

**Texas A&M – Central Texas  
COUN 5383 Consultation & Supervision  
Summer 2018**

**INSTRUCTOR AND CONTACT INFORMATION**

**Professor: Dr. Gerald Pennie, PhD, LPC, NCC**  
**E-mail: gpennie@tamuct.edu**  
**Office Hours: M-T 3:30-4:30 pm**

**1.0 Course Description:** The course introduces the application of psychological principles of consultation and supervision in selected settings. This course is designed to meet the academic requirements set forth by the Board of Examiners in Texas for becoming a supervisor of counselor interns. **Prerequisite courses:** COUN 5350 (Foundations) **and** COUN 5393 (Clinical Mental Health Practicum) or approval of department head.

**STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate understanding of the current models, methods, and principles of clinical supervision as well as the current research related to consultation and supervision
2. Students will demonstrate understanding of counseling issues that presented in the supervision session as well as limitations, insights, needs for referral, and other awareness's had during the supervision process.
3. Students will demonstrate competence in the how the conceptualize consultation and supervision cases in a logical and factual manner to share with fellow students and professionals.
4. Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes.

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

CACREP Standard	Activity	SLOs
1. The role of counseling supervision in the profession (IIF1m);	Interview of Supervisor	SLO1

CACREP Standard	Activity	SLOs
1. The importance of multicultural competencies (IIF2c);	Consultation Experience	SLO1
1. The effects of crisis, disaster, ad trauma on diverse individuals across the lifespan. (IIF3g);	Consultation Experience	SLO1
1. The strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);	Consultation Experience	SLO4
1. Strategies for career development program planning, organization, implementation, administration and evaluation. (IIF4f);	Consultation Experience	SLO4
1. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g);	Consultation Experience	SLO4
1. theories, models, and strategies for understanding and practicing consultation (IIF5c);	Consultation Experience	SLO4
1. Methods of effectively preparing for and conducting initial assessment meetings (IIF7b);	Professional Disclosure Statement and Interview of Supervisor	SLO2 & 3
1. Use of assessments relevant to academic/educational, career, personal, and social development and use of environmental assessments and systematic behavioral observations (IIF7j & k);	Consultation Experience	SLO1
1. The importance of research in advancing the counseling profession (IIF8a);	Consultation Experience	SLO1
1. identification of evidence-based counseling practices (IIF8b);	Consultation Experience	SLO1 & 4
1. The role of needs assessments (IIF8c);	Consultation Experience	SLO4
1. The development of outcome measures (IIF8d);	Consultation Experience	SLO4
1. The evaluation of counseling interventions and programs (IIF8e);	Consultation Experience	SLO4

CACREP Standard	Activity	SLOs
1. The designs used in program evaluation (IIF8g);	Consultation Experience	SLO4
CMHC Standards	Activity	SLOs
1. The roles and settings of clinical mental health counselors (CMHC; VC2a)	Interview of Supervisor	SLO3
3. The mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CMHC: VC2c).	Consultation Experience	SLO1 & 4

### Required Texts

Bernard, J.M., & Goodyear, R. K. (2014). *Fundamentals of Clinical Supervision* (5<sup>th</sup> ed.). Boston: Pearson. ISBN: 0-13-283562-2

Brown, D., Pryzwansky, W.B. & Schulte, A.C. (2011). *Psychological Consultation and Collaboration: Introduction to Theory and Practice* (7<sup>th</sup> ed.). Boston: Pearson. ISBN: 0-13-706264-8.

### Instructional Methods, Activities and Format:

Methods and activities for instruction include: lecture, video/audio tapes, and class activities including discussion and role plays, online activities. This course will follow a seminar format. Each student will research an assigned topic and present information to the class using Power-Point and other media as applicable.

### Expectations

Attendance is expected for all classes and all groups. Because of the experiential nature of this class, missing even a small part of a class leaves a large void in your learning and understanding of group theory and process. Missing more than 30 minutes of a class will result in an absence.

Active participation in this class is essential. Come to class prepared to participate. Participation at an “A” level means initiating spontaneous comments or question during class session. If you do not participate in class activities, I reserve the right to drop your final grade by 10%.

An open, curious, and honest attitude toward learning from others and about yourself will facilitate intellectual growth and development for everyone, including me. This is not a time to be shy. Conversely, it’s also not a forum to dominate and monopolize. Exercising *social awareness* is essential. While this class will be held in an educational setting, I will be treating class time as an experiential learning process. Due to this, if I see any “goodness-of-fit” concerns, I may discuss these with you outside of class. These conversations will have no impact on your grade for this class.

## **Assignments**

### **Interview of supervisor and report (20 points):**

Identify someone who is supervising counselors in a college counseling, agency, or private practice setting.

Interview them concerning the following:

- their preferred theory of counseling
- how they describe themselves as a supervisor (style, type of supervisory relationship they establish, etc.)
- how they structure supervision
- types of interventions they use
- expectations they have of the supervisee for supervision sessions
- how they evaluate the supervisee
- how they learned to be a supervisor

Following the interview, type your findings in a report of two to three pages (double-spaced).

Conclude your report with a statement of what you think you would like about being a supervisee under their supervision and what you would not prefer about their supervision approach.

### **Case Supervision (20 points):**

Students will be responsible for finding and securing a student currently in the Methods and Practices via the Theravue website. The student will write a 2-3 pg case review of the supervision session to include: theoretical approach, implemented skills including but not limited to, counseling issues that presented in the session and a reflection of their experience from a supervisor in training including areas they might modify in the future.

### **Online Component (20 points):**

I will post power-points for each chapter online. These will supplement the readings from the text. In addition, I may post articles or videos online as additional supplements. My goal for this is to create a forum where we can ask questions and post comments on the material as well as of each other. I want to use this to clarify anything that you may be confused about. You will be responsible for all the materials posted. One to three times during the semester we will have an online week as listed on the syllabus as (ONLINE WEEK), you will be required to post three meaningful responses to the discussion board that are set up. Based on the time you post in relation to other students, you should also respond to other student's comments. Your postings should reflect well thought out and intelligent points of discussion. I reserve the right to decide if the student's effort and insight will receive full credit. Please feel free to take a personal stand and express your convictions on the topics presented (within professional reason). A week constitutes Tuesday 8am to Monday at 11:59pm

### **Professional Disclosure Statement and Philosophy of Supervision (30 points):**

Each student will prepare supervision documentation in order to demonstrate their understanding of a supervision contract, disclosure statement to include a brief philosophy of supervision state-

ment (your) current working model for facilitating supervision). The documents should be professionally drafted and representative of the students' understanding of the documentation necessary in a supervisory relationship.

### **Guidelines for Consultation Experience and Write Up**

1. Contact some professional in a human service or business/industry organization (e.g., school, mental health center, DSS, etc.). Obtain approval from professor for consultee selection. Avoid friends and fellow students. Set up a brief meeting with the consultee to orient them. Follow up with a letter (see attachment).
2. Engage that person in a consultation relationship of at least two sessions (more if necessary) at their worksite. Audiotape one of the sessions and submit with your write up. Make sure tape recorder is operating appropriately as no papers will be accepted without an audible tape of the session.
3. Write up your session according to the following format using APA style:
  - A. Who the consultee was (1/2 page)
  - B. Who constituted the client system (1/2 page)
  - C. The nature of the problem dealt with in consultation (1 page)
  - D. A description of what happened at each stage of consultation: (2-3 pages)
    1. the goal of the stage
    2. roles each party took on
    3. what transpired
  - E. A critique of your performance in terms of use of: (2-3 pages)
    1. relationships skills
    2. communication skills
    3. professional behavior skills
    4. skills in working with organizations
    5. problem-solving skills
  - F. A statement about how you would do it differently if you had it to do all over again. (1/2-1 pages)
  - G. A statement of what you learned about consultation from this experience. ((1/2-1 pages)
  - H. A statement of what you learned about you from this experience. (1/2-1 page)

Your paper should be 7-12 typed, double-spaced pages using a font size of 12. Late papers are not accepted. Failure to use APA style (e.g., running head, etc.) will result in a lower grade on the paper.

<b>Grade Distribution</b>	
Participation	1 free absence then -10 points per missed class
Interview of supervisor and report	20 points
Case Supervision	20 points
Professional Disclosure Statement & Philosophy of Supervision Paper	30 points
Consultation Experience and Write Up	60 points
Online Component	20 points
Total	150

**\*I reserve the right to amend this syllabus at any time.**

#### **Course Outline**

Date	Topic	Readings/Assignments	
		Bernard & Goodyear	Brown, Pryzwansky & Schulte
June 4	Syllabus/Introductions Supervision & Consultation	Chps 1-3	
June 11	Supervision <b>Due: Interview of Supervisor &amp; Report</b>	Chps 4-6	
<b>Online Week</b>	Supervision <b>Due: Supervision Disclosure Statement</b>	Chps 7-9	
June 25	Consultation <b>Due: Case Supervision Assignment</b>		Chps 1-4

July 2	<p>Consultation</p> <p><b>Due: Have Secured a Site for Consultation Experience and Have Sent of the Follow-Up Letter (see attached)</b></p>		Chps 4-7
July 9	<p>Consultation</p> <p><b>Due: Audiotape of a Consultation Session</b></p>		Chps 8-11
<b>Online</b>	<p>Consultation &amp; Supervision</p> <p><b>Due: Be Prepared to Provide Class with Overview of Your Process at This Time</b></p>	Chp 11	Chp 12
July 23	<p>Finals</p> <p><b>Due: Final Draft of Consultation Experience</b></p>		

## Sample Letter for Consultation Interview

### Date

Texas A&M Univeristy-Central Texas  
1001 Leadership Place  
Killeen, TX 76549

Ms. Moe Doe  
Happy Haven Sales Company  
99999 Top of the Hill  
Pismo Beach, USA

Re: Consultation Interview

Dear Ms. Doe:

Thank you so much for agreeing to take part in the project I am working on for my consultation/collaboration class at Western Carolina University. The guidelines of this project are as follows:

*Contact a professional in a human service or business/industry organization. Engage that person in a consultation/collaboration relationship of at least two sessions (more if necessary) at their worksite. Audiotape one of the sessions and submit it to me with your write up.*

