CPSY 535: Supervision and Consultation Seminar

Spring Semester 2018

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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 IDEA 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)

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.

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.

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 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 11, 2018) and the remainder will be due by the end of the semester (4/30/18). (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 26, 2018 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 April 30, 2018.

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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<tr>
<th>Date</th>
<th>Topics:</th>
<th>Readings:</th>
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<tr>
<td>January 22</td>
<td>Introduction, Review of Syllabus</td>
<td>Article 5, 6</td>
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<td>Characteristics of Good/Bad Supervision</td>
<td>Article 12, 14</td>
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<td>Definitions, Supervisor Roles</td>
<td>Ch. 1 &amp; 2</td>
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<td>January 29</td>
<td>Theories of Counselor Development</td>
<td>Article 4, 7,15</td>
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<td>Modalities of Supervision</td>
<td>Ch. 4</td>
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<td>February 5</td>
<td>No class</td>
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<td>February 12</td>
<td>Process/Outcome Supervision Research</td>
<td>Article 13</td>
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<td>February 19</td>
<td>Theories of Supervision</td>
<td>Ch. 3, 4, 5</td>
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<td>February 26</td>
<td>Ethical Issues in Supervision Supervision contracts</td>
<td>Chapter 7</td>
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<td>March 5</td>
<td>Spring Break</td>
<td>Article 2,8,10,16</td>
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<td>March 12</td>
<td>Role Plays: Giving feedback Evaluation of supervisees</td>
<td>Article 9</td>
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<td>March 19</td>
<td>Consultation Basics</td>
<td>Ch. 1</td>
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March 26  Workplace Consultation  Ch. 3-6
Coaching  Ch. 10-12

April 2  No class-Easter break

April 9  School Consultation  Ch. 7 & 8
Consultation and Supervision of
Child/Family Therapy Cases

April 16  Multicultural Issues in Supervision  Ch. 6 & 9, 15
And consultation  Articles 1, 3, 11, 17

April 23  Crisis & Clinical Consultation  Ch. 14 & 16
Research Reports

April 30  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.

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs
system. We ask that when you receive an email alerting you that the evaluation is available that
you promptly complete it. To learn more about IDEA or to access the website directly to
to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA
LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our
programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will
identify the dispositions assessed in this course and you can find the rubrics related to these
dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions
may be available through Sakai, TaskStream or another platform. Disposition data is reviewed
by program faculty on a regular basis. This allows faculty to work with students to develop
throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must 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.

**Syllabus Addendum Link**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

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.*