**COUN 8540 001**

Counseling Supervision: Theory and Practice

***Fall 2017***

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

**College of Education**

Instructor Information:

**Marilyn Cornish, PhD, LP**

**Assistant Professor**

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Office Hours:

**by appointment**



**SYLLABUS**

**1. Course Number: COUN 8540 001 (3 semester hours)**

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

**University: Auburn University**

**Prerequisites: COUN 7910**

**Instructor: Marilyn A. Cornish, PhD, LP**

**Contact Info: 2068 Haley (mail: 2084); mac0084@auburn.edu; 334-844-7601**

**Class Meeting: Wednesdays 9:00-11:50am, Haley 1126 (some meetings at SCS)**

**Office Hours: By appointment**

**2. Date Syllabus Prepared:** 8/2015; updated 8/2017

**3. Required Textbook:**

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

**Additional Required Readings:**

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

Chang, C. Y., Hays, D. G., & Milliken, T. F. (2009). Addressing social justice issues in supervision: A call for client and professional advocacy. *The Clinical Supervisor, 28*, 20-35. doi: 10.1080/07325220902855144

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

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

Gottlieb, M. C. (1993). Avoiding exploitive dual relationships: A decision-making model. *Psychotherapy, 30*, 41-48.

Hardy, K. V. (2016). Mastering context talk: Practical skills for effective engagement. In K. V. Hardy & T. Bobes (Eds.), *Culturally sensitive supervision and training: Diverse perspectives and practical applications* (pp. 136-145). New York, NY: Routledge.

Holloway, E. L. (2016). Essential dimensions of Systems Approach to Supervision. Chapter 1 of *Supervision essentials for a Systems Approach to Supervision.* Washington, DC: American Psychological Association.

Jacobs, S. C., Huprich, S. K., Grus, C. L., Cage, E. A., Elman, N. S., Forrest, L. … & Kaslow, N. J. (2011). Trainees with professional competency problems: Preparing trainers for difficult but necessary conversations. *Training and Education in Professional Psychology, 5*, 175-184. doi: 10.1037/a0024656

Ladany, N. Friedlander, M. L., & Nelson, M. L. (2016). Overview of the Critical Events Model. Chapter 1 of *Supervision essentials for the Critical Events in Psychotherapy Supervision Model.* Washington, DC: American Psychological Association.

McNeill, B. W., & Stoltenberg, C. D. (2016). Theory and overriding structures. Chapter 1 of *Supervision essentials for the Integrative Developmental Model.* Washington, DC: American Psychological Association.

Odegard, M., Vereen, L. G., & Hill, N. R. (2007, October). *Situating supervision in the context of a social justice paradigm: A convergence of Bernard’s Discrimination Model and social justice.* Paper based on a program presented at the Association forCounselor Education and Supervision Conference, Columbus, OH.

Pakdaman, S., Shafranske, E., & Falender, C. (2015). Ethics in supervision: Consideration of the supervisory alliance and countertransference management of psychology doctoral students. Ethics & Behavior, 25, 427-441. doi: 10.1080/10508422.2014.947415

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

Rapisarda, C. A., Desmond, K. J., & Nelson, J. R. (2011). Student reflections on the journey to being a supervisor. *The Clinical Supervisor, 30*, 109-124. doi: 10.1080/07325223.2011.564958

Ronnestad, 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

**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 cultural factors throughout the course. Experiential training in supervision via provision of supplemental client-focused supervision of a beginning 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-of-supervision activities. The schedule may change based on the learning needs of the class or other unforeseen circumstances.

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | CLASS TOPIC | READINGS | ACTIVITIES/ ASSIGNMENTS DUE |
| Aug 23 | Course Overview  Review of APA ethics codes  Dual Relationships Decision-Making Model | APA Code of Ethics (2010)  Gottlieb (1993) |  |
| Aug 30 | Introduction to Clinical Supervision  Supervision Competencies  Cultural Competence in Supervision | Chapter 1  APA (2015)  Ancis & Marshall (2010) |  |
| Sept 6 | Supervision Models  Integrative-Developmental Model of Supervision | Chapter 2  McNeill & Stoltenberg (2016) |  |
| Sept 13 | Processes and Issues of Supervision  Factors Affecting Supervision Relationship | Chapter 3  Chapter 4 |  |
| Sept 20 | Multicultural Supervision  Integrating Social Justice in Supervision  Systems Approach to Supervision | Chapter 5  Chang et al (2009)  Holloway (2016) |  |
| Sept 27 | Organizing the Supervision Experience  Framework for Discussing Diversity  Cross Ethnic/Racial Supervision | Chapter 6  Gray & Smith (2009)  Burkard et al (2012) | **Draft of Informed Consent (IC) due** |
| Oct 4 | Ethical and Legal Issues  Individual Supervision  Working with Beginning Supervisees | Chapter 11  Chapter 7  Ronnestad & Skovholt (1993) | **Journal 1 due** |
| Oct 11 | Discrimination Model of Supervision  Discrimination Model and Social Justice | Bernard (1997)  Odegard et al (2007) | Supervision meeting |
| Oct 18 | Critical Events Model of Supervision  Promoting Reflective Practice & Self-Efficacy | Ladany et al (2016)  Curtis et al (2016) | **Signed copy of IC due**  Supervision meeting |
| Oct 25 | Working with Supervisee Countertransference  Parallel Process and Supervision | Ponton & Sauerheber (2014) | **Journal 2 due**  Supervision meeting  1 case conceptualization |
| Nov 1 | Supervising Students with Values Conflicts  Mastering “Context Talk” to Address Diversity | Cohen-Filipic & Flores (2014)  Hardy (2016) | Supervision meeting  **Intervention Reflection due** (if not presenting)  2 case conceptualizations |
| Nov 8 | Evaluation & Remediation  Termination of Supervision | Chapter 10 (pp. 222-242) | Supervision meeting  **Intervention Reflection due** (if presented last week)  2 case conceptualizations |
| Nov 15 | Remediation  Trainees w/ Problems of Professional Competence | Chapter 10 (pp. 242-251)  Jacobs et al (2011) | Supervision meeting |
| Nov 22 | NO CLASS – THANKSGIVING BREAK | -- | -- |
| Nov 29 | Group Supervision  Live Supervision | Chapter 8  Chapter 9 | **Journal 3 due** |
| Dec 6 | The Journey to Becoming a Supervisor  Course Wrap-Up | Rapisarda et al (2011) | **Supervision Orientation due** |
| Dec 13 | NO CLASS – FINALS WEEK |  |  |

**7. Course Requirements/Evaluation:**

Course Requirements:

*A. Experiential Training in Supervision (200 points):* Students in this class will provide supplemental client-focused supervision to a beginning practicum student while also participating in their own group supervision-of-supervision. The supplemental supervision experience has strict boundary parameters that will be adhered to, as described in other course materials. The experiential course requirement includes several components:

*1) Provision of Supervision:* Students will meet for six 1-hour supplemental supervision meetings with their supervisee, during the weeks listed in the syllabus. If a student or supervisee cannot meet during the regularly-scheduled supervision time, an alternative time for that week must be identified. All supervision sessions must be video recorded following the guidelines provided in the Confidentiality/Privacy section below, storing the recordings only on the encrypted flash drive used for this class.

*2) Review of Supervisee Work Samples:* Students are required to review four video recordings of their supervisee’s clinical sessions (one recording each week except the first and last sessions) in preparation for the supervision sessions. Supervision sessions will focus on the supervisee’s clinical work represented in the video recordings.

*3) Participation in Supervision-of-Supervision*: Students will participate in group supervision-of-supervision during a portion of class time from October 11 through November 29. Students are required to attend classes these weeks.

*4) Supervision Documentation:* Students will complete a Supervision Session Summary Form for each of the six supervision sessions. A template of the form is available on Canvas. Students are to save their documentation on the encrypted flash drive used for this class and are due by the start of class each week of the supervision experience.

Students who engage in behavior that violates APA ethical standards (e.g., revealing sensitive information about a supervisee or confidential information about a 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 supervision-of-supervision meeting and/or supervision session with their supervisee. After one tardiness of 15 minutes or more, each subsequent 15+ minute tardiness to any required activity 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 (20 points):* Students will develop a supervisory informed consent document that will be utilized with their supervisee. A draft of this document is due on Canvas by the start of class on September 27, and students will make any changes requested by the instructor prior to utilizing the document with the 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 and supervisee’s site supervisor to sign. A hard copy of the signed consent must be submitted to the instructor by October 18.

*2) Supervision Conceptualization (100 points):* Students will develop a Supervision Conceptualization to be presented during a pre-determined class period. The oral presentation should last 15-20 minutes and must include a brief summary of the theory (or theories) utilized and conceptualization of the supervisee and the supervision process based on the selected theory. Students will also demonstrate how their theory and conceptualization influenced interventions, goals, and evaluation methods with the supervisee. Students will then show a 10-minute clip of a completed supervision session and answer questions from the class. Students must ensure that the video clip does not contain identifiable information about a client or reveal personal information about the supervisee that should be kept private. Likewise, students must take care that the conceptualization does not reveal sensitive information about the supervisee.

*3) Description of Supervision Orientation (30 points):* Students will write a description of their Supervision Orientation that has emerged through their academic and experiential learning in this class. Supervision orientations are based in one or more psychotherapy-based, developmental, and/or process models of supervision. Students should name the explicit model(s) that influence their supervision orientation. The description should include attention to how the supervision orientation influences 1) conceptualization of the supervisee and the supervision process, 2) understanding of how supervisees develop, and 3) intervention and evaluation. The description should be approximately ¾ to 1 page single spaced and is due on Canvas by December 6.

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

*1) Intervention Reflection (50 points):* To promote supervision skill development, students will submit one Intervention Reflection. This assignment involves review of 25 minutes of one supervision recording. Students can select the portion of the session to review and reflect on. Utilizing the Intervention Reflection form (available on Canvas), students will summarize the exchanges that occur between the supervisor and the supervisee. The student will identify the Role and Foci (a la Bernard’s Discrimination Model of Supervision) attended to for each supervisor intervention. There are also reflection questions to respond to on the form. This Form must be stored on the encrypted flash drive used for this class and is due by the start class on November 1 (give instructor the encrypted flash drive) unless presenting a case conceptualization that week. Students presenting case conceptualization on November 1 have until the start of class on November 8 to complete the transcript assignment.

*2) Supervision Journal (10 points each):* Students will submit 3 electronic journal reflections (each about 1 page single spaced). Supervisees should not be identified by name in these reflections and no client information should be included in the reflection. Each reflection covers somewhat different areas, as outlined below. Journals are to be submitted on Canvas by the start of class on the dates listed below.

* Journal 1: What are your initial concerns and challenges related to becoming a supervisor? What strengths and limitations do you bring to supervision? What are your goals for this supervision experience? (due Oct 4)
* Journal 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? (due Oct 25)
* Journal 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? (due Nov 29)

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: Weekly class attendance is expected, and is required during the weeks that supervision-of-supervision occurs (Oct 11-Nov 29). 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 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](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) 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. Laptops should be closed during supervision-of-supervision portions of class unless needed for a reason approved by the instructor.

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

Confidentiality/Privacy: Participation in this class with involve engagement with sensitive and confidential material. Any material describing your supervisee’s clients, particularly any information which might later help identify a client in an environment outside class, must be kept confidential, consistent with the APA ethics code. To protect client confidentiality, you will not produce any written material that contains client information, with one possible exception—the required transcript may involve you discussing client material with your supervisee. If this is the case, you must omit any identifying information; in addition, per the assignment requirements, this document is to only be stored on your encrypted flash drive used for this class. The counseling sessions that you will observe must remain on an encrypted flash drive provided to you by your supervisee and must remain at the counseling agency. That is to say, you will review all counseling recordings at the agency. The supervision sessions that you record must also remain on your encrypted flash drive, and the flash drive cannot leave the counseling agency.

Information you learn about your supervisee and your supervisee’s development must remain private. You are only allowed to discuss the content of your supervision sessions during supervision-of-supervision meetings. In addition, information you learn about other supervisees as a result of group supervision-of-supervision must not be discussed outside of the context of supervision-of-supervision. In no cases should you discuss details of any supervisees with individuals not enrolled in COUN 8540. If you encounter an ethical or legal issue regarding your supervisee, you are to share that in an arranged individual supervision-of-supervision meeting; sensitive information about supervisees should never be shared in a group supervision-of-supervision context.

Specifics that you discuss in class about yourself and your behavior as a supervisor are considered private within the scope of training. That is to say, no member of the class is to repeat outside of class private information disclosed in class. To do so would violate the privacy rights of your peers who are disclosing in pursuit of becoming a better supervisor. As your supervisor-of-supervision (class instructor) there are certain conditions that demand information I obtain about your supervisee’s behaviors, the supervisee’s clients’ behaviors, and your own behavior be disclosed or otherwise discussed with others. These include the usual ones of court order, child or elder abuse, and serious threats of violence, including threatened suicide or homicide, by the client. I may also disclose to others behaviors you have engaged in or appear to be engaging in which in my opinion put your supervisee’s or a client’s welfare at risk. Routine mistakes made by students in training do not demand that I disclose personal information. Should I have serious concerns about your ability to pass the class, I may discuss these concerns with colleagues to arrive at an appropriate decision for future training requirements. I also reserve the right to consult with a colleague to appropriately address clinical issues that arise (ranging from a particular clinical policy to a situation in which I have concerns about someone’s safety). If I have a concern about discrepancy between your supervisory opinion and that of your supervisee’s on-site supervision, I may initiate contact with the on-site supervisor to resolve the matter. Finally, during faculty meetings and/or on-site evaluations of your performance, illustrative problem areas may be discussed. As a general rule, I will use common sense and sensitivity to your needs as important variables in deciding whether it is necessary to discuss with others what has transpired in the context of this course.

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.