CPSY 535: Supervision and Consultation Seminar

Spring Semester 2015

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

Office hours: Mondays after class or by appointment

1. 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. Course objectives are: (1) Gaining factual knowledge about the process of supervision and consultation, (2) Learning fundamental principles and theories of supervision and consultation, and (3) Learning to apply course material (to improve thinking, problem solving, and decisions).

Required Text:

**ISBN:** 978-1-59147-119-6

**ISBN:** 978-0-471-70510-9

Journal articles:


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 consulting psychology. You will read each article and provide a summary of the article and its relevance to you. You are to have half of the reviews complete by the end of break (March 10, 2015) and the remainder will be due by the end of the semester. (Worth 30 points-3 points each)

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 (20 minutes) of the research proposals will be required at a time negotiated by the class. (Total points: 50, (30 points for proposal, 20 points for presentation). Due April 28, 2015.

Participation: You will be required to actively participate in class discussions and activities during the class. (20 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 12</td>
<td>Characteristics of Good/Bad Supervision</td>
<td>Article 5, 6</td>
</tr>
<tr>
<td></td>
<td>Definitions, Supervisor Roles</td>
<td>Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>January 19</td>
<td>MLK Day (No class)</td>
<td></td>
</tr>
<tr>
<td>January 26</td>
<td>Theories of Counselor Development</td>
<td>Article 13</td>
</tr>
<tr>
<td>February 2</td>
<td>Interviews (No class)</td>
<td></td>
</tr>
<tr>
<td>February 9</td>
<td>Theories of Supervision</td>
<td>Ch. 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>Ethical Issues in Supervision</td>
<td>Article 11</td>
</tr>
<tr>
<td></td>
<td>Supervision contracts</td>
<td></td>
</tr>
<tr>
<td>February 16</td>
<td>Consultation basics</td>
<td>Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 16</td>
<td>Workplace Consultation</td>
<td>Ch. 3-6</td>
</tr>
</tbody>
</table>
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.

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, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are professionalism and fairness and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an
SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

**Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

**Technology:** In this course you will use technology to aid you in communicating and locating resources. You will be able to locate journal articles through the Library’s PsychInfo or ERIC search engines, access resources from Sakai, and find additional information through website links.

**Diversity:** Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse students and communities.

**Conceptual Framework:** The SOE’s Conceptual Framework—*Professionalism in Service of Social Justice*—is a critical emphasis of this course. You will be using your skills and knowledge base to learn how to develop culturally relevant consultation programs and how to develop the cultural competence of supervisees within the mental health professions.

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**
The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf) [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)