In order to prepare for this session, you should try and come up with a work-related problem or issue that your organization is currently facing. Some examples of these types of issues that can be dealt with by a consultant or fellow collaborator are:

- 1. You have a difficulty with one of the clients in your caseload.*
- 2. Employees are not turning out the results that you have expected. They seem to have low morale and are not motivated to do their work. Employees complain that they are not recognized for their hard work. There is a great deal of hostility amongst some of the employees, but you do not know what the cause of it is. You are calling on a consultant/collaborator to help you to find out the causes and come up with a solution to this problem.*
- 3. Training has never been a formalized aspect of your organization. New employees just learn by watching, and it seemed to always have worked in the past. However, now you are noticing that new employees are getting left in the dust, and some of them are not learning what they are supposed to. This is causing production and quality of work to*



*decrease. You believe you need help setting up a training program for new employees, so you call on a consultant/collaborator for expertise.*

4. *You have some great ideas for improving recruitment and retention of quality employees. You are pretty sure that these ideas will work. However, your direct supervisor (who makes all the decisions and is your only influential connection to the "top") does not believe the company should spend all that money on new programs. She does not realize that spending the money now will pay off big in the long run. She says she will only approve your ideas if you write out and present your justifications. You need help in getting these ideas across to her and convincing her to accept this program, so you call on a consultant/collaborator.*

These are just examples, but they are four very common problems that professionals experience. Of course, I am just a student practicing to be a consultant and collaborator, so this exercise is sort of like a rehearsal. But, I would appreciate it if you could make the situation as real as possible and disclose to me all pertinent information. Confidentiality is definitely the top priority in any session, and it will be for this one, too. Names can be changed if you would feel more comfortable, and you can be assured that no one will hear the audiotape except for my professor and me.

If you have any questions, please call me at work (222-2222) or at home (333-3333). I would appreciate it if we could finish before Thanksgiving if possible, but any time before December 6 would be great. I'll be in touch with you. Thanks again - I REALLY appreciate this!

Sincerely,

Student Consultant

### Student Learning Outcomes (SLOs) Grading Rubrics

(SLOs 1 & 4)			Compe- tence		
Consultation Experience & Write Up	No (1)	Some (2)	Basic (3)	Above Average (4)	Supe- rior (5)
The role of counseling supervision in the profession (IIF1m);					
The importance of multicultural competencies (IIF2c)					

The effects of crisis, disaster, ad trauma on diverse individuals across the lifespan. (IIF3g)					
The strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e)					
Strategies for career development program planning, organization, implementation, administration and evaluation. (IIF4f);					
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g)					
Use of assessments relevant to academic/educational, career, personal, and social development and use of environmental assessments and systematic behavioral observations (IIF7j & k);					
The importance of research in advancing the counseling profession (IIF8a);					
Identification of evidence-based counseling practices (IIF8b)					
The role of needs assessments (IIF8c)					
The development of outcome measures (IIF8d)					
The evaluation of counseling interventions and programs (IIF8e)					
The designs used in program evaluation (IIF8g)					
The mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks CMHC: VC2c)					

(SLO2)			Compe- tence		
Professional Disclosure State- ment	No (1)	Some (2)	Basic (3)	Above Average (4)	Super- ior (5)
Methods of effectively preparing for and conducting initial assessment meetings (IIF7b);					

(SLO3)			Competence		
Interview of Supervisor	No (1)	Some (2)	Basic (3)	Above Aver- age (4)	Su- pe- rior (5)
Methods of effectively preparing for and conducting initial assessment meetings (IIF7b)					
The roles and settings of clinical mental health counselors (CMHC; VC2a)					

**Mode of instruction and course access:**

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**Student-instructor interaction:**

**Please email me with any questions/emergencies you might have. I check email daily and will respond within 48 hours**

**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### **Import University Dates:**

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes

October 30, Last day to drop 2nd 8-week classes with no record

November 10, Veteran's Day

November 10, Last day to drop with a Q or withdraw with a W (16-week classes)

November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

November 23-24, Thanksgiving, CAMPUS CLOSED

December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 15, Last day to file for Degree Conferral (Registrar's Office)

December 15, Commencement

December 25-January 1, WINTER BREAK

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements.**

**This course will use the [A&M-Central Texas Instructure Canvas learning management system](#).**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lldavis@tamuct.edu](mailto:lldavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

**INSTRUCTOR POLICIES.****Late Assignments and Make-up Work**

Late work will be accepted at the discretion of the instructor. I do not accept late work without penalty. As such each student will be expected to submit assignments on time.

**Grade Disputes**

Conversations regarding grades and assignments are welcomed. It is required that grade disputes follow the 24/7 rule. This means that students are required to wait 24 hours from the time of receiving a graded assignment to schedule an appointment. This also means that students must schedule an ap-ointment within 7 calendar days of receiving the assignment.

**Communication Policy**

In the event that you need to contact me via e-mail, please include “COUN 5363” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “COUN 5363 – Attendance.” I will respond to e-mail requests within 48 hours during the work week (excluding holidays).