**AUBURN UNIVERSITYSYLLABUS**

**1. Course Number:** COUN 8540

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

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & 7920

**Course Instructor:**  Jamie Carney

**Semester/Year:** Fall 2015

**2. Date Syllabus Prepared: August 2012; August 2013; August 2014; August 2015**

**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:**

**Students will demonstrate knowledge, awareness and skills in the following areas (CACREP 2016), this will include course lectures, readings and assignments:**

* 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 Content Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Assigned Reading | CACREP Requirements Doctoral Professional Identity |
| Week 1 | Introductions  *Roles, paperwork, ethics* | Professional Experiences Handbook  ACA Code of Ethics (2014)  Woodside, et al (2007) | Doctoral  Section 6 B. 2. a. |
| Week 2 | Ethical and Legal Issues in Supervision  Introduction to Clinical Supervision | Chapter 11  Hein, et al (2011)  **Counselor Supervisor Philosophy Statement Due** | Section 6 B. 2. a., e., j. |
| Week 3 | Stages of Counselor Development  Supervision Models | Chapter 1  Skovolt & Ronnestad (1993)  Jordan & Kelly (2011)  Novice to Expert Scale  Chapter 2  Smith (2009)  **First Journal Reflection Due** | Section 6 B. 2. a., b., d., g., h., k. |
| Week 4 | Supervision Models | Chapter 2  Granello (2000) | Section 6 B. 2. a., b., d., g., h., k |
| Week 5 | Processes and Issues of the Supervisory Triad  Organizing the Supervision Experience | Chapter 3  Nelson, et al (2006)  **Case Presentation 1** | Section 6 B. 2. a.- i. |
| Week 6 | Supervisee and Supervisor -The Relationship | Chapter 4  Bernard, et al (2011)  **Transcription #1 Due.**  **Case Presentation 2** | Section 6 B. 2. a.- i. |
| Week 7 | Evaluation | Chapter 10  **Supervision Evaluations Due**  **Case Presentation 3** | Section 6 B. 2. c., d., f., h. |
| Week 8 | Evaluation: Remediation and Gatekeeping in Supervision | Chapter 6  **Midterm Reflection Due**  **Case Presentation 4** | Section 6 B. 2. c., d., i., j. |
| Week 9 | Individual Supervision | Chapter 7  **Remediation Plan Due** (this is a developmental assignment)  **Case Presentation 5** | Section 6 B. 2. c., d., k. |
| Week 10 | Group Supervision | Chapter 8  **Case Presentation 6** | Section 6 B. 2. c., d., k. |
| Week 11 | Live Supervision | Chapter 9  **Case Presentation 7** | Section 6 B. 2. c., d., k. |
| Week 12 | Multicultural Supervision | Chapter 5  Ancis & Marshall (2010)  Glosoff & Durham (2010)  **Case Presentation 8** | Section 6 B. 2. c., i., k. |
| Week 13 | Multicultural Supervision | **Theory Conceptualization Module Due**  **Case Presentation 9** | Section 6 B. 2. c., i., k. |
| Week 14 | Teaching – Research in Supervision | Chapter 12  **Transcription # 2 Due.**  **Final Reflection Due** | Section 6 B. 2. a., b., f., g. |
| Week 15 | Wrap-Up | **All Final Evaluations Due** |  |

**7. Course Requirements:**

**A. Class and Supervision Attendance:**

*The supervision course follows CACREP 2016 and ACA (2014) Ethical Standards; this requires that supervision be provided under these guidelines (1 hour per week with direct observation). Doctoral students who are not able to meet these requirements will not be able to participate or be evaluated for this course.*

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 Process:** Students are required to practice in the supervision of a Masters level practicum student while also participating in their own Supervision.

**\*Observation of Supervisee Audio Recordings (work samples):**

Students are required to participate in the evaluation and assessment of supervisees’ development and competencies; this is done through the review of supervisee’s work samples (counseling session tapes) and documentation as well as through the process of individual supervision.

Supervisors are expected to prepare for supervision by observing the supervisee’s counseling audio tapes and reviewing all the supervisee’s documentation for that week. You are also required to verify that their log hours match the documentation and tapings provided.

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 and stored in the secured assigned G Drive Folder. Supervision Session tapes are to be uploaded within 24 hrs. and all required documentation within 48 hrs.

**\*Participation in Supervision**

Students will participate in one hour of weekly supervision with a University/Faculty supervisor. For this task, students will be expected to complete the appropriate paperwork (supervision notes, session summaries, supervisee evaluation and self-evaluation).

**D. Supervision Theory Module: This module will be completed in stages.**

Supervisors are asked to develop and Supervision Theory Module that demonstrates the foundation for their Supervisory Process.

**\*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.

*Students are recommended to revise the statement and can submit it again at the end of the semester for a second review*.

\***Supervision Theory Conceptualization**

Supervisors are asked to develop a Supervision Theory Conceptualization discussion. This should include their supervision theory (can be an integrative approach) with a brief summary of the theory and the rationale for use in your supervisory process. Supervisors will also have to discuss and demonstrate how this theory is ***demonstrated*** in their supervisory practice: interventions, goals, and evaluation methods. A transcription may be one way to meet this evaluation goal.

**E. Supervision Practice Module:**

* **Supervision –Supervisee Module/Case Presentation**: Each Supervisor will be required to do one case presentation; *these will be scheduled throughout the semester* and will be due the week of your presentation. The case presentation will include: A supervisee conceptualization with a discussion of goals and concerns in supervision, discussion of at least two supervision interventions that were used and outcomes, and one supervision session summary as a demonstration. You will also include a supervisee evaluation process with an example of how you evaluated the supervisee (provide techniques or methods), how this relates to your theory of supervision and how this was then used in the supervisory process.

This module will also require an in-class presentation which the materials stated above (inclusion of a transcription is not required). The supervisor should also prepare questions related to the areas that you would like supervisory feedback.

* **Supervision Reflection:** Students will be asked to submit three reflections (1.5 – 2 pages double spaced):
* Initial Reflection: Discussion of initial concerns, challenges related to becoming a supervisor, and any initial challenges or strengths concerning your supervisee.
* Mid-term Reflection: Discussion of supervision challenges, areas of your development, consideration of strengths and limitations.
* Final Reflection: Discussion of your overall growth and development with consideration of challenges, development of skills/theory, changes in your philosophy or supervisory process and goals related to future supervisory processes.

**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 Process | 50% |
| Supervision Reflections | 10% |
| Philosophy Statement | 5% |
| Theory Conceptualization | 20 % |
| Supervision Module | 15% |
| **Total** | **100%** |

**Grading Scale**

**A- 100-90% B- 89-80% C-79-70% D-69-60% F- below 60%**

***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.

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: