

COUN 8540 002

**Counseling Supervision:
Theory and Practice**

Fall 2015

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**Department of Special
Education, Rehabilitation,
and Counseling**

College of Education

INSTRUCTOR INFORMATION:

**Marilyn Cornish, PhD, LP
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OFFICE HOURS:

by appointment

COLLEGE OF EDUCATION



Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



SYLLABUS

- 1. Course Number:** COUN 8540 002 (3 semester hours)
Course Title: Counseling Supervision: Theory and Practice
University: Auburn University
Prerequisites: COUN 7910
Instructor: Marilyn A. Cornish, PhD, LP
Contact Info: 2052 Haley (mail: 2084); mcornish@auburn.edu; 334-844-7601
Class Meeting: Tuesdays 6:00-8:00pm in Haley 2222
Office Hours: By appointment

- 2. Date Syllabus Prepared:** 8/2015

3. Required Textbook:

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5th ed.). Boston, MA: Allyn & Bacon.

Additional Required Readings:

American Counseling Association. (2014). *2014 ACA code of ethics*. Retrieved from <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code/principles.pdf>

American Psychological Association. (2015). Guidelines for clinical supervision in health service psychology. *American Psychologist*, 70, 33-46. doi: 10.1037/a0038112

Ancis, J. R., & Marshall, D. S. (2010). Using a multicultural framework to assess supervisee's perceptions of culturally competent supervision. *Journal of Counseling & Development*, 88, 277-284. doi: 10.1002/j.1556-6678.2010.tb00023.x

Bernard, J. M. (1997). The discrimination model. In C. E. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp. 310-327). New York, NY: Wiley.

Burkard, A. W., Knox, S., Clarke, R. D., Phelps, D. L., & Inman, A. G. (2014). Supervisors' experiences of providing difficult feedback in cross-ethnic/racial supervision. *The Counseling Psychologist*, 42, 314-344. doi: 10.1177/0011000012461157

Cohen-Filipic, J., & Flores, L. Y. (2014). Best practices in providing effective supervision to students with values conflicts. *Psychology of Sexual Orientation and Gender Diversity*, 1, 302-309. doi: 10.1037/sgd0000073

Ellis, M. V., Berger, L., Hanus, A. E., Ayala, E. E., Swords, B. A., & Siembor, M. (2014). Inadequate and harmful clinical supervision: Testing a revised framework and assessing occurrence. *The Counseling Psychologist*, 42, 434-472. doi: 10.1177/0011000013508656

Glassoff, H. L., & Durham, J. C. (2010). Using supervision to prepare social justice counseling advocates. *Counselor Education & Supervision*, 50, 116-129. doi: 10.1002/j.1556-6978.2010.tb00113.x

- Gray, S. W., & Smith, M. S. (2009). The influence of diversity in clinical supervision: A framework for reflective conversations and questioning. *The Clinical Supervisor*, 28, 155-179. doi: 10.1080/07325220903324371
- Ponton, R. F., & Sauerheber, J. D. (2014). Supervisee countertransference: A holistic supervision approach. *Counselor Education & Supervision*, 53, 254-266. doi: 10.1002/j.1556-6978.2014.00061.x
- Rønnestad, M. H., & Skovholt, T. M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. *Journal of Counseling & Development*, 71, 396-405. doi: 10.1002/j.1556-6676.1993.tb02655.x
- Stoltenberg, C. D., & McNeill, B. W. (2010). An overview of the IDM. In *IDM supervision: An integrative developmental model for supervising counselors and therapists* (3rd ed, pp. 21-44). New York, NY: Routledge.

4. Course Description:

Catalog Description: Advanced theories, skills, models and methods used in counseling supervision, including counselor development, supervisory processes and evaluation.

Expanded Description: Didactic and experiential training in counseling supervision. Coverage of supervision theories and models, as well as common factors associated with effective supervision. Training in supervision skills and methods of evaluation. Specific attention given to APA's (2015) Guidelines for Clinical Supervision in Health Service Psychology as a basis for development of supervision competencies. Infusion of culture and diversity factors throughout the course. Experiential training in supervision via provision of closely monitored supervision of a masters-level practicum student.

5. Course Objectives:

Upon completion of this course, students will demonstrate knowledge, awareness and skills in the following areas:

- Purposes of clinical supervision;
- Theoretical frameworks and models of clinical supervision;
- Roles and relationships related to clinical supervision;
- Skills of clinical supervision;
- Opportunities for developing a personal style of clinical supervision;
- Assessment of supervisees' developmental level and other relevant characteristics;
- Modalities of clinical supervision and the use of technology;
- Administrative procedures and responsibilities related to clinical supervision;
- Evaluation, remediation, and gatekeeping in clinical supervision;
- Legal and ethical issues and responsibilities in clinical supervision;
- Culturally relevant strategies for conducting clinical supervision.

6. Course Schedule:

An overview of the course content and schedule is included below. Class periods will consist of lecture, discussions, student presentations, and group supervision activities. The schedule may change based on the learning needs of the class or other unforeseen circumstances.

