School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand 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](https://www.luc.edu/covid19) 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 SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in [on-campus surveillance testing](https://www.luc.edu/covid19)—even if fully vaccinated and boosted.*

*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. To keep the community safe, all Ramblers should get*
boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University’s Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

*Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 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, and to act with care and dignity to keep yourself and others safe.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

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 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/](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.

**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. All ten reviews will be due by the end of the semester (4/25/22). (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 28, 2022 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 May 2, 2022 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
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td>Introduction, Review of Syllabus</td>
<td>Article 5, 6</td>
</tr>
<tr>
<td></td>
<td>Primer on APA style (Resource: APAcentral.com)</td>
<td>Ch. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Characteristics of Good/Bad Supervision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definitions &amp; Roles</td>
<td></td>
</tr>
<tr>
<td>January 31</td>
<td>Theories of Counselor Development</td>
<td>Article 4, 7,15</td>
</tr>
<tr>
<td></td>
<td>Modalities of Supervision</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>February 7</td>
<td>Theories of Supervision</td>
<td>Ch. 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article 13</td>
</tr>
<tr>
<td>February 14</td>
<td>Ethical Issues in Supervision</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Supervision contracts</td>
<td>Article 2,8,10,16</td>
</tr>
<tr>
<td>February 21</td>
<td>Role Plays: Giving feedback</td>
<td>Article 3 &amp; 9</td>
</tr>
<tr>
<td></td>
<td>Evaluation of supervisees</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>February 28</td>
<td>Process/Outcome Supervision Research</td>
<td>Article 11, 12, 14</td>
</tr>
<tr>
<td></td>
<td>Self-care &amp; Burnout Prevention</td>
<td></td>
</tr>
<tr>
<td>March 7</td>
<td>No class (mid-semester break)</td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td>Mental health day</td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td>Consultation Basics</td>
<td>Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Workplace Consultation &amp;</td>
<td>Ch. 3-6</td>
</tr>
<tr>
<td></td>
<td>Coaching</td>
<td>Ch. 10-12</td>
</tr>
<tr>
<td>March 28</td>
<td>Multicultural Issues in Supervision &amp; Diversity Consultation</td>
<td>Ch. 6 &amp; 9, 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articles 1, 17-20</td>
</tr>
<tr>
<td>April 4</td>
<td>School Consultation &amp;</td>
<td>Ch. 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>Consultation/ Supervision of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child/Family Therapy Cases</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>Crisis &amp; Clinical Consultation</td>
<td>Ch. 14 &amp; 16</td>
</tr>
<tr>
<td>April 18</td>
<td>Easter Break</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Wrap up and discussion of papers</td>
<td></td>
</tr>
</tbody>
</table>

Due to the Coronavirus pandemic, classes will be held in person and 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.
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.

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.

Loyola University Chicago
School of Education
Syllabus Addendum

Syllabus Addendum Link

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

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.

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.

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.

**Digication**
All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. *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.

**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.*

*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/).