**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8910

**Course Title:** Counseling Supervision Practicum

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & 7920

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

**Semester/Year:** Fall 2016

**2. Date Syllabus Prepared: July 2016.**

**3. Text**(s):

 **Borders, L.D., & Brown, L.L. (2005). *New handbook of counseling***

 ***supervision.* Mahwah, NJ: Taylor & Francis.**

**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:**

* 1. purposes of clinical supervision
	2. theoretical frameworks and models of clinical supervision
	3. roles and relationships related to clinical supervision
	4. skills of clinical supervision
	5. opportunities for developing a personal style of clinical supervision
	6. assessment of supervisees’ developmental level and other relevant characteristics
	7. modalities of supervision and the use of technology
	8. administrative procedures and responsibilities related to supervision
	9. evaluation, remediation, and gatekeeping in supervision
	10. legal issues and responsibilities in supervision
	11. ethical and culturally relevant strategies for conducting supervision (CACREP, 2016).

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assigned Reading |
| **Week 1****August 22, 2016** | IntroductionsStages of Counselor Development and Models of Supervision | Professional Experiences HandbookChapter 1 |
| **Week 2** **August 29, 2016** | Providing Feedback | Chapter 2**Philosophy Statement Due** |
| **Week 3** **September 12, 2016** | Supervision Interventions  | Chapter 3 |
| **Week 4** **September 19, 2016** | Group Supervision  | Chapter 4 |
| **Week 5****September 26, 2016** | Supervisory Relationships and Process IssuesCase Conceptualization | Chapter 5 |
| **Week 6** **October 3, 2016** | Evaluation of the SuperviseeCase Conceptualization | Chapter 7 |
| **Week 7** **October 10, 2016** | Case Conceptualization | *As Assigned****Midterm Evaluations Due*** |
| **Week 8** **October 17, 2016** | Case Conceptualization | *As Assigned* |
| **Week 9** **October 24, 2016** | Case Conceptualization | *As Assigned* |
| **Week 10****October 31, 2016** | Case Conceptualization | *As Assigned****Supervisory Reflections Due*** |
| **Week 11****November 7, 2016** | Case Conceptualization | *As Assigned* |
| **Week 12****November 14, 2016** | Case Conceptualization | *As Assigned* |
| **Week 13****November 28, 2016** | Case Conceptualization | *As Assigned****Final Evaluations Due*** |

**7. Course Requirements:**

**A. Class and Supervision Attendance:**

The expectation is held that students will attend **all** COUN 8910 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 8910 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 be prepared for class as demonstrated through knowledge and application of assigned readings.

**C. Supervision Project:**

(320 pts) Students are asked to participate in the supervision of at least one graduate level student. This activity will be integrated into course activities and instruction. Topics will include developing a supervisory style, 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 Zoom software), 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.***

**\*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 (*48 hours prior to supervision*).

**D. Supervisory 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. Supervisee Case Conceptualizations:**

(50 pts) Students will participate in one supervisee case conceptualizations. For this assignment, students will identify a peer-reviewed case conceptualization supervision model to use from the literature. The presentation will include a brief review of the model selected and a handout for dissemination. 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.

**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 |
| Supervisee Case Conceptualization | 50 pts  |
| Supervisory Reflections | 150 pts |
| **Total**  | **720 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.

**Supervisory Session Summary Form (Consult with Supervisor)**

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: