Course Information
COUN509 – SUPERVISION & CONSULTATION
Fall 2020
3 Semester Hours

INSTRUCTOR’S INFORMATION:
Michael Horst, PhD
Email: michael.horst@emu.edu
Office Phone: (540) 432-4244
Office Hours: Zoom 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. 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:
• 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.

**PREREQUISITES:**
COUN 508 Counseling Techniques
COUN 528 Counseling Practicum

**REQUIRED TEXTS AND OTHER RESOURCES:**
- **Required Reading:**
  

  Assigned readings posted to Moodle

- **Recommended Reading:**
  


**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 online for synchronous class periods. Attendance and active participation are necessary for mastery of course material. Please make a commitment to attend every synchronous 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 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 (A faculty member 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 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 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:**

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<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15</td>
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<tr>
<td>Roundtable consultations</td>
<td>25</td>
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<tr>
<td>Professional Disclosure Statement</td>
<td>15</td>
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<tr>
<td>Supervision Summary &amp; Supervision Experience</td>
<td>45</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**SCHEDULE AND TOPICS:**

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<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading/Assignments Due</th>
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<tbody>
<tr>
<td>8/26</td>
<td>Introduction to Clinical Supervision in Professional Counseling</td>
<td>None</td>
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<tr>
<td>9/2</td>
<td>Establishing a Supervision Relationship Ethically (2.F.1.i.)</td>
<td>B&amp;G Chs. 1 and 11 Roundtable Consultation</td>
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<td>9/9</td>
<td>Supervision Models: Theory of Psychotherapy, Developmental Models,</td>
<td>B&amp;G Ch. 2</td>
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<td></td>
<td>Process Models, and 2nd Gen Models (2.F.1.m.)</td>
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<td>9/16</td>
<td>Interpersonal process dynamics of a supervision system (2.F.1.k.;</td>
<td>B&amp;G Chs. 3 and 4 Professional Disclosure Statement Due</td>
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<td></td>
<td>2.F.1.m.)</td>
<td>Roundtable Consultation</td>
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<td>9/23</td>
<td>Organizing the supervision experience (2.F.1.m.)</td>
<td>B&amp;G Ch. 6 and “supervisor’s toolbox”</td>
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<td>9/30</td>
<td>Evaluation and Gatekeeping (2.F.1.k.; 2.F.1.m.)</td>
<td>B&amp;G Ch. 10 and assigned reading on Moodle</td>
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<td>Roundtable Consultation</td>
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<td>10/7</td>
<td>Multicultural supervision, social justice, and leadership in the</td>
<td>B&amp;G Ch. 5 and assigned reading on Moodle</td>
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<td>Counseling Profession (2.F.1.e., 2.F.1.m., 2.F.2.e.)</td>
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<td>10/14</td>
<td>Individual supervision and live supervision (2.F.1.j., 2.F.1.m.)</td>
<td>Roundtable Consultation</td>
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<td>10/21</td>
<td>Dr. Horst out – Asynchronous Module on Moodle</td>
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<td>Self-care in Supervision (2.F.1.m.)</td>
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<td>10/28</td>
<td>Group supervision (2.F.1.k., 2.F.1.m.)</td>
<td>B&amp;G Ch. 8 Roundtable Consultation</td>
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<td>11/4</td>
<td>Interpersonal process dynamics revisited (2.F.1.m., 2.F.5.c.)</td>
<td>Assigned readings on Moodle</td>
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<td>11/11</td>
<td>Clinical Consultation and collaboration (2.F.1.m.)</td>
<td>Assigned readings on Moodle Roundtable Consultation</td>
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<td>11/18</td>
<td>Crisis intervention in Supervision and Expressive arts in supervision</td>
<td>Assigned readings on Moodle</td>
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<td>11/25</td>
<td>Thanksgiving break</td>
<td>None</td>
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<td>12/2</td>
<td>Terminating supervision relationships (2.F.1.m.)</td>
<td>Assigned readings on Moodle Roundtable Consultation</td>
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<td>12/9</td>
<td>Closing</td>
<td>Supervision Summary Due</td>
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**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.
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.

Academic Integrity Policy (AIP):
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, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU’s AIP to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University’s Plagiarism Tutorials and Tests may be a useful resource.

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.

Graduate & Professional Studies Writing Center:
Please utilize the writing program! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

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.

Office of Academic Access:
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 in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

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: 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.

Inclusive, Community-Creating Language Policy:
Eastern Mennonite University expects its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Classroom Climate:
The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not be quite feel comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. 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.

Similarly, 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 sincere goal is to create a safe space in which everyone feels that they can participate in scholarly dialogue that values thinking, study, and professionalism. (Adapted from Margaret Sallee and Kathryn Roulston)

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 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 Rachel Roth Sawatzky. Rachel can be reached at 540-432-4133 or rachel.roth.sawatzky@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, Campus Ministries’ pastors, 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. Please refer to the Student Handbook for additional policies, information, and resources available to you.
Academic Program Policies:
For EMU graduate program policies, please see the complete graduate catalog.

Writing Standards –Graduate Level