**COUN 8540**

***Fall 2010***

**Counseling Supervision: Theories and Practice**

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**Department of Special Education, Rehabilitation, Counseling/School Psychology**

College of Education

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Office Hours:

**By Appointment**



**Special Education, Rehabilitation,**

**Counseling/School Psychology**

***Auburn University***

**1. Course Number:** COUN 8540

**Course Title:** Counseling Supervision: Theory and Practice

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7910 AND 7920

**Co-requisite:** None

**2. Term:** Fall 2010

**3. Text:** Bernard, J.M., & Goodyear, R.K. (2009). *Fundamentals of clinical*

*supervision* (4th ed). Upper Saddle River, NJ: Merrill.

**4. Secondary Text:** (Multiple Chapter Assignments)

Thomas, J.T. (2010). *The ethics of supervision and consultation: Practical guidance for mental health professionals***.** Washington, DC: American Psychological Association.

Chap 2 – Ethical practice standards for supervision and consultation

Chap 6 – Informed consent to supervision and consultation.

Chap 9 – Documentation of supervision and consultation

**5. Additional Readings:**

DeLucia-Waack, J., & Riva, M. (2010. Group supervision of group work. *The Group Worker, 39*,2, 9-12.

Ronnestad, M.H., & Skovholt, T.M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. *Journal of Counseling & Development, 71*, 396-408.

Skovholt, T.M., & Ronnestad, M.H. (1992). *The evolving professional self: stages and themes in therapist and counselor development.* Chicester, England: John Wiley. (Chaps 1-4)

**6. Course Description:**

This doctoral-level course consists of a weekly instructional seminar combined with extensive supervised experience in providing both individual and group supervision for master’s students enrolled in a counseling practicum course.

Clinical supervision is a major contributor to the education and development of a therapist. Moreover, clinical supervision is a process in which counseling psychologists tend to be involved in one role or another throughout their professional careers. Therefore, because of both its theoretical significance in the helping professions and its practical importance in evidence-based clinical practice, the study of the clinical supervision process and practice deserves a prominent place in a training program’s curriculum. The literature clearly indicates that supervised experience is vastly superior to unsupervised experience in the development of clinical skill. Extensive experience without supervision can lead to unwarranted confidence in ineffective atheoretical, non-standard, seat-of-the-britches therapy. The same can be said of clinical supervision. Assuming that there is an automatic transfer of therapy skills to supervision is unwarranted. A critical aim of this course is to provide therapists supervised experience in clinical supervision.

Because of the complexity of the process, this course is structured as a combined seminar-practicum; the seminar part will focus on the academic study of supervision as a scholarly discipline. The practicum part will involve the practice of supervision itself. The scholarly dialogue part of the course will emanate from a consideration of the professional literature that pertains directly or indirectly to the study of clinical supervision. The practice part will consist of group supervision sessions devoted to learning from the individual one-on-one supervision sessions each student has conducted as he or she provides supervision for a master’s level student involved in direct service delivery.

The supervision process shares characteristics with the counselor-client process, but at the same time is quite unique. In many ways, the supervisor-counselor relationship is even more complex and multifaceted. Just as there is a reciprocal relationship that evolves between a therapist and a client, so too does there develop a similar set of reciprocal dynamics in the supervisory relationship. Each impacts the other. It is critically important that supervisors learn as much as possible about that process. Adding poignancy and importance to such learning is that supervisors most often end up with a responsibility to pass judgment as to the counselor’s competency.

**7. Course Objectives:**

Through extensive practice of supervision, completion of assignments, and integration of theory,

process and relevant research findings, the counseling supervisor will:

1. Demonstrate a cognitive and behavioral comprehension of ethical issues and concerns directly related to counseling supervision;
2. Differentiate between the counseling process and supervision;
3. Convey counseling (intervention, conceptualization, personalization) knowledge and skills in order to promote supervisee's effectiveness and professional identity;
4. Constructively critique supervisee and self in the supervisory relationship and evaluate progress;
5. Demonstrate familiarity with the issues and concerns of supervision found in the professional literature;
6. Demonstrate sensitivity to individual differences;
7. Demonstrate an awareness of and commitment to multicultural supervision and counseling;
8. Demonstrate knowledge of professional codes of ethics governing supervisee’s practice (APA, ACA);
9. Demonstrate sensitivity to the evaluative nature of supervision and effectively respond to counselor's anxiety relative to performance evaluation;
10. Provide facilitative conditions in supervision sessions (empathy, concreteness, respect, congruence, genuineness, and immediacy);
11. Elicit counselor thoughts and feelings during counseling sessions and respond in a manner that enhances the supervision process;
12. Establish a mutually trusting relationship with the counselor;

13. Negotiate mutual decisions regarding the needed learning experiences for the counselor;

14. Demonstrate competency in appropriate supervisory interventions, including role-play, role-reversal, live supervision, modeling, micro-training, suggestions and advice, reviewing audio and video tapes, etc.;

15. Clarify his/her role in supervision;

16. Identify the learning needs of the counselor;

17. Assist the counselor in synthesizing client psychological and behavioral characteristics into an integrated conceptualization;

18. Assist the counselor in integrating findings and observations to make appropriate recommendations;

19. Provide specific feedback about such performance as conceptualization, use of methods and techniques, relationship skills, and assessment; and

