



Master of Arts in Counseling

Course Syllabus

Course Information

COUN509 – SUPERVISION & CONSULTATION
Fall 2023
3 Semester Hours

Location/Date/Time

SB003
Tuesdays, 8:30-11:30 am

INSTRUCTOR'S INFORMATION:

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Office Phone: (540) 432-4244

Student Hours: **Monday:** 1:00-3:00 pm; **Tuesday:** 1:00-4:00pm; **Thursday:** 9:00 am – 12:00 pm

Do you want to *Greet* (say “hi” and connect), *Meet* (discuss an issue or brainstorm together), or *Work* (work together on an assignment or to understand course material)? Please feel free to drop by for a brief check-in (*Greet* 5-15 minutes) or please schedule a meeting 15-60 minutes or longer to *Meet* or *Work* (adapted from Hogan & Sathy, 2022, *Inclusive teaching: Strategies for promoting equity in the college classroom*).

COURSE DESCRIPTION:

This course provides an exploration of the theory and practice of counseling supervision and consultation, including models, techniques, interpersonal 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 at least completed a counseling practicum. Students in COUN 509 will be paired with students in 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 and previous clinical experiences to practice supervision and consultation skills.

COURSE GOALS AND OBJECTIVES:

See Appendix 2 for a compressive list of 2024 CACREP standards covered in COUN 509.

Successful students in COUN 509: Supervision and Consultation will:

1. Articulate the purpose, purview, and scope of practice of clinical supervisors across specialized practice areas and as members of interprofessional teams across mental health service delivery modalities and networks within the continuum of care (CACREP 2024 3.A.2, 3, 12; 5.C.2).
2. Embody the crucial importance of ethical counseling practice through the *ACA 2014 Code of Ethics*, ethical decision-making models, and the interface of legal considerations with professional counseling practice for supervisors (CACREP 2024 3.A.10.; 3.E.6.; 5.C.3);
3. Promote social justice and the role and process of the clinical supervisor to advocate on behalf of supervisees, clients, and the profession (CACREP 2024 3A.4, 5; 5.C.8)
4. Understand legislative, regulatory, and licensing requirements and the functions of pertinent governing bodies, professional organizations and credentialing bodies to support the needs of supervisees (CACREP 2024 3.A.6,7,8).
5. Describe and apply theoretical frameworks and models of individual, triadic, and group supervision (CACREP 2024 3.F.1., 2, 3, 4)

6. Engage deep inner-work, which includes self-exploration, self-care, self-awareness, and self-evaluation, in order to develop an ethical and evidence-based personal model of clinical supervision (CACREP 2024 3.A.11.; 3.E.21);
7. Support supervisees in conceptualizing the interrelationships among life roles and factors and equip supervisees with approaches and strategies to assess work environments, career development, and empower supervisees to engage in culturally sustaining career and training opportunities (CACREP 2024 3.D.2,4,5,6).
8. Ethically utilize and support supervisees in ethically using culturally sustaining and developmentally appropriate structured interviews, checklists, and assessment instruments to support career, personal and social development and to engage evaluation, remediation, and gatekeeping of supervisees. (CACREP 2024 3.G. 5, 6, 7, 8, 9, 10)
9. Integrate strategies for interfacing with the legal system and integrated behavioral healthcare professionals (CACREP 2024 5.C.6, 7)
10. Be aware of the function of record keeping, third party reimbursement, and other practice and management issues in clinical supervision (CACREP 2024 3.E.16; 5.C.9.);
11. Support the importance of counseling research to advance the profession, inform best practices for supervision, and to identify and evaluate the evidence base for supervision theories, interventions, and practices (CACREP 2024 3.H.1, 2).
12. Consult regularly with other professional counselors and other integrated care professionals individually, triadically, and in groups to promote self-awareness, support case conceptualization, enhance sound ethical decision making, and to advocate for clients and the profession (CACREP 2024 3.A.10, 11; 3.E.4; 3.E.6.; 3.G.6; 5.C.2, 7, 8).

PREREQUISITES:

COUN 508 Counseling Techniques
 COUN 518: Integrated Counseling Process
 COUN 527: Psychopathology
 COUN 547: Counseling Theories
 COUN 557: Assessment and Evaluation Procedures
 COUN 587: Crisis Counseling
 COUN 528 Counseling Practicum

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:**

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). Pearson.

Assigned readings posted to Moodle

- **Recommended Reading:**

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

Kottler, J. (2010). *On being a therapist*. Jossey Bass.

Pipher, M. (2003). *Letters to a young therapist*. Basic Books.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. HarperCollins.

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. Each student may miss 1 class period. A second missed class period requires a written summary of the class content. A third missed class period may result in failing the course.

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 **four** 50-minute supervision sessions, with the option of meeting for a 5th supervision session at the discretion of the "supervisee" and "supervisor". The purpose of these supervision sessions is twofold; you will gain experience providing supervision, and you will provide support for the students in COUN 508 as they further develop their counseling skills and counselor presence. For each supervision session, you will keep a supervision note (3.E.16; 5.C.9), 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

Competency Assignment (3.A.) Supervision Summary Paper (CACREP 2024 3.A.

2,3,4,5,6,7,8,10,11,12; 3.E.2,3,4, 7, 8, 12; 3.F.1., 2, 3, 4) After you and your supervisee have met for your 4 (or 5) supervision sessions, you will write a supervision summary (10-12 pages) of your work with your supervisee. Please format your paper in APA style. Your supervision summary should include:

- Ways you supported your supervisee in connecting with professional organizations and resources to develop their emerging professional counselor identity,
- A description of the purview of your role and responsibilities as the "supervisor".
- A description of the supervision context, including a culturally informed demographic description of you, your supervisee, and the "client";
- Your conceptualization of the "client(s)". 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 5 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?
- Ethical and legal considerations navigated throughout the supervision process,
- Describe your supervisee's strengths and growth edges. What hopes do you have for your supervisee? What goals or recommendations might you offer your supervisee for their clinical development and the development of their counseling career?
- Describe your self-care, self-awareness and self-evaluation strategies and those your supervisee identified.
- Include your supervision notes (x4 or 5) with your supervision summary.

Professional Disclosure Statement (3.D.2,4,5,6): 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 Group Consultation (x10) and Integration Papers (3.A.10, 11; 3.E.4; 3.E.6.; 3.G.6; 5.C.2, 7, 8): You will be divided into groups to consult on your supervision sessions or your clinical work in internship. This group 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 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 and your attendance. 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 a client of yours 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/neurotic conflicts/presenting issues 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 (you or your supervisee) is doing that is therapeutic (or perhaps not) in response to these interpersonal dynamics.
- An account of ways that transference/countertransference/cotransference manifests throughout the therapeutic process.
- An account of ways that transference/countertransference/cotransference manifests throughout the supervision process.

Group Consultation Integration Papers: You will write three group consultation integration papers discussing a topic you brought for consultation, feedback you received during the consultation process,

action steps that emerged from the consultation process, and questions that remained unanswered following the consultation meeting. Where applicable, include follow-up consultation you engaged regarding the issue. Each group consultation integration paper should be 1-2 pages in length and may be completed following any group consultation meeting in which you presented a consultation item.

NOTE: Clinical consultation is not clinical supervision. No identifying information should be used when presenting case examples in clinical consultation. Information and insights gained through consultation should not subvert the direction of clinical supervisors.

ASSIGNMENT POINT VALUE:

| Assignment | Total Points |
|--|--------------|
| Participation | 15 |
| Group Consultations and Integration Papers | 25 |
| Professional Disclosure Statement | 15 |
| Supervision Summary & Supervision Experience | 45 |
| <i>Total</i> | <i>100</i> |

SCHEDULE AND TOPICS:

Course Schedule

| Date | Subject | Reading/Assignments Due |
|-------|---|--|
| 8/29 | Introduction to Clinical Supervision in Professional Counseling (3.A.2.,3.,4.,6) | None |
| 9/5 | Establishing a Supervision Relationship Ethically (3.A.8.,10., 11.; 3.E.6; 5.C.3) | B&G Chs. 1 and 11 ACA Code of Ethics (Moodle) ACES Best Practices (Moodle) Roundtable Consultation |
| 9/12 | Supervision Models: Theory of Psychotherapy, Developmental Models, Process Models, and 2 nd Gen Models (3.E.1) | B&G Ch. 2 and 3 Roundtable Consultation |
| 9/19 | Interpersonal process dynamics of a supervision system (3.E.2.,3,7,8,12.) | B&G Chs. 4 and 5 Professional Disclosure Statement Due Roundtable Consultation |
| 9/26 | Organizing the supervision experience (3.A2, 3, 12; 5.C.2) | B&G Ch. 7 and “supervisor’s toolbox” Roundtable Consultation |
| 10/3 | Evaluation and Gatekeeping (3.G. 5, 6, 7, 8, 9, 10.) | B&G Ch. 10 and assigned reading on Moodle Roundtable Consultation |
| 10/10 | Multicultural supervision, social justice, and leadership in the Counseling Profession (3A.4,5; 5.C.8.) | B&G Ch. 6 and assigned reading on Moodle Roundtable Consultation |
| 10/17 | Individual supervision and live supervision (3.E.2.,3,7,8,12,) | B&G Ch. 8 Roundtable Consultation |
| 10/24 | Jenny Kuzsyk, LPC – Court Testimony (5.C.6, 7) | B&G Ch. 9 Roundtable Consultation |
| 10/31 | Interpersonal process dynamics revisited (3.E.2.,3,7,8,12.) | Assigned readings on Moodle |
| 11/7 | Clinical Consultation and collaboration (3.E.4; 3.A.10, 11; 3.E6.; 3.G.6; 5.C.2, 7, 8) | B&G Ch. 12 Assigned readings on Moodle Roundtable Consultation |

| | | |
|-------|---|--|
| 11/14 | Group supervision (3.F.1., 2.,3.,4.) | Materials on Moodle |
| 11/21 | Thanksgiving week – no class | None |
| 11/28 | Crisis intervention in Supervision and Expressive arts in supervision (3.E.15., 19, 20) | Assigned readings on Moodle |
| 12/5 | Terminating supervision relationships (3.E.7., 8.) | Assigned readings on Moodle <i>Roundtable Consultation</i> |
| 12/12 | Course Review | Supervision Summary Due |

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

ACADEMIC PROGRAM POLICIES: For EMU graduate program policies, please see the complete [graduate catalog](#).

The Graduate and Seminary [Student Handbook](#) contains policies, information, and resources. This section of the syllabus highlights several key items.

CLASSROOM CULTURE & RELATED POLICIES

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

BIAS RESPONSE

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

ATTENDANCE POLICY & LEARNING ENGAGEMENT

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. If a student misses 2 class periods, they are expected to write a 1-page reflection paper on the content missed (drawing from class readings, resources on Moodle, and conversations with classmates). A third missed class may result in failing the course. The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

RELIGIOUS HOLIDAYS

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

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 3 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: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the*

extension deadline is not met, the instructor will submit the final grade based on what has been received to date.

WRITING GUIDELINES

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

GRADUATE & PROFESSIONAL STUDIES WRITING CENTER

Please utilize the [writing program](#). They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

ACADEMIC ACCOUNTABILITY & INTEGRITY

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

Academic Honesty

When grading your work, I will interpret the originality report and will follow the [Academic Accountability Policy and Procedures](#) as appropriate.

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 will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

TECHNOLOGY REQUIREMENTS AND COMMUNICATION (if joining a class by Zoom)

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

INSTITUTIONAL REVIEW BOARD (IRB)

All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

LIBRARY

The [Hartzler Library](#) offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

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 to incidents that happened **prior to your enrollment at EMU**.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or 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.

Appendix 1: 2024 CACREP standards addressed in COUN 509: Supervision and Consultation

- 3.A.2. the multiple professional roles and functions of counselors across specialized practice areas
- 3.A.3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
- 3.A.4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
- 3.A.5. the role and process of the professional counselor advocating on behalf of the profession
- 3.A.6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- 3.A.7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
- 3.A.8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
- 3.A.10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
- 3.A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
- 3.A.12. the purpose of and roles within counseling supervision in the profession
- 3.B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
- 3.D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.
- 3.D.4. approaches for assessing the conditions of the work environment on clients' life experiences
- 3.D.5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
- 3.D.7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities.
- 3.F.1. theoretical foundations of group counseling and group work
- 3.F.2. dynamics associated with group process and development
- 3.F.3. therapeutic factors of group work and how they contribute to group effectiveness
- 3.F.4. characteristics and functions of effective group leaders
- 3.E.2. critical thinking and reasoning strategies for clinical judgment in the counseling process
- 3.E.3. case conceptualization skills using a variety of models and approaches
- 3.E.4. consultation models and strategies
- 3.E.5. application of technology related to
- 3.E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- 3.E.7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
- 3.E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships

- 3.E.16. record-keeping and documentation skills
- 3.E.15. evidence-based counseling strategies and techniques for prevention and intervention
- 3.E. 19. suicide prevention and response models and strategies
- 3.E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- 3.E.21. processes for developing a personal model of counseling grounded in theory and research
- 3.G.5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
- 3.G.6. ethical and legal considerations for selecting, administering, and interpreting assessments
- 3.G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
- 3.G.8. use of assessments in academic/educational, career, personal, and social development
- 3.G.9. use of environmental assessments and systematic behavioral observations
- 3.G.10. use of structured interviewing, symptom checklists, and personality and psychological testing
- 3.H.1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
- 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
- 5.C.2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- 5.C.3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
- 5.C.6. strategies for interfacing with the legal system regarding court-referred clients
- 5.C.7. strategies for interfacing with integrated behavioral healthcare professionals
- 5.C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
- 5.C.9. third-party reimbursement and other practice and management issues in clinical mental health counseling

CACREP 3.A.: Professional Counseling Orientation and Ethical Practice

COUN 509: Supervision and Consultation: *Supervision Summary Paper*

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

| Category | Criterion | 1 | 2 | 3 | 4 | 5 |
|------------|---------------------------------|---|---|--|--|---|
| | | (Needs Work) | (Meets minimum expectations) | (Demonstrates emerging competence) | (Demonstrates competence) | (Illustrates Mastery) |
| 1) Content | Professional Counselor Identity | The supervisor struggles to demonstrate a beginning sense of professional counselor identity, minimally participates in professional counseling organizations, attempts to advocate for the profession and clients, and does not promote these qualities in their supervisee. | The supervisor demonstrates a beginning sense of professional counselor identity, minimally participates in professional counseling organizations, attempts to advocate for the profession and clients, and struggles to promote these qualities in their supervisee. | The supervisor demonstrates an emerging professional counselor identity, minimally participates in professional counseling organizations, attempts to advocate for the profession and clients, and works to promote these qualities in their supervisee. | The supervisor articulates a clear professional counselor identity, participates in professional counseling organizations, advocates for the profession and clients, and promotes these qualities in their supervisee. | The supervisor clearly articulates a theoretically grounded, culturally informed professional counselor identity, membership in counseling organizations, and advocacy efforts for clients and the profession AND promotes the above for their supervisee |

| | | | | | | |
|--|----------------------------|--|--|--|--|---|
| | Role Induction | The supervisor does not articulate the respective roles and functions of the supervisor and does not attempt corrective role induction to support the supervisory relationship. | The supervisor struggles to articulate the respective roles and functions of the supervisor and attempts corrective role induction to support the supervisory relationship. | The supervisor demonstrates and emerging ability to articulate the respective roles and functions of the supervisor and attempts corrective role induction to support the supervisory relationship. | The supervisor generally articulates the respective roles and functions of the supervisor and attempts corrective role induction to support the supervisory relationship. | The supervisor clearly articulates the respective roles and functions of the supervisor and offers corrective role induction to support the supervisory relationship. |
| | Cultural Conceptualization | The supervisor struggles to broach cultural differences, integrate cultural experiences and to understand themselves, their supervisee within the context of respective cultural identities and experiences. | The supervisor makes beginning efforts to broach cultural differences, integrate cultural experiences and to understand themselves, their supervisee within the context of respective cultural identities and experiences. | The supervisor makes efforts to broach cultural differences, integrate cultural experiences and to understand themselves, their supervisee within the context of respective cultural identities and experiences. | The supervisor makes efforts to broach cultural differences, integrate cultural experiences and to understand themselves, their supervisee, and their supervisee's clients within the context of respective cultural identities and experiences. | The supervisor makes continuous efforts to broach cultural differences, integrate cultural experiences and to understand themselves, their supervisee, and their supervisee's clients within the context of respective cultural identities and experiences. |

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| | Case conceptualization | The supervisor struggles with case conceptualization | The supervisor offers beginning case conceptualization of their supervisee's client(s) for the supervisee. | The supervisor offers case conceptualization of their supervisee's client(s) for the supervisee. | The supervisor empowers the supervisee to form a partial case conceptualization of their client(s). | The supervisor empowers the supervisee to form a complete case conceptualization of their client(s). |
| | Theory/Model of Supervision | The supervisor struggles to articulate any theories or models of psychotherapy and clinical supervision and does not attempt to practice theories/models to promote the development of their supervisee. | The supervisor articulates minimal understanding theories and models of psychotherapy and clinical supervision and attempts to practice those theories/models to promote the development of their supervisee. | The supervisor articulates beginning understanding theories and models of psychotherapy and clinical supervision and practices those theories/models to promote the development of their supervisee. | The supervisor articulates adept understanding theories and models of psychotherapy and clinical supervision and practices those theories/models to promote the development of their supervisee. | The supervisor clearly articulates theories and models of psychotherapy and clinical supervision and effectively utilizes those theories/models to promote the development of their supervisee. |
| | Process analysis | The supervisor does not demonstrate an understanding of the interpersonal process elements of the supervision relationship and the interpersonal process | The supervisor minimal understanding of the interpersonal process elements of the supervision relationship and the interpersonal process elements of their | The supervisor demonstrates an emerging understanding of the interpersonal process elements of the supervision relationship and the interpersonal process | The supervisor demonstrates a beginning understanding of the interpersonal process elements of the supervision relationship and the interpersonal process elements of their supervisee's therapeutic relationships and attempts to | The supervisor demonstrates a clear understanding of the interpersonal process elements of the supervision relationship and the interpersonal process elements of their supervisee's |

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| | | elements of their supervisee's therapeutic relationships. Gets stuck in content. | supervisee's therapeutic relationships | elements of their supervisee's therapeutic relationships | utilize that understanding to promote supervisee development | therapeutic relationships and utilizes that understanding to promote supervisee development |
| | Assessment | The supervisor struggles to assess their supervisee's development. | The supervisor engages in minimal assessment of their supervisee's development and utilizes developmentally and culturally appropriate assessment instruments to provide measures to inform the supervision process. | The supervisor engages in assessment of their supervisee's development and utilizes developmentally and culturally appropriate assessment instruments to provide measures to inform the supervision process. | The supervisor engages in assessment of their supervisee's development and utilizes developmentally and culturally appropriate assessment instruments to provide measures to inform the supervision process and provides summative feedback. | The supervisor engages in continuous formative assessment of their supervisee's development and utilizes developmentally and culturally appropriate assessment instruments to provide measures to inform the supervision process and provides summative feedback |
| | Ethical Practice | The supervisor struggles to engage and support ethical decision making. | The supervisor articulates their adherence to the 2014 ACA Code of Ethics and other relevant codes. | The supervisor articulates their adherence to the 2014 ACA Code of Ethics and other relevant codes, expectations of ethical practice. | The supervisor articulates their adherence to the 2014 ACA Code of Ethics and other relevant codes, expectations of ethical practice, and supports their supervisee to engage ethical decision making | The supervisor articulates adherence to the 2014 ACA Code of Ethics and other relevant codes, expectations of ethical practice, and empowers supervisee to engage thorough ethical decision making |
| | Promotion of | The | The | The | The supervisor | The supervisor |

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| | supervisee wellness | supervisor struggles to care for their own wellness and does not work to promote self-care in their supervisees | supervisor struggles to care for their own wellness and promotes self-care in their supervisees | supervisor attempts to care for their own wellness and promotes self-care in their supervisees | cares for their own wellness and promotes self-care, self-reflection, and wellness promotion in their supervisees | cares for their own wellness and is able to engage the supervision relationship from a place of stability and groundedness and promotes self-care, self-reflection, and wellness promotion in their supervisees |
| | Facilitation of Supervisee Career goals | The supervisor and supervisee do not articulate long-term personal, clinical, and career goals for the supervisee. | The supervisor struggles to summatively articulate long-term personal, clinical, and career goals for the supervisee. | The supervisor summatively articulates long-term personal, clinical, and career goals for the supervisee. | The supervisor supports the supervisee to clearly articulate and carry objectives to achieve short-term and long-term personal, clinical, and career goals | The supervisor formatively and summatively empowers the supervisee to clearly articulate and carry objectives to achieve short-term and long-term personal, clinical, and career goals |
| 2) Synthesis | Makes clear connections across relevant topics | Relationship between ideas is not clearly articulated | While several ideas are connected, other ideas are not well integrated | Ideas and their connections are made clear | Implications of the ideas discussed are made clear | Ideas, their implications and relationship are clearly articulated |
| 3) Rhetoric | Written with a coherent, clear structure that supported the review | Poorly conceptualized, haphazard | Structure and grammatical errors jeopardize the ideas presented | Some coherent structure; few errors or spelling flaws | Strong structural outline, free of grammatical errors or spelling flaws | Well developed, coherent and free of grammatical errors or spelling flaws |
| | Followed APA v. | Does not | Conveys a | Makes a | Cites sources for | Makes |

| | | | | | | |
|--|---|--|---|---|--|---|
| | 7 | follow APA for citation management, paper style, etc. Makes many errors. | hint of knowledge regarding APA format, makes several errors in documentation style | valiant attempt to follow APA for citation management , paper style, etc. | all quotations and usually cites, makes minimal errors in APA format and style | virtually no errors in APA documentation. |
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Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____ /5

SAMPLE