CPSY 535: Supervision and Consultation Seminar

Fall Semester 2021 On line

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ZOOM OFFICE HOURS: MONDAYS 3-5:30 PM CST drop in/ or by appointment

RESPONSIVENESS AND ON-LINE COMMUNICATION: My preferred modality of communication is via email. I am committed to monitoring my email carefully and responding to your messages within 24 hours or less during the work week. You can also leave voice messages at the number listed above. Those messages are converted to text and appear in my email inbox. We can also set up Zoom meetings during the office hours listed above. If you plan to drop into a Zoom meeting (or need an alternative time), let me know via email.

PRIVACY: Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

SCHOOL OF EDUCATION COMMITMENT - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers
information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices:* We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol:* In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707.** All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

**SOE Vision**
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission**
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work
across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Social Action Through Education:** As a professional counselor, you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social action as a critical aspect of your professional work. The School of Education conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

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

**Dispositions:** Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of **Professionalism, Inquiry, and Social Justice**. The specific disposition or disposition for this course is **professionalism** and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

**LiveText and Digication**
All students, except those who are non-degree, may have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](http://www.luc.edu/education/mission/).

**Digication** is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.
Course Description and 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 influence 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.

In general, the two overarching objectives for this course are:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

Required Texts:


Journal articles:


**Required Assignments:**

**Critical Review of Research in Consultation Assignments:** Over the course of the semester you will be asked to identify 10 articles on consultation in any two of the following areas (i.e., read 5 articles per area): (1) workplace consultation, (2) diversity training, (3) coaching/leadership training, (4) school-based consultation, (5) crisis and disaster consultation. You will read each article and provide a summary of the article and its implications for practice. You are to have half of the reviews complete by the mid-point of the semester (October 18, 2021) and the remainder will be due by the end of the semester (12/6/21). (Worth 30 points-3 points each)

**Mini-paper on Counselor Self-Care:** As a future trainer/supervisor, you will be charged with the responsibility of monitoring your trainee's ability to manage the emotional toll of being a clinician. This means that it will be important for you to be able to teach and model approaches to self-care that help minimize stress and burnout. Consult the literature on self-care, burnout, and occupational stress as it applies to helping/healthcare professionals. Also consider strategies that you either use yourself, plan to use, or know that other professionals use and see what kind of literature exists to support those approaches. In 5 pages maximum, present a self-care plan that is supported by scholarship that includes a clear statement of the recommended strategies and a brief discussion what evidence exists to support their effectiveness. This paper will be due by October 11, 2021 and is worth 20 points.

**Research Proposal:** You will choose a 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. The final papers will be due in lieu of a final exam: Due December 6, 2021 and is worth 40 points.

**Participation:** You will be required to actively participate in class discussions and activities during the class. (10 points will be assigned).

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

**Schedule**

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>August 30</td>
<td>Introduction, Review of Syllabus</td>
<td>Article 5, 6</td>
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<td></td>
<td>Characteristics of Good/Bad Supervision</td>
<td>Ch. 1 &amp; 2</td>
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<td>Definitions &amp; Roles</td>
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<td>Sept 6</td>
<td>Labor Day break</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages/Articles</td>
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<td>Sept 13</td>
<td>Theories of Counselor Development Modalities of Supervision</td>
<td>Article 4, 7,15 Ch. 4</td>
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<td>Sept 20</td>
<td>Theories of Supervision</td>
<td>Ch. 3, 4, 5 Article 13</td>
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<td>Sept 27</td>
<td>Ethical Issues in Supervision Supervision contracts</td>
<td>Chapter 7 Article 2,8,10,16</td>
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<td>Oct 4</td>
<td>Process/Outcome Supervision Research Self-care &amp; Burnout Prevention</td>
<td>Article 12, 14</td>
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<td>Oct 11</td>
<td>No class, Fall break</td>
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<td>Oct 18</td>
<td>Giving feedback Evaluation of supervisees</td>
<td>Article 3 &amp; 9 Chapter 8</td>
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<td>Oct 25</td>
<td>Consultation Basics</td>
<td>Ch. 1</td>
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<td>Nov 1</td>
<td>Workplace Consultation &amp; Coaching</td>
<td>Ch. 3-6 Ch. 10-12</td>
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<td>Nov 8</td>
<td>Multicultural Issues in Supervision &amp; Diversity Consultation</td>
<td>Ch. 6 &amp; 9, 15 Articles 1, 11, 17-20</td>
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<td>Nov 15</td>
<td>School Consultation &amp; Consultation/ Supervision of Child/Family Therapy Cases</td>
<td>Ch. 7 &amp; 8</td>
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<td>Nov 22</td>
<td>Crisis &amp; Clinical Consultation</td>
<td>Ch. 14 &amp; 16</td>
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<td>Nov 29</td>
<td>Wrap up and discussion of papers</td>
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*Due to the Coronavirus pandemic, classes will be held on-line with a combination of asynchronous lecture presentations, discussion board conversations, and Zoom meetings. While Zoom meetings will be used for group presentations and small group dialogue, no recording of these sessions will occur. If any Zoom meetings were to be recorded, students would need to grant permission for their presence on any recordings.

**Copyright**

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class
(whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to APA Guidelines. Read more about LUC’s copyright resources online: luc.edu/copyright.

Intellectual Property

All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Statement of Intent

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

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.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

*Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.
This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*

**Syllabus Addendum Link**

https://www.luc.edu/education/academics/syllabi/