

CPSY 535: Supervision and Consultation Seminar

Spring Semester 2017

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Office hours: 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. *Course objectives are: (1) Gaining factual knowledge about the process of supervision and consultation, (2) Learning fundamental principles and theories of supervision and consultation, and (3) Learning to apply course material (to improve thinking, problem solving, and decisions).*

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/

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.

Required Texts:

Falender, CA & Shafranske, EP (2004). *Clinical Supervision: A Competency-Based Approach*. Washington, DC: APA Books. ISBN: 978-1-59147-119-6

Sears, R., Rudisill, J., and Mason-Sears, C. (2005). *Consultation Skills for Mental Health Professionals*. New York: Wiley. ISBN: 978-0-471-70510-9

Journal articles:

1. Allen, J. (2007). A Multicultural Assessment Supervision Model to Guide Research and Practice. *Professional Psychology: Research & Practice*, 34, 248-258.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Goldberg, S., Rousmaniere, T., Miller, S., Whipple, J., Nielsen, S., Hoyt, W., & Wampold, B. (2016). Do psychotherapists improve with time and experience? A longitudinal analysis of outcomes in a clinical setting. *Journal of Counseling Psychology*, 63, 1-11.
8. 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.
9. 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.
10. Koenig, T. L. & Spano, R. N. (2003). Sex, supervision, and boundary violations: Pressing challenges and possible solutions. *The Clinical Supervisor*, 22, 3-19.
11. Hinds, Y.L. & Andrews. J. (2011). Influence of gender on the supervisory relationship: A review of the empirical literature from 1996-2010. *Canadian Journal of Counseling and Psychotherapy*, 45, 240-261.
12. Owen, J., Wampold, B., Kopta, M., Rousmaniere, & Miller, S. (2016). As good as it gets? Therapy outcomes of trainees over time? *Journal of Counseling Psychology*, 63, 12-19.

13. Ponton, R. & Sauerheber, J. (2014). Supervisee counter-transference: A holistic supervision approach. *Counselor Education and Supervision, 53*, 254-266.

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. Stoltenberg, C. (2005). Enhancing professional competence through developmental approaches to supervision, *American Psychologist, 60*, 857-864.

16. Thomas, J (2007). Informed Consent through contracting for supervision: Minimizing risks, enhancing benefits. *Professional Psychology: Research & Practice, 38*, 221-231.

17. 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 consultation in any two of the following areas (i.e., read 5 articles per area): (1) workplace consultation, (2) diversity training, (3) coaching and 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 end of Spring break (March 16, 2017) and the remainder will be due by the end of the semester. (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 February 23, 2017 and is worth 20 points.

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 (15-20 minutes) of the research proposals will be required and will serve as an opportunity for you to get feedback on the proposal that you can incorporate into your final paper. (Total points: 40, (30 points for proposal, 10 points for presentation). Presentations will occur the last two

weeks of the semester (you should use power point or some format to present your ideas to your classmates). The final papers will be due in lieu of a final exam: Due May 4, 2017.

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

Date:	Topics:	Readings:
January 19	Introduction, Review of Syllabus	
January 26	Characteristics of Good/Bad Supervision Definitions, Supervisor Roles	Article 5, 6 Ch. 1 & 2
February 2	Theories of Counselor Development Modalities of Supervision	Article 4, 7,15 Ch. 4
February 9	Process/Outcome Supervision Research	Article 12, 14
February 16	Theories of Supervision	Ch. 3, 4, 5 Article 13
February 23	Ethical Issues in Supervision Supervision contracts	Chapter 7 Article 2,8,10,16
March 2	Role Plays: Giving feedback Evaluation of supervisees	Article 9 Chapter 8
March 9	Spring Break	
March 16	Consultation Basics	Ch. 1
March 23	Workplace Consultation Coaching	Ch. 3-6 Ch. 10-12
March 30	School Consultation	Ch. 7 & 8
April 6	Consultation and Supervision of Child/Family Therapy Cases	TBA
April 13	Multicultural Issues in Supervision And consultation	Ch. 6 & 9, 15 Articles 1, 3, 11, 17

April 20 Crisis Consultation **Ch. 16**
Research Reports Part I

April 27 Clinical consultation **Ch. 14**
Research Reports Part II

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.

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.

Please see the following link for additional information on University policies listed below:

<http://luc.edu/education/syllabus-addendum/>

IDEA Course Evaluation Link for Students

At the end of this course, you will need to provide an evaluation via the IDEA Campus Labs website: <http://luc.edu/idea/> by going to the *Student IDEA Log In*.

LiveText

LiveText is used to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Use this link for additional information about [LiveText](#).