

## James Madison University

### PSYC 760. Ethics, Supervision and Consultation for Counselors

The course includes an introduction to concepts, processes and styles of supervision. It offers students the opportunity to gain experience in providing supervision to other counselors in training. The course also provides advanced training in ethical practice and provides students with the knowledge and skills necessary to engage in consultation, negotiation/mediation and systems-level intervention in mental health and education settings. *Prerequisite(s): [PSYC 660](#), [PSYC 661](#) and [PSYC 664](#); or permission of instructor.*

#### **Required Texts:**

Bernard, J. M., & Goodyear, R. K. (2018). Fundamentals of clinical supervision (6<sup>th</sup> ed.). Boston: Pearson.

Additional readings will be assigned and will be linked to the weekly modules on Canvas.

#### **Required Supplies:**

Internet and 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 [2016 CACREP Core Standards linked here](#).

#### **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 meetings is not permitted. Please turn off ringers and alerts and put your phone out of sight unless you have specific permission from the instructor.
- 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
Professional Behavior & In-Class Assignments	25 points
Consultation Project	100 points
Supervision Project	150 points
Theory Report	75 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. Occasionally students will also partner with a classmate to serve as an internal consultant. Confidentiality must be maintained at all times.

***Community 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.)

**Community Consultation –**

To give you an opportunity to apply material from class and the readings, each student is required to identify a mental health issue relevant for an agency or organization of your choice. You will then develop a poster or infographic to encapsulate recommended practice related to primary, secondary, and/or tertiary prevention regarding that issue. For instance, you may be interested in suicide rates among BIPOC adolescents and choose to develop a poster for school staff regarding the use of MI in schools. You may believe that hospitals in general would benefit from improving their cultural responsiveness and therefore develop a poster to educate front-line and medical staff.

Your final product should include, in addition to the poster or infographic, notes that describe:

- a. the rationale for the issue and organization you've chosen, citing recent research;
- b. highlights from reference materials to support your proposed interventions;

- c. discussion of relevant cultural, social justice, and advocacy considerations; and
- d. a reference list.

Posters can be developed through Powerpoint, and Piktochart is fairly user friendly for infographics. Your accompanying report should demonstrate your understanding of current issues that affect clinical mental health counselors; your ability to connect those issues with current research and evidence-based intervention; your understanding of the systemic nature of your work; relevant advocacy and social justice considerations and strategies; and your own cultural awareness.

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
<p>Demonstrates a comprehensive understanding of the multiple professional roles and functions of counselors including collaboration and 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,</p>	<p>Demonstrates an adequate understanding of the multiple professional roles and functions of counselors including collaboration and consultation, and counselors' 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>Does not demonstrate an adequate understanding of professional roles and functions of counselors, awareness of advocacy processes, ethical standards, 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>

social justice, and diversity considerations throughout the process. Students are also attentive to the feedback and support of peers.		
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**Supervision Summary (KPI 1 - Reinforcement)**

(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 another student in the class. You may use any one model or a combination of models of supervision in your work with your “supervisee.” At least one supervision session should be recorded 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 the supervisee and client. Include *your* conceptualization of the client, including any cultural and identity considerations for your triad;
- b. a description of the counseling process you have observed. Include here your conceptualization of the client as well as any discrepancies you may have encountered between your observations and your supervisee’s perceptions of their sessions;
- 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, including cultural responsivity, for your supervisee and yourself;
- 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 questions; 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	Demonstrates an adequate understanding of multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated	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

<p>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 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>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 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>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 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 role of supervisor, 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.

## My hopes and vision for the semester

It is my hope that all students will be well served by this course, that students' learning needs can be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture generally. Your suggestions are encouraged and appreciated.

I also envision this course as a supportive and inclusive learning community where we can share experiences, engage critically with relevant texts, ask complex questions, and discuss our thoughts and ideas. This will be an interactive class that relies on your thoughtful contributions. We will work through course readings, peer supervision, assignments that integrate creative interventions, and other experiential and reflective learning experiences.

### 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***

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
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	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	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

<p>comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.</p>	<p>constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.</p>	<p>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.</p>
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***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/>.

***Research Assistance***

If you need help completing your research assignments, you can contact our Librarian, Liz Chenevey. Email her specific questions at [chenevet@jmu.edu](mailto:chenevet@jmu.edu), schedule a one-on-one appointment at <http://events.lib.jmu.edu/appointments/liz>, or drop by her Research Help Hours in Miller 1144 (Mondays 1-3).

***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>.

***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](mailto:sirockam@jmu.edu), 540-568-5219. I will also help you find an alternative Title IX officer to consult with if you prefer. 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>

## **2016 CACREP Core Standards linked here:**

### **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.

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

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

**Appendix: KPI Rubric**

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<p><b>1. Professional Counseling Orientation and Ethical Practice:</b> 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>