**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8540

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

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & 7920

**Course Instructor:**  Amanda Evans, PhD, LPC, NCC

**Semester/Year:** Fall 2013

**2. Date Syllabus Prepared: August 2012; August 2013**

**3. Text**(s):

**Bernard, J.M., & Goodyear, R.K. (2014). *Fundamentals of clinical***

***supervision. (5th ed).* Boston, MA: Allyn & Bacon.**

**4. Course Description:**  Theories, skills, models and methods used in counseling supervision including evaluation and assessment of counseling outcomes and skills.

**5.** **Student Learning Outcomes:**

* Understands the purposes of clinical supervision\*;
* Understands theoretical frameworks and models of clinical supervision\*;
* Understands the roles and relationships related to clinical supervision\*;
* Understands legal, ethical, and multicultural issues associated with clinical supervision\*;
* Demonstrates the application of theory and skills of clinical supervision\*;
* Develops and demonstrates a personal style of supervision\*;
* Demonstrates ability to use a variety of methods in supervisory evaluation;
* Demonstrates knowledge of instructional methods to be used in group supervision;
* Demonstrates methods for individual and group supervision;

Please note: \*refers to CACREP 2009 standards

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assigned Reading |
| Week 1 - August 22 | Introductions  *Roles, paperwork, ethics* | Professional Development Handbook  ACA Code of Ethics (2005) |
| Week 2 – August 29 | Stages of Counselor Development  Introduction to Clinical Supervision | Chapter 1  Skovolt & Ronnestad (1993)  Jordan & Kelly (2011)  **Counselor Supervisory Philosophy Statement Due!** |
| Week 3 – September 05 | Supervision Models | Chapter 2  Woodside, et al. (2007)  **(1) Transcription #1 Due.** |
| Week 4 – September 12 | Process and Issues of the Supervisory Triad and Dyad | Chapter 3 |
| Week 5 – September 19 | Supervisee and Supervisor Factors Affecting the Relationship | Chapter 4  **(1) Three Journal Reflections must be submitted.** |
| Week 6 – September 26 | Multicultural Supervision | Chapter 5  Ancis & Marshall (2010)  Glosoff & Durham (2010) |
| Week 7 – October 3 | Organizing the Supervision Experience | Chapter 6 |
| Week 8 – October 10 | Individual Supervision | Chapter 7  **(1) Midterm Evaluates DUE in Class!**  **(2) Transcription # 2 Due.** |
| Week 9 – October 17 | Group Supervision | Chapter 8  **(1) Three Journal Reflections must be submitted.** |
| Week 10 – October 24 | Live Supervision | Chapter 9 |
| Week 11 – October 31 | Evaluation | Chapter 10 |
| Week 12 – November 7 | Ethical and Legal Foundations for Supervision Practice | Chapter 11  **Transcription # 3 Due.** |
| Week 13 – November 14 | Teaching and Researching Supervision | Chapter 12 |
| Week 14 - November 21 | Supervisors Toolbox | The Supervisors Toolbox (p. 304).  **Three Journal Reflections must be submitted.** |
| Week 15 – December 5 | Wrap-Up | **Final Evaluations Due in Class.**  **Supervisory Style Reflections Due.** |

**7. Course Requirements:**

**A. Class and Supervision Attendance:**

The expectation is held that students will attend all COUN 8540 classes (group supervision) while maintaining one-hour weekly supervision meetings as the supervisor and as the supervisee. As with class attendance, this is mandatory. In case of absence due to illness or other crisis condition, COUN 8540 students will notify the appropriate supervisors and supervisees as appropriate. It is the student’s responsibility to make up absences in individual supervision ***immediately.*** Please keep in mind this clause in the Practicum 7910 Syllabus *“A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time.”*

**B. Readings:**

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

**C. Supervision Project:**

(320 pts) Students are asked to participate in the supervision of one Masters level student. This activity will be integrated into course activities and instruction. This will include developing supervisory methods, evaluating progress, modifying supervisory methods based on student needs, and developing counseling skills. Detailed requirements are provided as part of course instructor evaluation appendix.

**\*Counselor Supervisory Philosophy Statement**

Supervisors will develop a supervisor role induction disclosure statement. This document will be utilized as an informed consent document for you to use with your supervisee. Please be sure to include your educational level, credentialing, clinical experience and experience with supervision. Please include signature lines in this document and have your supervisee sign within the first two weeks of supervision.

