

Consultation and Supervision

COUN-5820

F2 2021 Section BH 3 Credits 10/18/2021 to 12/17/2021 Modified 09/23/2021

Meeting Times

Wednesdays beginning October 20 on Zoom or Soldier Development Center -TBD

Contact Information

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Description

This course examines consultation and supervision theories and practices as employed by counselors working and supervising in mental health facilities, educational institutions, and other professional COMMUNITY counseling settings. Identification and application of consultation with other professionals and parents in COMMUNITY counseling settings and with consideration for multi cultures are reviewed. Strategies for effective team-work and multidisciplinary relationships with human service providers will be emphasized. Special attention is given to the development of the professional as a leader in and advocate for the profession. Related ethical practice is integrated.

Content Areas: professional practice, professional identity

Objectives

- Demonstrate knowledge of the roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors and the relationships with other human service providers.
- Demonstrate an understanding of the relationships between community counselors and other mental health professionals serving in a variety of practice and supervisory settings.
- Demonstrate an understanding of the theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems.
- Demonstrate knowledge of public and private policy processes, including the role of the professional counselor in advocating on behalf of both the client and the profession.

Outcomes

Curricular experiences in this course are designed to facilitate mastery of knowledge prescribed in the 2016 CACREP core curriculum standards related to *Professional Counseling Orientation and Ethical Practice* and *Counseling and Helping Relationships*. Additional attention is given to curriculum standards related specifically to Clinical Mental Health Counseling. This course addresses the

following content areas (adapted from the 2009 and 2016 CACREP Standards):

CACREP Standards	Assessments
Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (2009 CACREP II.G.1.d) The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (2016 CACREP 2.F.1.b)	Consultation Proposal Classroom Discussions and Exercises Interview with LPC/LMHC-Supervisor
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2009 CACREP II.G.1.j; 2016 CACREP 2.F.1.i)	Classroom exercises & Discussions LPC/LMHC-Supervisor Supervision Paper
Self-care strategies appropriate to the counselor role (2009 CACREP II.G.1.d; 2016 CACREP 2.F.1.l)	Resiliency & Self Care Inventory and paper
Counseling supervision models, practices, and processes (2009 CACREP II.G.1.e) The role of counseling supervision in the profession (2016 CACREP 2.F.1.m)	LPC/LMHC-Supervisor Supervision Paper
A general framework for understanding and practicing consultation (2009 CACREP II.G.5.f) Theories, models, and strategies for understanding and practicing consultation (2016 CACREP 2.F.5.c)	Consultation Proposal Classroom Discussions and Exercises

Materials

Fundamentals of clinical supervision

Author: Bernard, J.M. & Goodyear, R.K.

Publisher: Pearson

Edition: 6th

ISBN: 978-0134752518

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

Assigned Readings on Canvas

Caplan, G. (1995). *Types of mental health consultation*. *Journal of Educational and Psychological Consultation*, 6, 7-21.

Caplan, G., Caplan, R.G., & Erchul, W.P. (1995). *A contemporary view of mental health consultation: "Types of mental health consultation" by Gerald Caplan (1963)*. *Journal of Educational and Psychological Consultation*, 6, 23-30.

Scott, D.A., Royal, C.W., & Kissinger, D.B. (2014). *Consultation Stages in Counselor as Consultant*. Los Angeles, CA: Sage.

Scott, D.A., Royal, C.W., & Kissinger, D.B. (2014). Behavioral and Cognitive-Behavioral Consultation in *Counselor as Consultant* (pp. 97-125). Los Angeles, CA: Sage.

Scott, D.A., Royal, C.W., & Kissinger, D.B. (2014). Solution Focused Consultation in *Counselor as Consultant* (pp. 126-136). Los Angeles, CA: Sage.

Deliverables

Engagement

Participation includes being present in class in addition to speaking in every class session. Your comments evidence your reading. Note also that it is possible to attend all class sessions but receive a significantly lowered grade if your skills are not developing, and or you are not actively speaking in class. You may evidence competent skills, but the lack of participation, attendance, and or reading may fail you. Participation in all class sessions is critical considering the accelerated format of this program and the fact that counseling is an inter-relational profession. Participation will include participation in all online activities, including discussions and other activities. Absences and lack of speaking in class will affect your final grade. Note that it is common for students who do not openly participate every class period to receive a lowered grade for the course.

Informational Interview with a Licensed Clinical Supervisor

Develop an informational interview when you sit down with a **professional clinical supervisor** working in the career field or industry in which you are interested or planning to pursue, and ask questions to obtain information and advice about that career.

