

CPSY 535: Supervision and Consultation Seminar

Spring Semester 2019

Elizabeth M. Vera, Ph.D.
1145 Lewis Towers
(312) 915-6958
evera@luc.edu

Plamena Daskalova, M.Ed.
pdaskalova@luc.edu

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.

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:

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. Hindes, 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 10, 2019) and the remainder will be due by the end of the semester (4/26/19). (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 25, 2019 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 29, 2019.

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 14	Introduction, Review of Syllabus Characteristics of Good/Bad Supervision Definitions, Supervisor Roles	Article 5, 6 Ch. 1 & 2
January 21	MLK Holiday, no class	
January 28	Theories of Counselor Development Modalities of Supervision	Article 4, 7,15 Ch. 4
February 4	No class--work on Self-care papers	
February 11	Theories of Supervision	Ch. 3, 4, 5 Article 13
February 18	Ethical Issues in Supervision Supervision contracts	Chapter 7 Article 2,8,10,16
February 25	Process/Outcome Supervision Research	Article 12, 14

March 4	Spring Break	
March 11	Role Plays: Giving feedback Evaluation of supervisees	Article 9 Chapter 8
March 18	Consultation Basics Crisis & Clinical Consultation	Ch. 1 Ch. 14 & 16
March 25	Workplace Consultation Coaching	Ch. 3-6 Ch. 10-12
April 1	Multicultural Issues in Supervision And consultation	Ch. 6 & 9, 15 Articles 1, 3, 11, 17
April 8	School Consultation Consultation and Supervision of Child/Family Therapy Cases	Ch. 7 & 8
April 15	Research Reports	
April 22	No class-Easter break	

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 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/

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***.