20. Facilitate an integration of research findings in individual case management.

21. Demonstrate an understanding of such supervision constructs as “parallel process.”

**8. Class Schedule:**

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| **Date** | **Topic** | **Readings in Text** |
| **8.24.2010** | Course Introduction  Explain course requirements/assign supervisees to supervisors-in-training  Define supervision  Review supervision ethics codes  Prepare for initial supervision session | Chapters 1, 3 |
| **8.31.2010** | Counselor development and evaluation  Purposes of supervision  Developmental level of supervisees  Assessment and evaluation of supervisees  Case consultation | Chapter 2 |
| **9.7.2010** | Supervisory Roles and Models  Educator  Consultant  Counselor  Researcher | Chapter 4 |
| **9.14.2010** | Supervision Theories -Developmental |  |
| **9.21.2010** | Supervisory Relationships Dynamics and Alliances,  Parallel processes,  Developmental Constructs, Cognitive complexity, and cultural differences | Chapters 5, 6 |
| **9.28.2010** | Supervisory Relationships Challenges and their management | Chapter 7 |
| **10.5.2010** | Organizing Supervision  Identifying learning needs of  supervisees  Managing the time  Evaluating supervisee development  Mid-term evaluation of supervisees= progress | Chapter 8 |
| **10.12.2010** | Supervision Interventions  Individual interventions  Self-evaluation  Notes | Chapter 9 |
| **10.19.2010** | Group Supervision  Models and methods of group supervision | Chapter 10 |
| **10.26.2010** | Mid-Term Review |  |
| **11.2.2010** | Live Supervision | Chapter 11 |
| **11.9.2010** | Individual Differences  Cross-cultural supervision competencies  Work setting differences  Case consultation |  |
| **11.16.2010** | Review/Synthesis of Legal and Ethical Issues in Supervision  Supervisory relationships  Role conflicts  Dual relationships  Gatekeeping  Due Process |  |
| **11.30.2010** | Termination  Final evaluation of supervisees= progress  Preparing supervisees for termination/referral  Supervisor response to termination | Chapter 12 |
| **12.6-10. 2010** | Exam during Finals Week |  |

**9. Course Requirements:**

A. Readings. Students are expected to discuss present relevant materials from the readings in class and apply concepts to practice.

B. Class attendance. The expectation is that students will attend all classes.

C. Written Assignments:

1. Supervisors will submit two formal evaluations for each of their supervisees (Week 8 and Week 15) on the appropriate form **[Competencies 2.6, 3.6, 4.8, 5.2, 5.5, 5.8, 6.1, 6.4, 6.5, 9.1, 10.1, 10.2, 10.3, 10.5, and 10.6]**.
2. Supervisors will submit a final report describing the progress of each counselor-in-training within the context of a particular model/theory of supervision **[Competencies 4.1, 4.2, 4.9, 5.6, 6.2, 6.4, 10.1, 10.2, 10.4, 10.5, 10.6, 11.1, 11.3].**
3. Supervisors will submit a self-evaluation essay describing their growth, challenges, and progress as supervisors over the 15 week term [**Competencies 1.2 2.1, 2.2, 2.3, 2.7, 2.8, 4.5, 5.5, 5.6, 6.5, 11.2, 11.3, 11.4]**.
4. Supervisors will develop a disclosure statement to be provided to their supervisees during the initial session **[Competencies 1.2, 3.1, 3.2, 3.5, 3.6, 5.15.6, 10.1].**
5. Supervisors will prepare a “pre-supervision” essay integrating their own personal philosophical, theoretical and methodological approach to counseling with their pattern in interpersonal relationships **[Competencies 1.2, 2.3, 2.8]**

1. Class Demonstrations. All supervisors will work in pairs to describe and demonstrate a particular model or skill used in supervision (Discrimination model, IPR, Live supervision, Group supervision) **[Competencies 5.3, 6.1, 6.2].**
2. Supervision. Supervisors will meet weekly with counselors for a 1-hour supervisory session. ***Each session will be videotaped***. All supervisory sessions will be conducted in the viewing rooms in 1124, taped and reviewed by supervisors each week **[Competencies 1.1, 1.3, 2.1, 2.2, 2.4, 2.5 3.1-3.6, 4.1-4.4, 4.6-4.9, 5.1-5.8, 6.3 – 6.6, 7.1-7.10, 8.1-8.4, 9.1-9.5, 10.1-10.3, 10.6,11.1-11.4]** .

Supervisors will maintain current records of supervisory contracts and student progress

Supervisors are responsible for establishing a schedule for receiving and returning tapes to counselors. Supervisors will listen to (and/or watch) counselors’ tapes in preparation for supervision sessions. Written and verbal feedback will be provided to counselors based on material in tapes, notes submitted to supervisors, and questions supervisees bring to sessions.

All supervision sessions will be conducted in the counseling lab. Once your schedules have been established, you must reserve a counseling/supervision room.

Supervisors will receive individual supervision weekly. This requirement may be met through live supervision sessions or other methods specified by the University Supervisor. Prior to each individual session, weekly progress notes on the form provided will be submitted via Blackboard.

**10. Grading and Evaluation Procedures:**

Grades will be based on the following:

(a) Quality of supervision provided to the supervisee(s) as indicated by weekly process notes, observations of performance, demonstration of competence by self and university supervisor on the rubric provided (100 pts.)

(b) Contributions to seminar through discussions and presentations (50 pts.)

(c) Satisfactory completion of all written assignments (50 pts.)

(d) Final Exam (100 points)

90-100% = A

80-89.9% =B

70-79.9% =C

60-69.9% =D

Below 60% =F

**11. Class Policy Statements:**

**A.** Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

**B.** Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-5943 (Voice T/O)