**\*Observation of Supervisee Audio Recordings**

Supervisors are expected to prepare for supervision by observing the supervisee’s counseling audio tapes (see G Drive), reviewing the supervisee’s counseling notes and session summaries, and engaging in independent research when preparing for supervision sessions. You are to meet with your supervisee for one hour a week – each week. Your supervision sessions are to be video recorded and should be taped in the counseling lab.

**\*Participation in Triadic Supervision**

Students will participate in one hour of weekly supervision with a university supervisor. For this task, students will be expected to complete the appropriate paperwork (supervision notes, session summaries, supervisee evaluation and self-evaluation) in a timely manner for this specific activity.

**C. Supervisory Style Reflections:**

(150 pts) Students are asked to write three reflection papers that parallel the CED Doctoral Portfolio. These reflections must be at least three pages each, of written content and should adhere to the APA guidelines (double-spaced, 1” margins, reference page). Title pages and abstracts for these assignments are not necessary. Please note, although this is a reflection of you as a supervisor, empirical support will further support and clarify your reflections.

1. You are also asked to reflect on the process you engage in as a Supervisor to maintain appropriate ethical, legal and multicultural practice.
2. You are asked to develop a *Counselor* *Supervision Practice Module.* This module should demonstrate your ability to conduct supervision including supervisory interventions, supervisory plans, evaluation method(s) used in your supervisory practice
3. You are asked to develop a *Counselor Supervision Theory Module*. This statement should address the theoretical foundation of your Counselor Supervisory Philosophy, the demonstration of this philosophy in your practice, your use of supervisory interventions, and the model of supervision that you advocate as a foundation of your supervisory practice.

**E. Professional Reflections Binder:** (250pts)

* + - * **Transcription Reflection:** Students will submit three supervision transcripts to promote supervision development. **NOTE:** Transcripts should be completed independently form one another. Please do not use the same transcription for more than one reflection. Please see handout (below) for additional information.
      * **Journal Reflection:** Students will submit a total of ten journal reflections throughout the course of the semester. **NOTE:** Reflections must adhere to the identified sequence to acknowledge your progression throughout the semester. Please submit journal entries when they are due.

**F. Supervisee Case Conceptualizations:**

(50 pts) Students will participate in two supervisee case conceptualizations. For this assignment, students will reflect upon their role as the supervisor with the classroom. Preparation for this assignment is discouraged as no notes, resources or tools can be used by the student during the conceptualization. Each case conceptualization will last approximately forty-five minutes as the class discusses the supervisee and supervisor, supervision strengths, supervision limitations and supervision process. All students will be prompted to share part of a recorded supervision session with the class to

**8. Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

|  |  |
| --- | --- |
| Assignment | Points |
| Supervision Project | 320 pts |
| Supervisory Style Reflection | 150 pts |
| Transcript Reflection | 150 pts |
| Supervisee Case Conceptualization | 50 pts |
| Reflection Journals | 100 pts |
| **Total** | **770 pts** |

**Grading Scale**

|  |  |
| --- | --- |
| A = 100-94% | C+ = 79-75% |
| A- = 93-90% | C = 74-70% |
| B+=89-87% | D = 69-60% |
| B = 86-84% | F = 59 - 0% |
| B- = 83-80% |  |

***All late assignments will receive a 5% grade reduction per day. Assignments that are not submitted within the week that they are due will not be accepted.***

1. **Class Policy Statements:**
   1. Attendance: As this class is tied to Practicum 7910 attendance is required. Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises. As this class represents your clinical practice, missing more than one class can lead to an “In Progress” on your academic transcript. Students who receive an “IP” on their transcript can be required to retake the Supervision Class.
   2. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance or the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
   3. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
   4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
   5. Disability Accommodations: 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 Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
   6. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
   7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Supplemental Articles**

**Ancis, J.R., & Marshall, D. S. (2010). Assess supervisees perceptions of culturally**

**competent supervision. *Journal of Counseling & Development,* 88, 277-284.**

American Counseling Association (2005). American Counseling Association Code

of Ethics. Alexandria, VA: Author.

Glosoff, H.L., & Durham, J.C. (2010). Using supervision to prepare social justice

counseling advocates. *Counselor Education & Supervision,* 50, 116-129.

Jordan, K., & Kelly, W.E. (2011). A preliminary factor analytic investigation of

beginning counseling students worries. *Psychology Journal,* 8, 2-10.

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.

**Woodside, M., Oberman, A.H., Cole, K.G., & Carruth, E.K. (2007) *Learning to***

***be a counselor: A prepracticum point of view.* Counselor**

**Education & Supervision, 47, 14-28.**

**COUN 8540 Professional Reflection Binder**

Students are required to develop one shared folder in Dropbox. This folder will contain materials related to supervision, evaluation and reflection.

**Professional Reflection Binder:** This folder should be titled with your last name, Reflections (CED), and yr. It will contain all your responses to the reflection activities (transcripts and reflection journal entries). This folder should be a shared folder only with your Group Supervisor (Instructor). You are not to remove any documentation from this folder during the semester for which you are enrolled.

**Dropbox:**

We will be using Dropbox to collect these materials. Dropbox provides 2 GB of free storage which will be sufficient for your practicum dropbox folders.

\*If you already have a Dropbox account please create one **SHARED** folders with your name, semester, and year in the folder title. Share that folder with Amanda Evans (enter email address and it will identify the account).

Please be aware that in shared folders all materials can be viewed by those who the folder is shared with so remember:

* **Never place supervision video-tapes in the shared folder.**
* **Do not delete materials used in the class this semester. All materials will be used to document your completion of course requirements and competencies so do not delete until notified.**

**COUN 8540 Reflection Journals**

Students are asked to keep electronic process journals. These journal entries will be kept in your **Professional Reflection Binder** in Dropbox. This folder should only be accessible to your Instructor. These reflections will be discussed as part of your group supervision process.

Your reflection journals can include your discussion of any issues, concerns or processes related to your development as a supervisor. This can include specific topics that may be discussed or presented in your group supervision class. They may also include addressing aspects of the group and individual supervisory process as well as dynamics with your supervisee. It is recommended that you consider **critical incidents**:

***Critical incidents are significant learning moments, turning points, or moments of realization …that you perceive as making a significant impact on your growth as a counselor*** *(Howard, Inman, & Altman, 2006, pg. 8)*

Reflection entries will be graded on a credit basis but will be evaluated related to your level of discussion. Specifically, responses that are vague, overly limited, or repetitive may require some discussion and recommendations to expand upon or revise entries. **You are required to complete a minimum of 10 reflections averaging 1 ½ to 2 pages double spaced.**

Three entries must be completed by **September 19,** three entries must be completed by **October 17,** and three entries must be completed by **November 21st**.

**For your final reflection it is asked that you consider these questions:**

1. In what ways did your perspective or ideas about the supervision process change or develop?
2. What did you learn about the supervisory relationship?
3. What was one of your greatest challenges and how did you address this challenge?
4. Consider a specific intervention or process in your supervision and how it related to a specific outcome with the supervisee.
5. Consider how you addressed diversity in the supervisory process, with your supervisee, and/or in the group supervision process.
6. How has your supervision theoretical orientation or foundation changed or developed during the supervision experience?
7. Discuss what you have learned or how you have developed as a supervisor over this supervision experience.
8. What are some goals you have for your continued training?
9. Identify any significant learning or supervision development outcomes from supervision.
10. Discuss any concerns or limitations of your supervision.

**COUN 8540 Transcription Reflection**

You will be asked to complete a series of transcriptions of your supervision sessions. A transcription is a verbatim transcription of the supervision dialogue for a specific supervision session. You are asked to submit in your supervison dropbox account a copy of your transcription. During the semester this supervision dropbox folder should only be accessible to you and to your COUN 8540 Instructor, Amanda Evans. ***In transcribing please remember to only identify yourself as SIT (Supervisor-in-Training) and the supervisee by S1.*** We do not want identifying data on the transcriptions.

Transcriptions should focus on segments of the supervision process for which you have a **critical incident** related to: your development as a supervisor (ex: skills, supervision theory, supervision goals), the supervisee’s progress, the supervisory relationship, or specific issues you need addressed as part of your supervision. You are also asked to complete the process questions. During the week prior to the transcription you will not be required to complete an entry in your practicum journals.

Transcription 1: This transcription should be at least 5 minutes in length (9/11)

Transcription 2: This transcription should be at least 10 minutes in length (10/16)

Transcription 3: This transcription should be between 15-20 minutes in length (11/13)

Process Questions:

1. Discuss why you selected this section of tape to transcribe? Consider why you believe

this was a critical incident?

2. What questions or concerns do you want to address with your supervisor?

3. Identify what was a strength for you in this segment.

4. Identify what you may have wanted to modify and change, and how.

5. Discuss anything you may have learned or how this may have effected your

development as a supervisor?

Supervisory Session Summary Form

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Session #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the primary concerns or focus for the supervisee:

Describe how you addressed these concerns during supervision:

Describe and discuss strategies or methods you used in supervision to work with the supervisee on their development, counseling skills, conceptualization, or professional development:

Identify any specific challenges or concerns you had as the supervisor:

Identify specific questions or concerns you wish to discuss in your supervision: