

James Madison University
Supervision and Consultation
PSYC 760
Sample Syllabus

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, negotiation/mediation, and systems level intervention in mental health and education settings. Prerequisite: Permission of instructor

Required Texts: ***Note: textbooks required by individual professors may differ from this list*

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd ed.). Boston: Pearson.

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2006). *Psychological Consultation: Introduction to theory and practice* (6th ed.). Boston: Pearson.

Required Supplies:

Audio and/or videotapes/DVDs as needed for class projects.

Course Objectives:

1. To increase knowledge of:

a variety of models and theories related to including the methods, models, and principles of clinical supervision.

the management of mental health services and programs, including areas such as administration, finance, and accountability,

the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

models of program evaluation for clinical mental health programs, including principles, models, and applications of needs assessment, program evaluation; the use of findings to effect program modifications; and ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

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

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

professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

and

counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing events

2. To help students develop skills in:

- Building a therapeutic working alliance with a counseling supervisee
- Providing developmentally-appropriate counseling supervision
- Planning and communicating strategies needed to develop rapport and the motivation to solve problems
- Negotiation and mediation to reach consensus and move past barriers
- Understanding and appreciating the cognitive, behavioral, and affective considerations of working with culturally diverse clients and supervisees
- Applying theoretical material to case presentations and related experiential activities
- Diagnosing and applying models of consultation to specific situations
- Collaborative, problem-solving consultation with an individual or group through each stage of the consultative process
- Analyzing the consultative process for its effectiveness
- Developing a personal model of consultation
- Integrating technological strategies and applications within the consultation process

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 at each class meeting is 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/Internal Consultation	10 points
Consultation Tape	50 points
Midterm Exam	50 points
Status Report	40 points
Supervision Summary	100 points
Consultation Reports	100 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/Internal Consultation:

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 both the consultation and supervision cases. The internal consultant will be responsible for reviewing and assisting in the analysis of the tapes from the initial consultation and supervision sessions and completing appropriate checklists. The internal consultant should also review at least one other tape from a consultation session and provide similar analysis and feedback. Confidentiality must be maintained at all times.

Consultation Tape

After obtaining your consultee's consent, turn in an audiotape of one consultation session. Include with your tape a brief self-assessment of your **counseling** skills as applied to the consultation setting. This self-assessment should be no longer than two pages and should specifically highlight at least three counselor responses (e.g., reflection of feeling, clarification) 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...” Due dates will be determined in class.

Midterm Exam

We will have a mid-term exam which will cover assigned readings and class presentations/discussions.

Status Report

Each student is required to lead the class in a brief (15-minute) presentation of his or her supervision or consultation case. The first part of the report will provide the essence of the case, covering both content and process. The second part of the report will focus on analysis and feedback by the class. The internal consultant is expected to play an active role in this segment of the report. Grades for status reports will be based on conceptualization and presentation style. Due dates will be determined in class.

Supervision Summary

Each student will have the opportunity to serve as counseling supervisor for 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;
- b. an assessment of supervisee’s needs and developmental level. Provide a rationale for your assessment of the supervisee’s developmental level. Identify your own goals as well as your supervisee’s goals for the supervision experience;
- c. an explanation of your conceptualization of the client;
- d. a description of the counseling process you observed on the tape. Include here any discrepancies you may encounter between your observations and your supervisee’s perceptions of the session;
- e. a rationale for the supervision model used; and
- 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; and
- h. your professional disclosure statement.

Due dates will be determined in class.

Evaluation criteria for the Supervision Case Summary include accuracy regarding assessment, conceptualization, and rationale, and thorough analysis of the supervision process.

Consultation Reports

To give you an opportunity to apply material from class and the readings, each student is required to engage in an actual 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*. All consultation sessions should be audiotaped or videotaped 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 2 papers to me. The first 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 1) a clear, specific statement of the consultation problem or issue; 2) contact information and descriptive information regarding all people involved in the consultation process; and 3) your next steps and goals. You should also turn in the completed evaluation checklist. **Submit the outline and checklist for review prior to your second consultation session.** Due dates will be determined in class.

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

- a. a detailed description of the presenting concern. Organizational consultation projects should include a fishbone or flow chart.
- b. a rationale for the consultation model(s) selected and the level of intervention;
- c. a brief summary of each consultation session, including your internal reactions to the session and process;
- d. an analysis of the overall consultation process, in which you describe how 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.
- f. the consultation log.

Due dates will be determined in class.

Evaluation criteria for the Consultation Reports include comprehensive coverage of the consultation experience, accuracy regarding rationale, and thorough analysis of the process.

Schedule of Classes

Class	Date	Activity	Assignment
1		Course Introduction	BPS 1, 6
2		Stages and Processes of Consultation	BPS 7
3		Stages and Processes, continued	BG 1, 4
4		Stages and Process of Supervision	BG 6, 7
5		Supervision, continued Initial Session Outline Due	BPS 12, BG 3 TAP 21-A
6		Ethical/Legal Concerns...	BPS 2, 5
7		Models of Consultation	BG 5, 9
8		Supervision Variables Consultation Tape Due	
9		Spring Break	
10		Midterm	BPS 8
11		Supervision Practice	
12		Handling Resistance to Change Negotiation Skills/Self-awareness	Reading provided
13		Mediation	
14		Cultural Competence Status Reports Supervision Summary Due	BPS 13
15		Theory to Practice/Special Issues Status Reports Rationale & Summary Report Due	
16		Administrative Supervision Status Reports	
17		Final Questions	

Additional Readings on Blackboard:

Week 4

TAP 21- A: Competencies for Substance Abuse Treatment Clinical Supervisors.

TAP 21-8-A: Addiction Counseling Competencies

Week 8

Presbury, Echterling, McKee (2009). Supervision for Inner Vision: Solution-Focused Strategies

Pichot (2005). Thoughts from a Solution-Focused Supervisor

Week 10

Amanatullah & Morris (2010). Negotiating Gender Roles: Gender Differences in Assertive Negotiating are Mediated by Women's Fear of Backlash and Attenuated When Negotiating on Behalf of Others

Jeltova & Fish (2005). Creating School Environments Responsive to Gay, Lesbian, Bisexual, and Transgender Families: Traditional and Systemic Approaches for Consultation

Week 12

Sue (2008). Multicultural Organizational Consultation: A social justice perspective.

Week 13

Dahir & Stone (2009). School Counselor Accountability: The Path to Social Justice and Systemic Change

Notes:

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.

If you have specific needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify me immediately. Reasonable efforts will definitely be made to accommodate your needs.

Students are respectfully reminded to refer to university policies regarding conduct of courses, including the JMU Honor Code, located in the university catalog.

Students are responsible for registering for classes and for verifying their class schedules on e-campus. Late course additions will not be permitted.