

**Boise State University
COUN 624
Advanced Supervision and Consultation
SYLLABUS**

<i>Course and Instructor</i>

Instructor: Dr. Bobbie Birdsall, NCC, LCPC, LMFT
Office hours: Monday 1:30-3:30, Tuesday 2-4, Wednesday 1:30-3:30
and/or by appointment

Course Number: COUN 624

Course Title: Advanced Supervision and Consultation

Semester: SPRING 2014

Credits: 3 credits

<i>Course Objectives Accreditation and Technology</i>
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<i>CACREP Standards Addressed in the Course</i>	
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II.	Professional Identity:
C.1	Theories pertaining to the principles and practice of consultation.
C.2	Theories and practices of counselor supervision.
C.7	Ethical and legal considerations in supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice.
IV.	Doctoral Learning Outcomes:
A.1	Understands the purposes of clinical supervision.
A.2	Understands theoretical frameworks and models of clinical supervision.
A.3	Understands the roles and relationships related to clinical supervision.
A.4	Understands legal, ethical, and multicultural issues associated with clinical supervision.
B.1	Demonstrates the application of theory and skills of clinical supervision.
B.2	Develops and demonstrates a personal style of supervision.
D.3	Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

Course Description

The course covers theories and practices of consultation and supervision, including legal and ethical issues. During this course, students explore supervision and consultation as unique skills and practices for counseling professionals and counselor educators. Students increase their understanding of the purposes of clinical supervision and consultation, theoretical frameworks and models of supervision and consultation, the roles and relationships related to clinical supervision and consultation, and legal, ethical and multicultural issues associated with clinical

supervision and consultation. Doctoral students will teach the Master's level practicum course as well as provide individual and triadic supervision to Master's level counselor education students. Doctoral students will also engage in a consultation activity with a professional or organization in the community.

Course Objectives

1. Knowledge of Supervision Theory and Methods: Understanding theoretical framework and knowledge of supervision is an essential skill for counselor educators. Students will learn theories and practices of supervision (II.C.2) and ethical, legal, and multicultural issues associated with supervision (II.C.7). Students will develop a personalized style of supervision based on theory that incorporates an understanding of multicultural competency and ethical and legal considerations.

2. Knowledge of Consultation Theory and Methods: Students will learn the theories and practices of consultation (II.C.1).

Upon completion of the course, doctoral students will demonstrate the following:

1. Knowledge of the purpose of clinical supervision (A.1)
2. Knowledge of theoretical frameworks and models of clinical supervision (A.2)
3. Knowledge of the roles and relationships related to clinical supervision (A.3)
4. Knowledge of legal, ethical, and multicultural issues associated with clinical supervision. (A.4)
5. The application of theory and skills of clinical supervision (B.1)
6. A personal style of supervision (B.2)
7. The ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors (D.3).

Technology Skills Addressed in the Course		
	Instructor Application	Student Application
Utilize Blackboard technology		
Word process, including APA formatting		X
Use a spreadsheet and a statistical package		
Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation		
Create and deliver a power point presentation		
Find material on the Web and review Web sites		

Be able to use e-mail, including document attachments	X	X
Be able to sign in and participate in listservs	X	X
Be familiar with computerized testing		
Be able to use digital recording equipment	X	X

Professional Identity Standards Covered

Curricular experiences will provide an understanding of the following:

Professional Identity Standards	CACREP
Theories pertaining to the principles and practice of... consultation.	II.C.2
Theories and practices of counselor supervision.	II.C.1
Ethical and legal considerations in... supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice.	II.C.7

Doctoral Student Learning Outcomes (SLOs) Assessed

The student will demonstrate knowledge, skills, and practices necessary for success as a counselor educator and supervisor via his or her participation in key assessments in this course. SLOs for this course are as follows:

Student Learning Outcomes	CACREP	Key Assessment
Understands the purpose of clinical supervision.	A.1 II.C.2	Supervision Paper
Understands theoretical frameworks and models of clinical supervision.	A.2; II.C.2	Supervision Paper
Understands the roles and relationships related to clinical supervision.	A.3	Supervision Paper
Understands legal, ethical, and multicultural issues associated with clinical supervision.	A.4; II.C.7	Supervision Paper
Demonstrates the application of theory and skills of clinical supervision.	B.1	Supervision Demonstration
Develops and demonstrates a personal style of supervision.	B.2	Supervision Paper; Supervision Demonstration
Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.	D.3	Supervision Demonstration

Methods of Instruction

Self-instruction through readings and research; bi-weekly supervision with instructor.

Required Texts and Articles

Consultation Theory and Practice

Dougherty, A. M. (2009). *Psychological Consultation and Collaboration in School and Community Settings* (5th ed.). Belmont, CA: Cengage Brooks/Cole. (II.C.1)

Supervision Theory and Methods, Preparation, and Research Base

Ladany, N., and Bradley, L. (2010). *Counselor Supervision*. New York, NY: Routledge. (II.C.2; II.C.3)

Luke, M., & Bernard, J. M. (2006). The school counseling supervision model: An extension of the discrimination model. *Counselor Education and Supervision*, 45, 282-295. (II.C.2; II.C.7)

Nyman, S. J., Nafziger, M. A., & Smith, T. B. (2010). Client outcomes across counselor training level within a multitiered supervision model. *Journal of Counseling and Development*, 88(2), 204-209. (II.C.7)

Ober, A. M., Granello, D. Haag, & Henfield, M. S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision*, 48, 204-221. (II.C.2; II.C.7)

Westerfeld, J. S. (2009). Supervision of psychotherapy: Models, issues and recommendations, *The Counseling Psychologist*, 37(2), 296-316. (II.C.2; II.C.3)

Academic Requirements and Evaluation

Key assessments:

- **Consultation Paper (II.C.1)**

For this assignment, contact a professional in a human service or business/industry organization (e.g., school, mental health center, DSS, etc.). Prior to contact, obtain approval from professor. The professional cannot be a friend or classmate. Engage that person in a consultation relationship of at least two sessions (more if necessary) at their worksite. Your paper should be 4-5 double-spaced pages and include the following 1) who the consultee and who constituted the client system, 2) the nature of the problem dealt with in consultation, 3) a rationale for the consultation model(s) selected, 4) a description of what happened at each stage of consultation, 4) an analysis of the overall consultation process in which you describe how the process went and what you would do differently given the opportunity. Use APA format. This assignment is worth 20% of your grade and is due on **Monday, March 10**.

- **Teach MA Practicum Course and Provide Clinical Supervision**

Students will teach a 2-credit section of MA Practicum. This includes group supervision of MA students for 12 hours across the semester (6 2-hour class periods), as well as

individual supervision of up to 6 students. Students are responsible for all activities required of individual practicum supervisor, including meeting with students in individual or triadic supervision 7-8 times, reviewing digital recordings of sessions, reviewing and signing case notes, reviewing and assigning logs and all other responsibilities of an individual practicum supervisor. No formal assignment is required. Student evaluations of group and individual supervision will be used for evaluation. This requirement is worth 20% of your grade.

- **Supervision Paper (II.C.2; II.C.7; A.1 – A.4)**

For this assignment, write an 8-10 page double-spaced paper discussing 1) the purpose of supervision, 2) theory and methods relevant to supervision, 3) the major roles, responsibilities, and activities of supervisors, 4) ethical, legal, and multicultural issues associated with supervision, and 5) specific theories/methods of supervision that you believe will be most useful to you as a supervisor. Please include at least 5 citations from the literature. Use APA format. The assignment is worth 30% of your grade and is due on **Monday, April 28**.

- **Supervision Demonstration (B.1, B.2, D.3)**

Students will meet individually for one hour with supervising instructor to discuss progress of supervising practicum students. These meetings occur every two weeks for a total of 7 meetings across the semester. Discussions should include progression of the doctoral student supervisor including how the student is incorporating personalized theoretical and multicultural competency approaches to supervision. In addition, the students will also provide two supervision skills demonstrations – one of group supervision and one of individual/triadic supervision. These can occur live or as a recorded demonstration. This should include demonstration of the following 1) application and skills of clinical supervision, 2) personal style of supervision, and 3) the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors. This assignment is worth 30% of your grade and is due **Monday, April 14**.

Grading Criteria

A = 100-90

B = 89-80

C = 79-70

Assignments not submitted when due or not in the assigned format will not earn full points. Those submitted more than three days past the due date will not be accepted. Plagiarism is sufficient grounds for failure for the course. See current *Boise State Graduate Catalog* for academic regulations and appeal procedures.

Disability and Academic Integrity Statements

Disability Statement:

If there is someone in the class who has a special need that may be the result of a disability or alternative learning style, I would appreciate hearing from you. I am reasonably certain that we can make the appropriate arrangements if necessary to assist you. The accommodations can take many forms, whether it is seating, testing, or the like. Please see me after class, or during my office hours.

Academic Integrity Statement:

Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable and appropriate penalties will be imposed. This includes referencing material that has not been read by you, such as secondary references.

COURSE SCHEDULE

Week	Topic	Reading	Key Assessment Due Date
1/20	Supervision Purpose and Role of Supervisor Consultation Purpose and Role of Consultant	Ladany & Bradley, Ch.1 Westerfeld (2009) Dougherty, Ch 1 - 2 (II.C.1; II.C.2; II.C.7)	
1/27	Ethical, Legal, and Multicultural Issues in Supervision and Consultation	Ladany & Bradley, Ch. 3, Ch. 16 Dougherty, Ch. 14 Ober, Granello, Henfield (2009) (II.C.1; II.C.2; II.C.7)	
2/3	Stages of Consultation	Dougherty, Ch. 3 – 5	Supervision Meeting
2/10	Stages of Consultation	Dougherty, Ch. 6 – 8	
2/17	Supervisor-Supervisee Relationship	Ladany & Bradley, Ch.2 (II.C. 1; II.C.2; II.C.7)	Supervision Meeting
2/24	Supervision Theoretical Approaches: Interpersonal Model	Ladany & Bradley, Ch.5 (II.C.2; II.C.7)	
3/3	Supervision Theoretical Approaches: Developmental Model	Ladany & Bradley, Ch.6 (II.C.2; II.C.7)	Supervision Meeting

3/10	Supervision Theoretical Approaches: Counseling & Psychotherapy-Based Models	Ladany & Bradley, Ch.7 (II.C.2; II.C.7)	Consultation Paper Due
3/17	Supervision Techniques and Evaluation of Process	Ladany & Bradley, Ch.4, Ch.14 (II.C.2; II.C.7)	Supervision Meeting
3/31	Group Supervision of Individual Counseling	Ladany & Bradley, Ch.8 (II.C.2; II.C.7)	
4/7	Group Work Supervision School Counseling Supervision	Ladany & Bradley, Ch.9 Luke & Bernard (2006) (II.C.2; II.C.7)	Supervision Meeting
4/14	Supervising Professional Counselors (pre-degreed; school)	Ladany & Bradley, Ch.10 (II.C.2; II.C.7)	Supervision Demonstration Due
4/21	Supervision of Assessment	Ladany & Bradley, Ch.13 (II.C.2; II.C.7)	
4/28	Evidence-Based Practices in Supervision	Ladany & Bradley, Ch.15 Nyman, Nafziger, and Smith (2010) (II.C.2; II.C.7)	Supervision Paper Due Supervision Meeting