



# Master of Arts in Counseling

## Course Syllabus

### Course Information

COUN509 – SUPERVISION & CONSULTATION  
Fall 2019  
3 Semester Hours

### Location/Date/Time

Room: SB003  
Wednesday, 12:30 - 3:10p

### INSTRUCTOR'S INFORMATION:

**Michael Horst, PhD**

Email: michael.horst@emu.edu

Office Phone: (540) 432-4244

Office Hours: by appointment

### COURSE DESCRIPTION:

This course provides an exploration of the theory and practice of counseling supervision and consultation, including models, techniques, process, case conceptualization, ethical issues, multicultural competency, and legal considerations. The format of this course will combine lecture, class discussion, and experiential activities. The course will only be offered to advanced students, those students who have completed a counseling practicum and are currently enrolled in counseling internship, and will be paired with COUN 508 Counseling Techniques, which is offered to beginning students, to facilitate experiential learning processes between the two classes. Students will also use their internship placement site as an opportunity to experience supervision and consultation.

### COURSE GOALS AND OBJECTIVES:

- Purposes of clinical supervision
- Theoretical frameworks and models of clinical supervision
- Roles and relationships related to clinical supervision
- Skills of clinical supervision
- Opportunities for developing a personal style of clinical supervision
- Assessment of supervisee developmental level, clinical skills, and providing feedback
- Modalities of clinical supervision and the use of technology in supervision
- Evaluation, remediation, and gatekeeping procedures in counseling supervision
- Legal and ethical considerations for counseling supervision
- Providing multicultural supervision for diverse supervisees

### CACREP STANDARDS:

- 2.F.1.d.the role and process of the professional counselor advocating on behalf of the profession
- 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 2.F.1.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.1.j. technology's impact on the counseling profession
- 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
- 2.F.1.l. self-care strategies appropriate to the counselor role
- 2.F.1.m. the role of counseling supervision in the profession

- 2.F.2.e. the effects of power and privilege for counselors and clients
- 2.F.5.c. theories, models, and strategies for understanding and practicing consultation

### **Syllabus Disclaimer:**

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

### **Technology:**

Cell phones are to be turned off or silenced (silenced, not on vibrate) during class time. If you have a work or life responsibility that requires your cell phone to remain on during class, please let me know.

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

### **PREREQUISITES:**

COUN 508 Counseling Techniques  
COUN 528 Counseling Practicum

### **REQUIRED TEXTS AND OTHER RESOURCES:**

- **Required Reading:**

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6<sup>th</sup> ed.). Boston, MA: Pearson.

Assigned readings posted to Moodle

- **Recommended Reading:**

Corey, G., Haynes, R., & Moulton, P. (2010). *Clinical supervision in the helping professions: A practical guide*. Alexandria, VA: American Counseling Association.

Falender, C. A. & Shafranske, E. P. (2008). *Casebook for clinical supervision: A competency-based approach*. Washington, D.C.: American Psychological Association.

Cowan, E. W. (2005). *Ariadne's thread: Case studies in the therapeutic relationship*. Boston, MA: Brooks/Cole.

### **Course Requirements and Procedures:**

Attendance Policy: Due to the interactive nature of this training experience, students are required to attend and actively participate in all class sessions. Attendance and active participation are necessary for mastery of course material. Please make a commitment to attend every class punctually. If you know you will be absent, please let me know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email me to let me know you will not be in class.

Professional Behavior and Participation: Counseling supervision is a leadership role. As a supervisor, you will be responsible (and liable) for your future supervisees' professional conduct; the clearer you can model professional

behavior, the easier it will be for your supervisee to embody the professional standards to which they are held. A portion of your grade for the class participation will be based on your respectful and attentive commitment throughout the term. I am looking forward to your participation as an active, contributing member of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. Please read all assignments before class and do your best to actively engage with the assigned readings and experiences.

### **Assignments:**

**Supervision Experience:** You each will be paired with a student(s) from COUN 508, Counseling Techniques, to provide a minimum of three 50-minute supervision sessions. The purpose of these supervision sessions is twofold; you will gain experience providing supervision, and you will provide support for the students in Counseling Techniques as they interview their undergraduate student(s). You will supervise sessions 1, 2, and 4 of your supervisee's undergraduate interviews (I will supervise session 3 and do a tape review with them). For each supervision session, you will keep a supervision note, which will be turned in with your supervision summary. You can follow a supervision note format that we discuss in class. Please do not include any identifying information in your notes because sensitive material may emerge in your supervision sessions. As a supervisor, you will strive to achieve the following objectives:

- Build a working alliance with your supervisee
- Provide case specific and developmentally appropriate supervision
- Translate theory into practice through case conceptualization combined with supervision interventions
- Evaluate supervisor/supervisee and supervisee/client relationships for effectiveness
- Explore methods for accountability and gate-keeping within the profession

**Professional Disclosure Statement:** You will write a brief (1-2 pg.) professional disclosure statement following the model offered in B&G's "Supervisor's Toolbox" and/or the example posted to Moodle. This professional disclosure statement will serve in part as an informed consent document for your supervisee. In this document, you will provide your supervisee with information about your professional history and qualifications, clinical experience, and preferred modes of psychotherapy.

**Roundtable Consultation:** You will be divided into groups of students with whom you will consult on your supervision sessions or your clinical work in internship. These groups will be your *consultation group*. We will hold roundtable consultation sessions periodically throughout the semester where you will each present your supervision work, clinical work, questions, growing areas, and successes with your consultation group. Roundtable consultation sessions will last for 45-60 minutes, so each group member will have 15-20 minutes to consult with their peers. Your grade for this activity will depend on your preparedness to consult with your group. Please come prepared with clinical or supervision material to discuss with your consultation group.

Consultation topics could include, but are not limited to:

- Areas you are striving to grow as a clinician or supervisor,
- The core issues with which the client is struggling. This should not be merely a diagnosis and an accounting of symptoms, but an elaborate exploration of the client's inner world and conflicts.
- An account of how the client's personality organization and neurotic conflicts manifest in the relationship with the counselor. How do the issues that are problematic for the client play out in the interpersonal process with the counselor?
- Explicate what the counselor does that is therapeutic (or perhaps not) in response to these interpersonal dynamics.
- An account of how the counselor's transference ("countertransference") manifests in response to the client's behavior throughout the process.
- An account of how the counselor's transference ("countertransference") then plays out in the interpersonal process with the supervisor.

**Supervision Summary:** After you and your supervisee have met for your 3 supervision sessions, you will write a supervision summary (8-10 pages) of your work with your supervisee. Please format your paper in APA style. Your supervision summary should include:

- A description of the supervision context, including a demographic description of you, your supervisee, and the “client”;
- Your conceptualization of the “client”. Include any discrepancies you may have encountered between your own observations and your supervisee’s perceptions of the process;
- Describe the model of supervision you used. How did the conceptual framework of the model(s) you used guide your work?
- An analysis and evaluation of the supervision process. Describe the supervisor/supervisee fit as well as your assessment of the working alliance. How did supervision progress over the 3 sessions? What changes, if any, did you notice in yourself and your supervisee?;
- An assessment of the supervisee’s needs and developmental level. Provide a rationale for your assessment of the supervisee’s developmental level (i.e. how did you determine your supervisee’s developmental level?);
- Any evaluation instruments did you use, what results did it yield, and how did it affect the supervision process?
- Describe your supervisee’s strengths and growth edges. What hopes do you have for her/him? What goals or recommendations might you offer your supervisee?
- Include your supervision notes (x3) with your supervision summary.

**ASSIGNMENT POINT VALUE:**

<b>Assignment</b>	<b>Total Points</b>
Participation	15
Roundtable consultations	25
Professional Disclosure Statement	15
Supervision Summary & Supervision Experience	45
<i>Total</i>	<i>100</i>

**SCHEDULE AND TOPICS:**

**Course Schedule**

<b>Date</b>	<b>Subject</b>	<b>Reading/Assignments Due</b>
8/28	Introduction to Clinical Supervision in Professional Counseling (2.F.1.m.)	None
9/4	Establishing a Supervision Relationship Ethically (2.F.1.i.)	B&G Chs. 1 and 11
9/11	Supervision Models: Theory of Psychotherapy, Developmental Models, Process Models, and 2 <sup>nd</sup> Gen Models (2.F.1.m.)	B&G Ch. 2
9/18	Interpersonal process dynamics of a supervision system (2.F.1.k.; 2.F.1.m.)	B&G Chs. 3 and 4 <b>Professional Disclosure Statement Due</b>
9/25	Organizing the supervision experience (2.F.1.m.)	B&G Ch. 6 and “supervisor’s toolbox” <b>Roundtable Consultation</b>
10/2	Evaluation and Gatekeeping (2.F.1.k.; 2.F.1.m.)	B&G Ch. 10 and assigned reading on Moodle
10/9	Multicultural supervision, social justice, and leadership in the Counseling Profession (2.F.1.e., 2.F.1.m., 2.F.2.e.)	B&G Ch. 5 and assigned reading on Moodle <b>Roundtable Consultation</b>
10/16	Nosce te ipsum	
10/23	Individual supervision and live supervision (2.F.1.j., 2.F.1.m.)	B&G Chs. 7 and 9 <b>Roundtable Consultation</b>
10/30	Group supervision (2.F.1.k., 2.F.1.m.)	B&G Ch. 8
11/6	Interpersonal process dynamics revisited (2.F.1.m., 2.F.5.c.)	Assigned readings on Moodle
11/13	Clinical Consultation and collaboration (2.F.1.m.)	Assigned readings on Moodle

		<b>Roundtable Consultation</b>
11/20	Crisis intervention in Supervision and Expressive arts in supervision	Assigned readings on Moodle
11/27	Terminating supervision relationships (2.F.1.m.)	Assigned readings on Moodle <b>Roundtable Consultation</b>
12/4	Closing and self-care in supervision (2.F.1.m.)	<b>Supervision Summary Due</b>
12/11	Closing celebration	

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

### **GRADING CRITERIA AND OTHER POLICIES:**

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

- **Writing Guidelines:**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

- **Turnitin:** Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: [http://turnitin.com/en\\_us/features/demos](http://turnitin.com/en_us/features/demos).

- **Moodle:** Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

- **Academic Support Center**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

“The Federal Office of Human Research Protection defines research as follows:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.”

Online training through the NIH Office of Extramural Research can be accessed free of charge at the following web address: <https://phrp.nihtraining.com/users/login.php>. You will need to register an account and complete the training to be successful in COUN 537.

- **Graduate Writing Center:** Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.
- **Course Extensions and Outstanding Grades:** For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an “I” (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

**Academic Program Policies:**

Academic program policies and procedures can be found in the graduate student handbook and in an online catalog of graduate professional policies. Please use the following links for complete and comprehensive information. Please contact either of the instructors if you would like further assistance accessing any academic program policies.

- **Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator.

If you would like to talk to this office directly, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4849 or [rachel.roth.sawatzky@emu.edu](mailto:rachel.roth.sawatzky@emu.edu). Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.