

James Madison University
Supervision and Consultation for Counselors
PSYC 760
Spring 2018
Wednesdays 12:50 – 3:20; Duke 2040

Course Description:

This course includes an introduction to concepts, processes, and styles of supervision and offers students the opportunity to gain experience in providing supervision to other counselors in training. The course also provides students with the knowledge and skills necessary to engage in consultation and systems level intervention in mental health settings. Competencies associated with social justice and advocacy are emphasized throughout. Prerequisite: Permission of instructor.

Required Texts:

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5th ed.). Boston: Pearson.

Scott, D. A., Royal, C. W., & Kissinger, D. B. (2015). *Counselor as consultant*. Washington, DC: Sage.

Additional readings will be assigned.

Required Supplies:

Audio recording capability as needed for class projects.

Course Objectives:

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of the field. Specifically, in this course, students will develop understanding of the following

I. 2016 CACREP Core Standards:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

k. strategies for personal and professional self-evaluation and implications for practice

m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

c. multicultural counseling competencies

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

5. HELPING RELATIONSHIPS

a. theories and models of counseling

b. a systems approach to conceptualizing clients

c. theories, models, and strategies for understanding and practicing consultation

f. counselor characteristics and behaviors that influence the counseling process

g. essential interviewing, counseling, and case conceptualization skills

n. processes for aiding students in developing a personal model of counseling

7. ASSESSMENT AND TESTING

j. use of environmental assessments and systematic behavioral observations

8. RESEARCH AND PROGRAM EVALUATION

c. needs assessments

- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs

II. 2016 CACREP Clinical Mental Health Counseling Standards:

1. FOUNDATIONS

- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

9. JMU Counseling Program Key CMCH Standards:

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1 b	1 c	1 e	1 i	1 k	1 m
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	x	x	x	x	x	x
KPI 1 (Reinforcement) Supervision Summary (SEE APPENDIX FOR KPI RUBRIC)	x			x	x	x
Consultation Project	x	x	x	x	x	

Theory Report	x							
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CMHC STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1 b	1 c	2 a	2 l	2 m	3 b	3 d	3 e	JMU 9
CMHC 1. Foundations	x	x							
CMHC 2. Contextual Dimensions			x	x	x				
CMHC 3. Practice						x	x	x	
9. Counseling Program Key CMHC Standards									x
Supervision Summary		x	x	x	x	x	x	x	x
Consultation Project	x		x	x	x		x		x
Theory Report	x								x

Course Policies

- No unexcused absences are allowed for successful completion of the course. More than one excused absence will result in an Incomplete for the course.
- Late assignments will be penalized.
- Cell phone use during class time is not permitted. Please turn off ringers and alerts and put your phone/iPod, etc., out of sight unless you have specific permission from the instructor. Recent research has revealed that taking notes by hand is better for long-term retention and allows more idiosyncratic memory and comprehension aids than taking notes on a computer. Therefore, please keep your laptops closed as well.
- Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing or incomplete grade for the course.

Methods of Instruction:

The course will combine discussion and experiential class activities. The nature of this course requires that all students complete reading assignments as scheduled in order to contribute meaningfully to class discussions and counseling exercises. We will rely on each others' experience and opinions in class. Therefore, attendance and active participation at each class meeting are mandatory.

Evaluation:

Students will be evaluated on their understanding of the course material and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Maximum Value
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Professional Behavior	25 points
Consultation Project	125 points
Supervision Summary	150 points
Theory Report	50 points

Grading Scale:

A	315 - 350
B+	298 - 314
B	280 - 297
C	245 - 279

Please note: All papers and assignments are due at the beginning of the class or at the time specified. Assignments turned in late will not receive full credit. The final score will be reduced by one grade for each day the assignment is late.

Professional Behavior

Students are expected to represent themselves in a professional manner. You are expected to attend class, read in the various areas explored, participate in discussions and activities, and complete all required assignments. All students will also partner with a classmate to serve as an internal consultant for the consultation and supervision cases. The internal consultant will be responsible for reviewing and assisting in the analysis of recordings from consultation and supervision sessions and completing appropriate checklists. Confidentiality must be maintained at all times.

Consultation Project

(CACREP Core: b., c., e., i., k; CACREP Clinical Mental Health Counseling: 1. b; 2. a., l., m., 3. d.; CMHC Key 9.)

To give you an opportunity to apply material from class and the readings, each student is required to engage in a consultation project. The project should involve a minimum of three working meetings with your consultee and average approximately 10 hours of work (including observations, meetings, and preparation) outside class. You may use any one model or a combination of models of consultation. Once you have identified your consultation case, *you should discuss the case with me before proceeding*. When possible, consultation sessions should be audio-recorded with the written consent of the consultee.