DATE	CLASS TOPIC	READINGS	ASSIGNMENTS DUE
Aug 18, 2015	Course Overview Coverage of Administrative Tasks Review of supervisor (APA) and supervisee (ACA) ethics codes	ACA Code of Ethics (2014) APA Code of Ethics (2010)	
Aug 25,	Overview of Clinical Supervision Ethical and Legal Issues Supervision Competencies	Chapter 1 Chapter 11 APA (2015)	Supervision Informed Consent due
Sept 1,	Supervision Models Working with Beginning Supervisees	Chapter 2 Ronnestad & Skovholt (1993)	Reflection 1 due
Sept 8	Processes and Issues of Supervision Culturally Competent Supervision	Chapter 3 Ancis & Marshall (2010)	
Sept 15	Organizing the Supervision Experience Evaluation & Remediation	Chapter 6 Chapter 10	
Sept 22	Factors Affecting Supervision Relationship Working with Supervisee Countertransference	Chapter 4 Ponton & Sauerheber (2014)	Midterm Eval reviewed with supervisee this week Midterm Self-Eval due
Sept 29	Multicultural Supervision Supervision and Social Justice	Chapter 5 Glasoff & Durham (2010)	Signed Midterm Eval due
Oct 6	Cross Ethnic/Racial Supervision Supervising Students with Values Conflicts Framework for Discussing Diversity	Burkard et al (2012) Cohen-Filipic & Flores (2014) Gray & Smith (2009)	
Oct 13	Individual Supervision Inadequate/Harmful Supervision	Chapter 7 Ellis et al (2014)	Reflection 2 due
Oct 20	Group Supervision Live Supervision	Chapter 8 Chapter 9	Transcript due
Oct 27	Supervision Case Presentations IDM Supervision	Stoltenberg & McNeill (2010)	2 case presentations
Nov 3	Supervision Case Presentations IDM Supervision, cont.		2 case presentations
Nov 10	Supervision Case Presentations Discrimination Model of Supervision	Bernard (1997)	2 case presentations
Nov 17	Supervision Case Presentations Discrimination Model of Supervision, cont.		2 case presentations
Nov 24	NO CLASS – THANKSGIVING BREAK		
Dec 1	Termination of Supervision Course Wrap-Up		Reflection 3 due Revised Supervision Informed Consent due All completed/signed final evals due by Thursday
Dec 8	NO CLASS – FINALS WEEK		

7. Course Requirements/Evaluation:

Course Requirements:

A. Experiential Training in Supervision (200 points): Students in this class are required to provide supervision to a Masters-level practicum student while also participating in their own supervision-of-supervision. The course requirement includes several components.

1) Review of Supervisee Work Samples: Students are required to review at least one audio recording of their supervisee's clinical sessions and all written documentation each week prior to meeting with their supervisee. However, in the initial weeks of the supervisee's practicum experience, supervisors must review all recordings supplied by the supervisee.

2) Provision of Supervision: Students are required to meet with their supervisee for one hour each week—every week. If a student or supervisee cannot meet during the regularly-scheduled supervision time, an alternative time for that week must be identified. Practicum students are not permitted to provide direct contact services to clients at their site if they do not receive supervision in a given week. All supervision sessions must be video recorded in the Haley counseling lab rooms and stored in the secured assigned G Drive folder. Supervision tapes are to be uploaded within 24 hours and the Supervisory Session Summary Form is to be uploaded within 48 hours of supervision sessions.

3) Participation in Supervision-of-Supervision: Students will participate in one hour of weekly triadic supervision (2 supervisors-in-training and 1 supervisor-of-supervision) with a University/Faculty supervisor. Students are expected to complete all appropriate paperwork associated with this supervision, as described above and below.

4) Completion of Evaluations: Students will complete a mid-semester and final evaluation of their practicum student supervisee. Evaluations will be reviewed by the COUN 8540 instructor before being shared with the supervisee. In addition, students will complete a mid-semester and final self-evaluation of their own supervision competencies.

5) Class attendance: As this class is tied to COUN 7910 (Practicum), class attendance is required. Class periods contain essential information regarding appropriate, ethical provision of supervision, and some class time will be reserved for group supervision.

Students who engage in behavior that violates APA ethical standards (e.g., revealing confidential information about a supervisee or client to unauthorized persons, having a sexual or otherwise inappropriate relationship with a supervisee, etc) will receive a 0 for the *Experiential Training in Supervision* course requirement, and therefore will receive an F in this class. Students will also receive a 0 for the *Experiential Training in Supervision* course requirement (and therefore an F in this class) if they miss more than one class period, supervision session with their supervisee, and/or supervision-of-supervision session. After one tardiness of 15 minutes or more, each subsequent 15+ minute tardiness to any required activity (supervision, supervision-of-supervision, or class meeting) will constitute missing that meeting. Thus, repeated tardiness is also grounds for a 0 in the *Experiential Training in Supervision* course requirement and thus an F in the course. If supervision sessions are missed due to absences of the practicum supervisee that the supervisee refuses to make up and are thus due to no fault to the student supervisor, exceptions to this grading policy may be made at the discretion of the instructor. See Attendance and Participation policy below for information regarding approved absences.

If it becomes evident that a student is unable to provide consistent, appropriate supervision to their supervisee due to repeated absences, tardiness, or ethically inappropriate behavior, that supervisee may be reassigned to another supervisor. Consistent with the statements above, the need to reassign a supervisee for such reasons will result in a 0 for the *Experiential Training in Supervision* course requirement, and therefore an F in this class. Alternatively, if the student is unable to provide consistent supervision to their supervisee due to a health, medical, or extraordinary personal circumstance, it may instead be in the student's best interest to withdraw from the class. Students can contact the instructor if they wish to initiate such withdrawal.

B. Supervision Theory Module (150 points total): Students will complete a series of assignments that will assist with development and articulation of their supervisory theory:

1) Supervision Informed Consent (30 points): Students will develop a supervisory informed consent document that will be utilized with their supervisee. The document should be modeled off the example provided in class and must include: educational level, credentialing or training status, clinical and supervision experience, therapy/supervision theory, and logistics of the supervision to be provided. Please include signature lines in the document for one's supervisee to sign within the first two weeks of supervision.

2) Supervision Conceptualization (100 points): Students will develop a Supervision Conceptualization to be presented on the date selected at the beginning of the semester. Your oral presentation should last 15-20 minutes and must include a brief summary of the theory (or theories) you utilized and your conceptualization of your supervisee and the supervision process based on your theory. You will also demonstrate how your theory and conceptualization influenced your interventions, goals, and evaluation methods with your supervisee. You will then show a 10-minute clip of a completed supervision session and answer questions from the class. You must ensure that your video clip does not contain identifiable information about a client or reveal personal information about your supervisee that should be kept confidential.

3) Revised Supervision Informed Consent (20 points): Students will revise their supervision informed consent to reflect any changes in supervisory theory/philosophy over the course of the semester. Additional changes may be made to the clinical/ supervision experience and training sections to reflect experiences gained over the course of the semester. Students will submit a copy with track-changes and a clean copy.

C. Supervision Reflection Module (80 points total): Students will engage in several reflective activities about their experience of providing supervision:

1) Transcription and Reflection (50 points each): Students will submit one supervision transcription to promote supervision development. The transcription should be 25-30 minutes in length. Client and supervisee names should be substituted with "C." and "S.", respectively. Students must use the Transcription Template and respond to the Transcription Reflection questions (available on Canvas).

2) Supervision Journal Reflections (10 points each): Students will submit 3 electronic journal reflections (1.5-2 pages double spaced each). Supervisees should not be identified by name in these reflections. Each reflection covers somewhat different areas, as outlined below:

- Reflection 1: What are your initial concerns and challenges related to becoming a supervisor? What strengths and limitations do you bring to supervision? What initial challenges or strengths have you identified in your supervisee?
- Reflection 2: What challenges have you encountered in providing supervision? How have you begun to develop as a supervisor? What strengths and limitations as a supervisor are you aware of now?
- Reflection 3: How have you grown and developed as a supervisor? What changes have you noticed with regard to your supervisory philosophy, theory, goals, and/or process? What goals do you have regarding your future development as a supervisor?

Course Evaluation:

As described above, course requirements total to 430 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

8. Class Policy Statements:

Late Work Policy: It is expected that you have completed all assignments by the due date and time. All late assignments will receive a 10% grade reduction per day (a “day” constitutes each 24-hour period starting at the date and time the assignment was due). Assignments that are not submitted within one week of the due date and time will not be accepted and will thus receive a score of 0. I reserve the right to make exceptions to my late work policy, for example, in the event of an emergency.

Attendance and Participation: As this class is tied to Practicum 7910, attendance is required. Students are expected to attend all supervisory sessions and class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. As stated in the Course Requirements, missing more than one class period, supervision session, and/or supervision-of-supervision session will result in a grade of 0 for the *Experiential Training in Supervision* course requirement, and therefore an F in the course. As stated above, repeated tardiness of 15 minutes or more will also be considered as absences.

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death 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 of 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at www.auburn.edu/studentpolicies for more information on excused absences. In order for an excused absence to not count against the attendance grading requirement, students must make up the missed class period, supervision session, or supervision-of-supervision session in a

manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Respect: Your use of technology during class for non-educational purposes is disrespectful to your peers, your instructor, and the learning process. Cell phones should be turned off or silenced during class and supervision sessions. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook*: http://www.auburn.edu/student_info/student_policies/ will apply to this class. 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.

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

Office Hours: Rather than having an established office hour, I will meet with students by appointment. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

Course Contingency: If normal class activities are disrupted due to serious 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, an addendum to your syllabus and/or course assignments will replace the original materials.

9. Justification for Graduate Credit:

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a course designed to teach knowledge and skills related to clinical supervision, only students enrolled in approved counseling-related doctoral programs are eligible to take this course.