An informational interview can be conducted for several different purposes, including:

1. To get a better feel for whether a career of interest is truly a good fit (students still trying to decide on a career path)
2. To explore different career paths within an industry of interest (students who have a general direction but aren't sure of their specific options)
3. To find out how to successfully prepare for a given career (students with a defined career goal who are ready for the next step of finding out the specific requirements and how to make themselves competitive)
4. To build a network of contacts in the intended career field (students who have established a career goal, found out what they need to do, and are now actively preparing for their career)

You will locate and interview a local **licensed professional clinical supervisor** in the specific helping profession in which you are (or intend to be) practicing counseling/therapy. Develop the interview questions in class or on Zoom sessions in Break out groups assigned by the course instructor. The result of the interview will be a Narrative style paper highlighting the following:

- Introduction of the licensed professional counselor supervisor.
- Supervisor's response and comments to your questions/concerns.
- Statement and summary of what you learned in the interview.
- Important information you want to share with the class.

Be creative! Don't feel limited.

Personal Supervisory Model

Write a **minimum 3** page paper on your chosen supervisory model. In addition to the textbook presentations and readings, read a minimum of 2 peer-reviewed journal articles related to the chosen model and include in the paper. Be sure to state why you chose the model, the advantages of the model as well as any limitations.

Consultation Proposal

Submit a proposal to provide consultation to professional counselors in your field of practice. The proposal must include:

- A rationale for your consultation effort, to include a description of the problems or issues you plan to address with your identified clients.
- A description of the model of consultation you will use as a guiding framework
- A plan for how you will gain and establish a consulting relationship.
- Your plan for identification and clarifying of problems or issues.
- Operational definition of the problem(s).
- Stated goals that are observable and measurable.
- Intervention strategies and descriptions for how they will be implemented.
- Describe how you will evaluate the success of your consultation.
- Describe how you will end or refer and follow up.
- Identify any pertinent ethical issues that could affect your consultation.
- Provide references
- Include a one-page (working) contract for your consultation.

Self-Care Inventory: Pre and Post Assessment

Burnout is a common occurrence in mental health professionals who do not practice some form of self-care. Self-care practices include weekly (or more) occurrences of focused, purposeful mind and body relaxation by the student counselor in which the student intentionally connects relaxation of the body with relaxation of the mind. The practice of relaxation is meant to de-stress from the clinical experience as well as train your body to remain calm in stressful situations thereby enabling you to destabilize a situation. It is also models appropriate responses for the client. Examples of self-care include but are not limited to breathe work, meditation, prayer, fictional reading, and visualization. Note that exercise, while increasing endorphins in the body, should be in addition to a relaxation practice and not in place of. Note that watching TV and or entertaining with family, while important is not a self-care strategy.

You will complete a self-care evaluation and implement a preferred self-care strategy throughout this term. Write a 2-page minimum paper (excluding cover and reference pages) OR prepare a creative project of your liking to reflect of the assignment including areas in which you propose to give attention as you prepare for life after graduation. Upon completion of the term, you will write a 2-page minimum paper (excluding cover and reference pages) OR prepare a creative project regarding what you learned about yourself from implementing your plan. Be sure to discuss how it worked for you and/or what you would change about it if it did not work for you.

✓ Evaluation

Criteria

Type	Weight	Topic	Notes
Class Engagement	20		Discussions and other class activities. 4 pts per week.
Self-Care Inventory – Pre-Assessment	10		Be creative
Self-Care Post Assessment	10		Be creative
Informational Interview LPC/LMHC-Supervisor	20		Presentation, no paper!
Personal Supervisory Model	29		Paper
Consultation Proposal	20		Paper

Breakdown

Grade	Range	Notes
A	94 - 100	
A-	90-93	
B+	87-89	
B	84-86	
B-	80-83	
C	70-79	
F	69 or less	

* Course Policies

Course Attendance

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F. Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered 'absent' for that class session unless approved in advance by the instructor.

Participation

Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the Grading section on individual course syllabi for further information.

Use of Personal Electronic Devices

Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

Subjective aspect of grading

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

Self-awareness, safety of disclosure, appropriate interpersonal skills and ACA Code of Ethics

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is

an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others—both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2014)

Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate-catalog/>)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>)

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The

Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (<mailto:disability@webster.edu>).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (<http://www.webster.edu/arc>) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at <http://www.webster.edu/success/students.html> (<http://www.webster.edu/success/students.html>).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is <http://library.webster.edu> (<http://library.webster.edu/>). For support navigating the library's resources, see <http://libanswers.webster.edu/> (<http://libanswers.webster.edu/>) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>)

Academic Calendar - <http://www.webster.edu/academics/academic-calendar/>
(<http://www.webster.edu/academics/academic-calendar/>)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html> (<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html>)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

<http://www.webster.edu/student-handbook/> (<http://www.webster.edu/student-handbook/>)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

<http://www.webster.edu/sexual-misconduct/> (<http://www.webster.edu/sexual-misconduct/>)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

<http://www.webster.edu/irb/index.html> (<http://www.webster.edu/irb/index.html>)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

<http://www.webster.edu/technology/service-desk/> (<http://www.webster.edu/technology/service-desk/>)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

<https://worldclassroom.webster.edu/> (<https://worldclassroom.webster.edu/>)

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

<http://www.webster.edu/technology/services/webster-alerts/> (<http://www.webster.edu/technology/services/webster-alerts/>)