Provide a written summary of your consultation experience. You will complete this summary in stages, turning in a total of 3 papers to me. The first paper is the **Initial Session Outline**:

After the first consultation session, review and analyze your tape with your internal consultation partner. I will provide evaluation checklists to be used during this process. Turn in an Initial Session Outline that includes:

- a. a clear, specific statement of the consultation problem or issue;
- b. contact information and descriptive information regarding all people involved in

- c. the consultation process; and your next steps and goals. In this part of the paper you should include your understanding of relevant systemic, professional practice, cultural, and advocacy issues that can help your consultee. You should also turn in the completed evaluation checklist.

Submit the outline and checklist for review prior to your second consultation session.

The second paper is the **Consultation Recording Self-Assessment:**

After obtaining your consultee’s consent, turn in an audio recording of one consultation session. Include with your recording a brief self-assessment of your **counseling** skills as applied to the consultation setting. This self-assessment should specifically highlight at least three counselor responses (e.g., reflection of feeling, accurate empathic statement) that you believe demonstrate effective counseling skills. Include an estimate of the approximate time in the session when you made these responses. For example, “I believe I accurately reflected my consultee’s feelings about 5 minutes into the session, when I said....” You should also indicate in your paper the ways in which you demonstrate your understanding of the issues that affect clinical mental health counselors; your ability to connect your consultee’s issues with current research and evidence-based intervention; your understanding of the ways in which your consultee works within multiple systems; relevant advocacy issues and strategies; and your own cultural competence.

After you have completed your consultation project, provide the third paper: a **Rationale and Summary Report**, which should include:

- a. a detailed description of the presenting concern. Organizational consultation projects should include a graphic representation of the issue, such as a fishbone or flow chart, that reveals the consultee’s constituents and role in his/her organization as well as strategies and ideas for interprofessional collaboration and working with allied health professionals as relevant;
- b. a rationale for the consultation model(s) selected and your level of intervention;
- c. exploration of relevant cultural, social justice, and advocacy considerations;
- d. an analysis of the overall consultation process, in which you describe your assessment of the process went and what you would do differently if given the opportunity; (Evaluation data or feedback from your consultee should be included.)
- e. copies of resources (if any) provided to consultee; and
- f. the completed consultation log.

The following rubric will be used to evaluate your performance on this key assignment that assesses these CACREP standards:

3. Excellent	2. Acceptable	1. Unacceptable
Demonstrates a comprehensive understanding of the multiple professional roles and functions of counselors including collaboration and	Demonstrates an adequate understanding of the multiple professional roles and functions of counselors including collaboration and consultation, and counselors’	Does not demonstrate an adequate understanding of professional roles and functions of counselors, awareness of advocacy processes, ethical standards,

<p>consultation, and counselors' roles and responsibilities as team members. Shows thoughtful awareness of advocacy processes, relies on ethical standards, and clearly demonstrates effective use of self-evaluation. Papers show comprehensive understanding of theories and models of clinical mental health counseling, including appropriate conceptualization, awareness of appropriate roles, accurate record keeping, and strategies for working with integrated behavioral health care professionals. Papers are appropriately formatted and cited, using APA style, and are professional in tone. Project paper, tapes, and presentations are developed and presented professionally, with attention to ethical, social justice, and diversity considerations throughout the process. Students are also attentive to the feedback and support of peers.</p>	<p>roles and responsibilities as team members. Shows awareness of advocacy processes, ethical standards, and use of self-evaluation. Papers show understanding of theories and models of clinical mental health counseling, including conceptualization, awareness of roles, record keeping, and strategies for working with integrated behavioral health care professionals. Papers may need polishing but generally are appropriately formatted and cited, using APA style.</p>	<p>or use of self-evaluation. Papers show insufficient understanding of theories and models of clinical mental health counseling, including conceptualization, awareness of roles, record keeping, and strategies for working with integrated behavioral health care professionals. Papers are ineffective or inappropriately written.</p>
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KPI 1 (Reinforcement) Supervision Summary

(CACREP Core: b., i., k., m; CACREP Clinical Mental Health Counseling: 1.c; 2. a., l., m., 3. b., d., e.; CMHC Key 9.)

Each student will have the opportunity to serve as counseling supervisor for at least one beginning counselor. Supervisors should have at least one supervision session with that counselor. You may use any one model or a combination of models of supervision. Supervision sessions should be audiotaped or videotaped with the written consent of the counselor.

Provide a written summary of your supervision experience. The summary should include the following:

- a. a description of the supervision situation, including demographic description of supervisee and demographic description of client. Include *your* conceptualization of the client, including any cultural considerations for your supervisee and the client;
- b. a description of the counseling process you observed on the tape. Include here any discrepancies you may have encountered between your observations and your supervisee’s perceptions of the session;
- c. an assessment of your supervisee’s needs and developmental level. Provide a rationale for your assessment of the supervisee’s developmental level, and develop one *learning edge* goal for your supervisee;
- d. an exploration of relevant social justice and advocacy considerations for your supervisee, including cultural competence, the client, and/or both;
- e. a rationale for the supervision model used. Identify your own goals as well as your supervisee’s goals for the supervision experience;
- f. an analysis and evaluation of the supervision process. Describe the supervisor/ supervisee fit and provide your assessment of the working alliance;
- g. a description and follow-up of any ethical/legal issues, including supervisee competence regarding record-keeping, reimbursement, and practice guidelines for their site; and
- h. your professional disclosure statement.

