The College of Education’s Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5590, Consultation and Supervision
3 Credits
Chardin 142
Wed, 6-8:40 p.m.

INSTRUCTOR
Name: Lisa Hake
Office Hours: by appointment
Phone: (206) 450-9250

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS
Required Texts:
Optional/Supplementary Materials: Handouts will be presented in class or available on Canvas.

CONTENT AREAS
COURSE DESCRIPTION
Graduate Bulletin Description: Provides a general framework for understanding and practicing consultation, advocacy, and supervision in community counseling settings. Students will examine the historical development of consultation, explore the stages of consultation, the major models of consultation and advocacy, and have an opportunity to apply the theoretical material. An introduction to models of supervision will also be provided for licensure.

Course Purpose(s)/Goal(s) This course meets criteria for the 2001 CACREP Core Content area of Professional Identity, Helping Relationships, and Community Counseling Specialization.

Course Rationale
1. CACREP Standards
2. SOCIAL AND CULTURAL DIVERSITY
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

c. multicultural counseling competencies

f. help-seeking behaviors of diverse clients

5. COUNSELING AND HELPING RELATIONSHIPS

c. theories, models, and strategies for understanding and practicing consultation

k. strategies to promote client understanding of and access to a variety of community-based resources

SECTION 5: CMHC

1. FOUNDATION:

c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES

1. Understand supervision from the perspective of both supervisor and supervisee.

2. Develop an understanding of one’s own supervision needs in a clinical setting.

3. Learn about supervision models from a developmental perspective.

4. Practice cross cultural approaches to supervision.

5. Discuss ethical issues in clinical supervision that impact the counselor counselee dyad.

6. Gain a broad understanding of consultation and collaboration in community counseling practice.

7. Be knowledgeable of general principles of community intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities.

8. Demonstrate effective strategies for promoting client understanding of and access to community resources.

9. Understand models of consultation in mental health, organizations, and schools.

10. Practice team approaches to case consultation both intra-disciplinary and interdisciplinary.

Assessment Procedures with Evaluation Criteria and/or Rubrics: either in Syllabus or communicated to students when assignments are given in class.

COURSE INSTRUCTIONAL METHODS

A variety of instructional methods/strategies/techniques will be used in the course: lecture/discussion, role playing, small group projects, video, brainstorming, focus groups, and student presentations with peer feedback (oral or written).

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES
## COURSE REQUIREMENTS

### A. Assignments and Activities (detailed descriptions below chart)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervision Experience Reflection Paper</td>
<td>2.a, c, f; 5.c;</td>
<td>10 CR/NC</td>
</tr>
<tr>
<td>2. Introduce a Supervisory Session: Forms and Description</td>
<td>5.c, k</td>
<td>15 Grade</td>
</tr>
<tr>
<td>3. Complete and Score Supervisory Emphasis Rating Form and Supervision Styles Inventory: Reflection Paper</td>
<td>2.a, c, f; 5.c; 1.c</td>
<td>15 Grade</td>
</tr>
<tr>
<td>4. Question for Reflection Dougherty Ch. 6 (#2)</td>
<td>2.a, c, f</td>
<td>5 CR/NC</td>
</tr>
<tr>
<td>5. Questions for Reflection Dougherty Ch. 11 (#10) &amp; 12 (#7)</td>
<td>2. a,c,f</td>
<td>10 CR/NC</td>
</tr>
<tr>
<td>6. Ethics Case Example Paper</td>
<td>5.c,k; 1.c</td>
<td>15 Grade</td>
</tr>
<tr>
<td>7. Interdisciplinary Consult Group Presentation</td>
<td>5.c,k; 1.c</td>
<td>25 CR/NC</td>
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</table>

### B. Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>80-83</td>
<td>B-</td>
<td>67-69</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>77-79</td>
<td>C+</td>
<td>64-66</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>74-76</td>
<td>C</td>
<td>60-63</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>70-73</td>
<td>C-</td>
<td>0-59</td>
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</table>

### C. Course Expectations:

- Student attendance at all classes unless absence through prior arrangement with the instructor.
- Student participation in class discussions and exercises in a manner that contributes to the learning of the group.
- Student completion of all assigned reading assignments *prior* to each week’s class.
- Student submission of all assignments on respective due dates.

1. **Attendance**: (5% of final grade; CR/NC; One absence will not affect grade). Students are expected to attend all classes, as learning only takes place in conversation. If you are not present
for the conversation, your learning will be compromised. Final grades will be affected by absences. **Late Papers:** Papers must be submitted in hard copy. Late papers accepted with prior approval from instructor for extenuating circumstances only.

**Assignments for Coun 5590**

1. **Supervision Experience Reflection (10% CR/NC):** Examine the BEST and WORST experiences in which you received job-related feedback. This can include both academic and workplace feedback. For each of the BEST and the WORST experiences, briefly examine the following topics in a 3-4 page reflection paper:
   a. The setting or context of the work involved in the feedback
   b. Your investment in the process being evaluated
   c. Actions of the supervisor that made it good or horrible
   d. Your reactions in response to the feedback
   e. Your conclusions about why it was the best or worst for you
   f. Insights into ways to use this experience to improve your own supervision behaviors

2. **Introduce a Supervisory Session (15% Grade)**
   a. Complete the following Supervision Forms, as you would if you were a supervisor in private practice:
      i. Disclosure Statement
      ii. Supervision Contract
      iii. Supervision Note Template
   b. Include a 1-2 page summary of what points should be covered in the first or second session of supervision.

3. **Complete and score Supervisory Emphasis Rating Form and Supervision Styles Inventory in your text (15% Grade).** (See also Discussion Question 1, Chapter 3, B & B). Review handouts Mastering Supervision describing strengths and weaknesses reviewed in class. Based on these activities, complete 2-3 page reflection paper on this current snapshot of you as a supervisor: where are your natural strengths and characteristics emerging? What are skills to work on, or characteristics that may not come naturally to you that you will need to work to emphasize? How do all of these qualities come through in current or past work situations, either as a supervisor or coworker/colleague?

4. **Answer discussion question #2 (p. 130) in Dougherty, chapter 6, in approximately 1 page (5% CR/NC).** You may incorporate perspectives from the chapter, class discussion, and your own personal, professional, and academic experience.

5. **Answer discussion question #10 (p. 265) in Dougherty, chapter 11, and #7 (p. 303) in Dougherty, chapter 12, in approximately 1 page per question (10% CR/NC).** You may incorporate perspectives from the chapter, class discussion, and your own personal, professional, and academic experience (10% CR/NC).
6. Ethics Paper (15% Grade): Choose a case example of an ethical challenge in consultation from the book, your own experience, or from another clinician, being sure to mask identifying information. Write a 3 – 5 page paper explaining the situation. Outline possible approaches to address or resolve the ethical dilemma, the risks and repercussions of each, the approach you would choose, and why. Refer to the appropriate Codes of Ethics that inform your perspective.

7. Form an Interdisciplinary Consult Group with 4 other classmates (25% CR/NC). Each member of the group should choose one of the following roles: LMHC/A, MSW, psychiatric NP, PA, or MD, case manager, chemical dependency counselor, or clinical supervisor. Roles may vary based on a case you select. Present a 20 minute role play of this consult group discussing a client. Do your best to incorporate the perspectives each of these professions, which could be informed by your own conversations with these professionals through your work, guest speakers in class, your peers’ internships, DVDs, or the class. The purpose of the exercise is to demonstrate how the role of community counselor fits into an interdisciplinary consultation team. Prepare to role play your group for approximately 20 minutes during the final 3 classes.
As part of this assignment, submit a 1 – 2 page self-evaluation of your participation in the group. Describe your role in the group, what you learned from the process, and what you gained as a future professional. Referring to the Teamwork Rubric posted on Canvas, evaluate the quality of your participation.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Syllabus review, Definitions, Introduction to Supervision</td>
<td></td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<tr>
<td>3/29/17</td>
<td>The Initial Supervisory Session, Models of Supervision</td>
<td>Borders and Brown (B &amp; B) Chapters 1 &amp; 2, Appendix A, review example supervision forms on CANVAS</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<tr>
<td>Class #2</td>
<td>Supervision Interventions, Group Supervision, Supervisory Relationship</td>
<td>B &amp; B Chapters 3, 4 &amp; 5 Complete SERF &amp; SSI P. 32-34 (as prep for assignment 3 due 4/26)</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<tr>
<td>4/5/17</td>
<td>Evaluations, Technology, Ethics</td>
<td>Assignment 1 Due</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<td>Class #3</td>
<td>Consultation and Collaboration, Stages of Consultation,</td>
<td>Dougherty Chapters 1, 2 &amp; 4 Assignment 2 Due</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<tr>
<td>4/12/17</td>
<td>Stages of Consultation, Guest Speaker: Cynthia Hedlund, MA, LMHC</td>
<td>Assignment 2 Due</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<tr>
<td>Class #4</td>
<td>Evaluations, Technology, Ethics</td>
<td>B &amp; B Chapters 6, 7, 8, Appendix C, ACA COE Sections D &amp; F, AMCHA COE Section I F – III B (sections on Supervision).</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<td>4/19/17</td>
<td>Mental Health &amp; Behavioral Consultation</td>
<td>Assignment 3 Due</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<td>Class #5</td>
<td>Stages of Consultation, Guest Speaker: Jason Franklin, MA, LMHC, CMHS</td>
<td>Dougherty Chapters 9 &amp; 10 Assignment 4 Due</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<tr>
<td>4/26/17</td>
<td>Ethical Issues in Consultation</td>
<td>Class Wrap Up</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<td>Class #6</td>
<td>Organizational and School Consultation, Group 1 Role Play,</td>
<td>Dougherty Chapters 11 &amp; 12 Assignment 5 Due</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<td>5/3/17</td>
<td>Guest Speaker: Paul Zarkowski, MD</td>
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<td>2.a,c,f, 5.c,k, 1.c</td>
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<td>Class #7</td>
<td>Case Study Illustrations, Group 2 &amp; 3 Role Play, Guest Speaker: Susan Schoeld, MA, LMHC, CDP</td>
<td>Dougherty Chapter 13</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<tr>
<td>5/10/17</td>
<td>Ethical Issues in Consultation</td>
<td>Dougherty Chapter 7</td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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<td>Class #8</td>
<td>Ethical Issues in Consultation</td>
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<tr>
<td>5/17/17</td>
<td>Class Wrap Up</td>
<td></td>
<td>2.a,c,f, 5.c,k, 1.c</td>
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NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):

Lemieux Library and McGoldrick Learning Commons (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

http://www.seattleu.edu/learningcommons

Academic Integrity Tutorial: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<https://www.seattleu.edu/academicintegrity>

DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT

NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)
This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678

Professional Conduct Policy (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.