consultation Case Report	5/6/25	100
Maximum Points		500
A = 405 - 450		

B ⁺	= 382.5 - 404
B	= 360 - 382
C	= 315 - 359
F	= 0 - 314

1. Class Attendance/Participation. It is expected that each student attends every scheduled class (in person). If you are not physically in the class, you will be considered absent. **If you are unable to attend a class due to illness or will be late, please email me prior to class.** Students are excused from class when observing religious holidays, in accordance with Rutgers University policy. An excused absence can also occur if the student is ill, and/or the student has been told to quarantine, and/or are experiencing symptoms of any transmittable disease. Students will be responsible for all material covered during their absence. Credit will be given if no more than 2 classes are missed, all written assignments are submitted, and you participate in class presentations and small group discussions. Note, you may need to submit a brief assignment to make up for a missed class.

I run an unplugged classroom, which means you should come to class with something to write, a notebook, and our syllabus (which I will hand out on the first day). **No laptops are permitted, and phones should be stored away.**

I want to center student voices in class. During class you will have the opportunity to engage in discussions in a variety of formats (large and small group discussions, role plays, in class activities) and I want to hear from students during each class. Your participation grade will be calculated by a formula such as: 45 points attendance, 45 points verbal contributions during class. I will include other factors, including professionalism, arriving late/leaving early, patterns of absences, and classroom behavior in the course participation grade.

2. Interview with a School Psychologist. The goal of this assignment is to enhance your knowledge of the range of school-based consultation practices delivered in schools. Please interview a school psychologist at your school-based practicum placement or another district. This interview will take approximately 30- 45 minutes. Please let the school psychologist know you will de-identify their name in your summary.



3. Consultation Case Study. Conduct consultation interviews (recorded) with a teacher, colleague, or family member. See Rubrics for specific instructions:

- Consultation Interview 1 and Reflection Paper – Record PII, upload recording to canvas, and complete the reflection paper.
- Consultation Interview 2 and Reflection Paper – Record PAI, upload recording to canvas, and complete the reflection paper (see Rubric)
- Consultation Interview 3 Recording – Record IMI, complete brief checklist, and upload to canvas (no reflection paper).
- Consultation Interview 4 Recording – Record IEI, complete brief checklist, and upload to canvas (no reflection paper).

4. Classroom Observation Paper and In-Class Discussion. Two observations of the same classroom will be conducted during the course with a focus on comparing traditional and culturally responsive discipline approaches. You will summarize the observation using the rubric uploaded in canvas and present your observations in class during an in-class discussion.

5. Consultation Final Paper. The consultation final paper includes a synthesis and update of the Consultation Interview 1 and 2 reflection paper along with additional sections. Please use Brinkman et al. (2007) and the Rubric as a guide.

Unit	Date	Topic	Readings	Assignments
School-Based Consultation -Models and Process	1 1/21/25	Introduction to Course and Syllabus Overview Consultation and Social Justice	Best Practices in School Consultation: Erchul & Young (2014) – Chapter 29 Consulting with a Social Justice Mind-Set: Miranda & Radliff (2016) - Chapter 1	
	2 1/28/25	Consultation Introduction Consultation and School Culture Consultation Models	Consultation Training - Newman & Rosenfield - Chapter 1 Understanding School Culture: Newman & Rosenfield - Chapter 2 Behavioral Consultation: Kratochwill, Altschaeffl & Bice-Urbach (2014) - Chapter 30 Mental Health Consultation: Sandoval (2014) - Chapter 30 Culturally Responsive Consultation: Lopez & Kong (2016) - Chapter 2	
	3 2/4/25	Communication Skills, Relationship Building, and Managing Reluctance as a Consultant	Consultation Relationships Newman & Rosenfield - Chapter 3 Communication Skills: Newman & Rosenfield - Chapter 4 Humble Consulting: Schein (2016) - Chapter 4 (Pages 75-86)	Interview with a School Psychologist Due
The Problem-Solving Process	4 2/11/25	Contracting and Promoting Consultee Skills	Contracting: Newman & Rosenfield - Chapter 6 Motivational Interviewing in Consultation: Reinke, Herman, & Sprick (2011) - Chapter 4 Consultation Common Elements: Shernoff et al., (under review).	

	5 2/18/25 NASP	Observing Classrooms as a Consultant	Proactive Classroom Management: Reinke, Herman & Sprick (2011): Chapter 2 (pages 6-18) Classroom Ecology Checklist: Reinke, Herman & Sprick (2011): Chapter 6 (pages 86-93) Culturally Responsive Instruction: Siwatu, K. O. (2007).	
	6 2/25/25	Problem Identification	Problem Solving Process: Newman & Rosenfield – Chapter 5	
	7 3/4/25	Problem Analysis and Data Collection in Consultation	Problem Analysis: Newman & Rosenfield – Chapter 7 Observing Students: Kratochwill & Bergan (1990). Chapter 2 (pages 54-66) Observing Students: Skinner et al. (2000). Pages 21-29.	Consultation Interview 1 Recording and Reflection Due
	8 3/11/25	Problem Analysis and Data Collection in Consultation. Goal setting Supervision? Mid Semester Evaluation	Problem Analysis: Newman & Rosenfield – Chapter 7	Consultation Interview 1 Recording and Reflection Due
 March 18th- RU Spring Break 				
The Problem-Solving Process	9 3/25/25	Intervention Planning PAI Supervision Mid Semester Feedback	Designing and Implementing Interventions: Newman & Rosenfield – Chapter 8	

	10 4/1/25	<p>Intervention Development and Planning</p> <p>Begin Implementation Monitoring and Evaluation Interviews (IMI and IEI)</p>	<p>Designing and Implementing Interventions: Newman & Rosenfield – Chapter 8</p> <p>Post-Intervention Planning: Newman & Rosenfield – Chapter 9</p> <p>Increasing Plan Implementation: Noell, Volz, Henderson & Williams (2017).</p> <p>Evaluating Implementation Supports: Collier-Meek, Sanetti, Levin, Kratochwill & Boyle (2019).</p>	<p>Consultation Interview 2 Recording and Reflection Due</p>
	11 4/8/25	<p>Finish IMI, IEI</p> <p>Presentations from Classroom Observations</p> <p>What are you seeing in schools? How can school psychologists improve culturally responsive teaching?</p> <p>Tier 1 Interventions with Teachers. Common Elements</p>	<p>Post-Intervention Planning: Newman & Rosenfield – Chapter 9</p> <p>Classroom Ecology Checklist: Reinke, Herman & Sprick (2011): Chapter 6 (pages 86-93)</p> <p>Culturally Responsive Instruction: Siwatu, K. O. (2007).</p> <p>Classroom Management: Reinke, Herman & Sprick (2011): Chapter 2</p>	<p>Consultation Interview 2 Recording and Reflection Due</p> <p>Classroom Observation Paper Due</p>
	12 4/15/25	<p>Tiered Interventions in Schools to Support Undocumented Students</p> <p>(German Cadenas Guest Speaker)</p> <p>Supporting Teacher Health and Wellness as Consultants</p>	<p>School-based Interventions To Create Safe and Welcoming Schools For Immigrant Students and Families: Cadenas et al. (2024) - Chapter 8</p> <p>Schools and School Psychologists' Role in Reducing Teacher Stress: Shernoff & Eichert (2024)</p>	<p>Interview 3 and 4 Recordings and Ratings Can Be Submitted</p>
	13 4/22/2	<p>Supervising Others (Part 1)</p> <p>Supervision Basics: Models, Purpose, Role, and Structure</p>	<p>Supervision Basics: Guiney (2019) - Chapter 1</p> <p>Supervision Planning: Guiney (2019) - Chapter 3</p> <p>Supervision Roles and Responsibilities: Simon & Swerdlick (2023). Chapter 2</p>	

	14 4/29/25	Supervising Others (Part 2) Supervision Process: Strong Relationships, Communicating Feedback, and Addressing Problems of Professional Competence	Establishing a Strong Supervision Relationship: Guiney (2019) - Chapter 2 Communicating Feedback: Guiney (2019) - Chapter 4; Newman & Rosenfield – Chapter 10 Evaluating Supervisees: Guiney (2019) - Chapter 5 Addressing Problems of Professional Competence: Guiney (2019) - Chapter 6	Interview 3 and 4 Recordings and Ratings Can Be Submitted
Systems-Level Consultation	15 5/5/25	Consultation at the Systems Level – School Psychologists in Leadership Roles Next Steps and New Frontiers in Consultation	Principals' Perceptions Of School Psychologists' Engagement In Systems Level Consultation. Nellis & Wood (2021). Consultation for Students of LGBTQ+ Families: Herbstrith & Busse (2020). Consultation Services in Schools: A Can of Worms Worth Opening. Gravois (2012).	Final Consultation Case Report Due SIRS – bring laptops

Course Policies

Grading and Late Assignment Policy:

- Meeting deadlines outlined in the syllabus is an equity issue. Written assignments are due at the beginning of class.
- Any assignment that is not submitted at the beginning of class on its due date will be considered one day late, and one day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 5% per day will be given for late assignments.
- Should extenuating circumstances arise and you need an extension, please make that request by emailing me at least 4 days before the assignment is due. Otherwise, the assignment will be considered late and the late policy applies.
- Please consult the individual rubrics for specific instructions regarding each assignment, including directions for submitting a hard copy or digital version of the assignment.
- Please practice using APA Style (7th Edition) for your assignments. Please be particularly attentive to APA style guidelines related to point of view, word choice, bias, citations,

quotations, and editorializing. (<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>)

- Please proofread everything you submit for the course. We all make typos and minor mistakes, but the vast majority should be caught before submitting an assignment.
- To maximize fairness and objectivity when grading, please submit the ID number the course instructor provides you with at the beginning of the semester for the Interview with SP, and Classroom Observation Summary. Remaining assignments cannot be masked.

Respect for Diversity and Commitment to Intersectionality: I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. As your instructor I am committed to minimizing systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, tokenism, antisemitism, islamophobia, and heterosexism in efforts to create a safe learning environment for all of us.

It is also my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class is viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated, and I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community.

Religious Observances: It is University policy to excuse, without penalty, students who are absent from class because of religious observance and to allow the make-up of work missed because of such absence. Required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Statement on Disabilities: Rutgers University welcomes students with disabilities into all the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations to share with me. To begin, please complete the Registration form on the ODS web site ods.rutgers.edu/students/getting-registered.

Names and Pronouns: Class rosters are provided with student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Person-First Language: Please refer to the APA Publication Manual (7th Edition, Section 5.4) for guidelines related to using person first or identify first language when writing and speaking about

individuals with disabilities and/or special needs (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/disability>)

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. All suspected infractions of academic integrity will be referred to the GSAPP Deans Office who will consult with the Rutgers Office of Student Conduct regarding disciplinary action.

Use of AI Tools: Developing your writing, analytical, and critical thinking skills related to consultation in schools is a crucial part of the learning objectives of this course. Thus, all writing assignments should be prepared by the student. Use of AI tools is only permitted in this course for revising purposes. That means, only after content is generated and when it is used as a tool to improve student writing. Examples include identifying and altering style/tone, spelling, punctuation, or grammar. Use of AI for any case related material (consultation reflection papers and final paper) is a violation of confidentiality and privacy. Transparency is crucial, and thus students are required to explicitly cite AI tools used in their work using [APA guidelines](#). Unauthorized use of GenAI outside these parameters will be considered a breach of academic integrity.

Resources for Learning and Life at Rutgers

The faculty and staff at Rutgers are committed to your success. Resources that can help you succeed and connect with the Rutgers community can be found at:

Resources for Student Success: success.rutgers.edu

CAPS: <http://health.rutgers.edu/medical-counseling-services/counseling/>

Food Pantry: <http://ruoffcampus.rutgers.edu/food/>

Learning Center: <https://rlc.rutgers.edu/node/83>

Readings/Resources

American Psychological Association (2002). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author. <https://www.apa.org/ethics>

American Psychological Association. (2019). Race and ethnicity guidelines in psychology: Promoting responsiveness and equity. <https://www.apa.org/about/policy/guidelines-race-ethnicity.pdf>

Brinkman, T. M., Segool, N. K., Pham, A. V., & Carlson, J. S. (2007). Writing comprehensive behavioral consultation reports: Critical elements. *International Journal of Behavioral Consultation and Therapy*, 3(3), 372.

Cadenas, G. A., Luna, V., Tule-Romain, L., Carrizales, V., Akoto, M., Aguilar, C., ... & Ogunkoya, E. (2024). Reaching traditionally underserved populations: School-based interventions to create safe and welcoming schools for immigrant students and families. In *Scaling Effective School Mental Health Interventions and Practices* (pp. 137-158). Springer Nature.

Collier-Meek, M. A., Sanetti, L. M., Levin, J. R., Kratochwill, T. R., & Boyle, A. M. (2019). Evaluating

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- Frank, J. L., & Kratochwill, T. R. (2014). School-based problem-solving consultation: Plotting a new course for evidence-based research and practice in consultation. In *Handbook of research in school consultation* (pp. 18-39). Routledge.
- Gravois, T. A. (2012). Consultation services in schools: A can of worms worth opening. *Consulting Psychology Journal: Practice and Research*, 64, 83-87.
- Harris, B., & Sullivan, A. L. (2017). A framework for bilingual school consultation to facilitate multitier systems of support for English language learners. *Journal of Educational and Psychological Consultation*, 27(3), 367-392.
- Herbsttrith, J. C., & Busse, G. A. (2020). Seven million and counting: Systems-level consultation for students of LGBTQ+ families. *Journal of Educational and Psychological Consultation*, 30(1), 29-62.
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- Kratochwill, Altschaeffl & Bice-Urbach (2014): Best practices in school-based problem solving consultation: *Best practices in school psychology: Data-based and collaborative decision making*, 461-482.
- Kratochwill, T. R., & Bergan, J. R. (1990). *Behavioral consultation in applied settings: An individual guide*. Springer Science & Business Media.
- Lopez, E. C., & Kong, J. (2015). Engaging in culturally responsive consultation practices. *Consultation Across Cultural Contexts: Consultee-Centered Case Studies*, 23-34.
- McKenney, E. L., Mann, K. A., Brown, D. L., & Jewell, J. D. (2017). Addressing cultural responsiveness in consultation: An empirical demonstration. *Journal of Educational and Psychological Consultation*, 27(3), 289-316.
- Miranda, A. H., & Radliff, K. M. (2015). Consulting with a social justice mind-set. In *Consultation Across Cultural Contexts* (pp. 13-22). Routledge.
- Moore, E. C., Jeglum, S., Young, K., & Campbell, S. M. (2019). Self-care in supervision: How do we teach others to care for themselves? *Communique*, 47(8), 1-30.
- Nellis, L. M., & Wood, B. J. (2021). Principals' perceptions of school psychologists' engagement in systems level consultation. *Journal of Educational and Psychological Consultation*, 1-20.
- Newell, M. (2010). The implementation of problem-solving consultation: An analysis of problem

- conceptualization in a multiracial context. *Journal of Educational and Psychological Consultation*, 20(2), 83-105.
- Noell, G. H., Volz, J. R., Henderson, M. Y., & Williams, K. L. (2017). Evaluating an integrated support model for increasing treatment plan implementation following consultation in schools. *School Psychology Quarterly*, 32(4), 525–538
- Parker, J. S., Castillo, J. M., Sabnis, S., Daye, J., & Hanson, P. (2020). Culturally responsive consultation among practicing school psychologists. *Journal of Educational and Psychological Consultation*, 30(2), 119-155.
- Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational interviewing for effective classroom management: The classroom check-up*. Guilford Press.
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- Schein, E. H. (2016). *Humble consulting: How to provide real help faster*. Berrett-Koehler Publishers.
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- Simon, D. J., & Swerdlik, M. E. (2022). Clinical Supervision: Roles and Responsibilities. In *Supervision in School Psychology* (pp. 25-46). Routledge.
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