

CPSY 535: Supervision and Consultation Seminar

Spring Semester 2011

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Office hours: Mondays 11-1 or by appointment

Objectives: This is a didactic seminar in supervision and consultation that will a) develop your knowledge of supervision and consultation theory, research, and practice within a multicultural framework, b) help you define your professional identity as an ethical supervisor and consultant, c) develop skills that allow you to evaluate and monitor your strengths and weaknesses as a supervisor and consultant, d) develop the conceptualization skills that allow you to assess supervisee competence, e) help you acquire peer supervision skills, f) help you to identify and examine personal issues that influences your role as a supervisor or consultant, g) develop your case presentation skills, and h) provide you with a setting to gain feedback and support for your supervision and consultation experiences.

Required Text:

Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical Supervision in the Helping Professions: A Practical Guide*. Pacific Grove, CA: Thompson.

Sears, R., Rudisill, J., and Mason-Sears, C. (2005). *Consultation Skills for Mental Health Professionals*. New York: Wiley.

Journal articles:

1. April 2001 Special Issue articles in *Journal of Multicultural Counseling and Development*
2. Allen, J. (2007). A Multicultural Assessment Supervision Model to Guide Research and Practice. *Professional Psychology: Research & Practice*, 34, 248-258.
3. Barnett, J, Cornish, J., Goodyear, R, & Lichtenberg, J.(2007). Commentaries on the Ethical and Effective Practice of Clinical Supervision. *Professional Psychology - Research & Practice*. 38(3), 268-275.
4. Chung, Y. B., Marshall, J. A. & Gordon, L. L. (2001). Racial and gender biases in supervisory evaluation and feedback. *The Clinical Supervisor*, 20, 99-111.
5. Enyedy, K., Arcinue, F., Puri, N., Carter, J., Goodyear, R., & Getzelman, M. (2003). Hindering phenomena in group supervision: Implications for practice. *Professional Psychology: Research and Practice*, 34, 312-317.

6. Falender, C. & Shafranske, E. (2007). Competence in Competency-Based Supervision Practice: Construct and Application. *Professional Psychology: Research & Practice*, 34, 232-240.
7. Gaubatz, M. D. & Vera, E. M. (2002). Do formalized gatekeeping procedures increase programs' follow-up with deficient trainees? *Counselor Education and Supervision*, 41, 294-305.
8. Gizara, S. & Forrest, L. (2004). Supervisors' experience of trainee impairment and incompetence at APA-accredited internship sites. *Professional Psychology: Research and Practice*, 35, 131-140.
9. Gottlieb, M., Robinson, K., & Younggren, J. (2007). Multiple Relations in Supervision: Guidance for Administrators, Supervisors, and Students. *Professional Psychology - Research & Practice*. 38(3), 241-247.
10. Hoffman, M., Hill, C., Holmes, S. & Freitas, G. (2005). Supervisor perspective on the process and outcome of giving easy, difficult, or no feedback to supervisees. *Journal of Counseling Psychology*, 52, 3-13.
11. Johnson, B. (2007). Transformational Supervision: When Supervisors Mentor. *Professional Psychology - Research & Practice*. 38(3), 259-267.
12. Koenig, T. L. & Spano, R. N. (2003). Sex, supervision, and boundary violations: Pressing challenges and possible solutions. *The Clinical Supervisor*, 22, 3-19.
13. Osterberg, M. J. (1996). Gender in supervision: Exaggerating the differences between men and women. *The Clinical Supervisor*, 14, 69-83.
14. Ramos-Sanchez, L., Esnil, E., Goodwin, A., Riggs, S., Touster, L., Wright, L., Ratanasiripong, P., Rodolfa, E. (2002). Negative supervisory events: Effects on supervision satisfaction and supervisory alliance. *Professional Psychology: Research and Practice*, 33, 197-202.
15. Thomas, J (2007). Informed Consent Through Contracting for Supervision: Minimizing Risks, Enhancing Benefits. *Professional Psychology: Research & Practice*, 38, 221-231.
16. Utsey, S., Gernat, C. & Hammer, E. (2005). Examining White counselor trainees' reactions to racial issues in counseling and supervision dyads. *The Counseling Psychologist*, 33, 449-478.

Required Assignments:

Critical Review of Research in Consultation Assignments: Over the course of the semester you will be asked to identify 10 different articles on consulting psychology. You will read each article and provide a summary and analysis of the article analyzing its strengths and weaknesses.

You are to have half of the reviews complete by the mid-semester break (March 1, 2011) and the remainder will be due by the end of the semester. (Worth 30 points-3 points each)

Research Proposal: You will choose a particular supervision issue that you wish to study in depth (e.g., sexual attraction between supervisor-supervisee, parallel process, dual role issues) and develop a research proposal on this topic. You will conduct a literature review on the topic, state at least one research question, and propose a methodology that could be used to investigate this topic. The paper should be no longer than 15 pages including references. Class presentations (20 minutes) of the research proposals will be required at a time negotiated by the class. (Worth 30 points for proposal, 20 points for presentation). Due April 26, 2011.

Participation: You will be required to actively participate in class discussions and activities during the class. (20 points will be assigned).

Grading: 100-90 points A; 89-80 points B; 88 and below C.

Schedule

Date:	Topics:	Readings:
January 25	Characteristics of Good/Bad Supervision Supervisor Roles	Article 3,6,14 Ch. 1 & 2
February 1	Theories of Counselor Development	TBA
February 8	Theories of Supervision	Ch. 3 & 5
February 15	Ethical Issues in Supervision Supervision contracts	Chapter 7 & 8 Article, 9,11, 12 & 15
February 22	Modalities of Supervision	Ch. 4
March 1	Workplace Consultation The context of organizations	Ch. 1,3,4,5,6
March 8	No class (Spring break)	
March 15	Multicultural Issues in Supervision And consultation	Ch. 6 & 9, 15 Articles 1,2, 4, 13,16
March 22	Supervision of Child/Family Therapy Group-based Consultation	TBA Ch. 7 & 8

March 29	Process/Outcome Supervision Research Role Plays: Giving feedback	Article 5 & 10 Article 6
April 5	Evaluation of supervisees	Articles 7 & 8
April 12	Crisis Consultation Research Reports Part I	Ch. 16
April 19	Clinical consultation Research Reports Part II	Ch. 14
April 26	Last day of class-wrap up	

CACREP Clinical Mental Health Counselor Standards:
Foundations:

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Technology: In this course you will use technology to aid you in communicating and locating resources. You will be able to locate journal articles through the Library's PsychInfo or ERIC search engines, access resources from Blackboard, and find additional information through website links.

Diversity: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse students and communities.

Conceptual Framework: The SOE's Conceptual Framework—*Professionalism in Service of Social Justice*- is a critical emphasis of this course. You will be using your skills and knowledge base to learn how to develop culturally relevant consultation programs and how to develop the cultural competence of supervisees within the mental health professions.