The following rubric will be used to evaluate your performance on this key assignment that assesses these CACREP standards:

3. Excellent	2. Acceptable	1. Unacceptable
Demonstrates a comprehensive understanding of multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems. Clearly follows and models ethical standards as well as appropriate strategies for personal and professional self-evaluation and implications for practice. Demonstrates in-depth understanding of the role of counseling supervision in the profession. Recording and paper demonstrate comprehensive understanding of case conceptualization and treatment planning, record keeping, techniques and	Demonstrates an adequate understanding of multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems. Follows and models ethical standards as well as strategies for personal and professional self-evaluation and implications for practice. Demonstrates understanding of the role of counseling supervision in the profession. Recording and/or paper demonstrate understanding of case conceptualization and treatment planning, record keeping, and techniques and interventions for prevention and treatment; strategies for	Does not demonstrate an adequate understanding of multiple professional roles and functions of counselors across specialty areas. Does not follow and/or model ethical standards or strategies for personal and professional self-evaluation and implications for practice. Does not adequately demonstrate understanding of the role of counseling supervision in the profession. Recording and/or paper do not demonstrate understanding of case conceptualization and treatment planning, record keeping, or techniques and interventions for prevention and treatment. Fails to demonstrate strategies for

<p>interventions for prevention and treatment; strategies for effectively interfacing with integrated behavioral health care professionals; and appropriate strategies to advocate for persons with mental health issues, as warranted by supervisee's clients. Project paper, tapes, and presentations are developed and presented professionally, with attention to ethical, social justice, and diversity considerations throughout the process. Students are also attentive to the feedback and support of peers.</p>	<p>interfacing with integrated behavioral health care professionals; and strategies to advocate for persons with mental health issues, as warranted by supervisee's clients.</p>	<p>interfacing with integrated behavioral health care professionals; or strategies to advocate for persons with mental health issues, as warranted by supervisee's clients.</p>
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Theory Report

(CACREP Clinical Mental Health Counseling: 1. b; CMHC Key 9.)

To prepare for the supervision role, please reflect on the theory or theories that inform your counseling approach. Read one book written by or about a theorist whose work influences your practice. Prepare a brief overview of your interpretation of the theory and how you apply this approach to your counseling and supervision practice, and share your overview with the class. Grades for theory reports will be based on thorough explanation of theory, demonstrating understanding of effective praxis. Due dates will be determined in class.

Schedule of Classes

Class	Date	Activity	Assignment for next class
1	1/10/18	Course Introduction	SRK 1, 2
2	1/17/18	Consultation Overview	SRK 3, 4; Canvas <i>Consultation Exploration</i>
3	1/24/18	Stages and Processes of Consultation	SRK 6, 8, 10, 11
4	1/31/18	Models of Consultation	BG 1, 4
5	2/7/18	Supervision Overview	BG 2, 3; Canvas
6	2/14/18	Supervision Models	SRK 7; BG 11

7	2/21/18	Ethical/Legal Considerations Diversity and Social Justice Awareness and Strategies	BG 6, 7; Canvas <i>TAP</i>
8	2/28/18	Management of Supervision – Organization & Individual Supervision Consultation Recording Due	BG 8, 9, Toolbox; SRK chapters as relevant to your project
9	3/7/18	Spring Break	
10	3/14/18	Management of Supervision – Group & Live; Varied Settings	BG 10
11	3/21/18	Evaluation Skills	Canvas <i>Diversity Considerations</i>
12	3/28/18	Social Justice & Advocacy Competencies - Alignment with Practice	
13	4/4/18	Creative Approaches in Supervision & Consultation	Canvas <i>Program Evaluation</i>
14	4/11/18	Program Evaluation Processes Supervision Summary Due	Canvas <i>Accountability</i>
15	4/18/18	Program Management & Administrative Supervision Theory Reports	
16	4/25/18	Self-Evaluation and Feedback Theory Reports Rationale & Summary Report Due	
17	5/2/18	Termination of Consultation and Supervision	

Please Note:

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. Weekly topics and reading assignments will follow in the general order listed above, although some topics may be explored for several weeks.

Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Attendance

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else’s pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation Rubric

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall

4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Appendix: KPI Rubric

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
<p>1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Does not consistently meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Demonstrates understanding of ethical standards but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships.</p>	<p>Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues.</p>