**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8910

**Course Title:** Counseling Supervision Practicum

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & 7920

**Course Instructor:**  Jessica Tyler, PhD, LPC-S, NCC

**Semester/Year:** Fall 2019

**2. Date Syllabus Prepared: July 2016; August 2017; August 2018; August 2019**

**3. Text**(s):

**Hardy, K.V., & Bobes, T. (2016). *Culturally sensitive supervision and training: Diverse perspectives and practical applications*. New York: Routledge.**

 **Supplemental Text**(s):

**Falender, C. & Shafranske. (2014). *Casebook for clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.**

 **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.** **Course Objectives: Upon completion of this course, students will demonstrate the following.**

* Purpose of clinical supervision (CACREP 6.B.2.a.);
* Theoretical frameworks and models of clinical supervision (CACREP 6.B.2.b.);
* Roles and relationships related to clinical supervision (CACREP 6.B.2.c.);
* Skills of clinical supervision (CACREP 6.B.2.d.);
* Opportunities for developing a personal a personal style of clinical supervision (CACREP 6.B.2.e.);
* Assessment of supervisees’ developmental level and other relevant characteristics (CACREP 6.B.2.f.);
* Modalities of clinical supervision and the use of technology (CACREP 6.B.2.g);
* Administrative procedures and responsibilities related to clinical supervision (CACREP, 6.B.2.h.);
* Evaluation, remediation and gatekeeping in clinical supervision (CACREP, 6.B.2.i.);
* Legal and ethical issues and responsibilities in clinical supervision (CACREP, 6.B.2.j.);
* Culturally relevant strategies for conducting clinical supervision (CACREP, 6.B.2.k.).

**6. Course Content Outline**

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| Date | Topic | Assigned Reading | CACREP Standards |
| **Week 1**August 20th | IntroductionSupervision assignments and expectations*Supervision training activity* | Professional Experiences Handbook | 6.B.2.a.;6.B.2.c.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; 6.B.2.k |
| **Week 2** August 27th  | Review of Models of Supervision & Addressing Ethical & Legal IssuesReview of Stages of Counselor Development | **Falender & Shafranske** **(Chapter 8)****Updated Philosophy Statement Due** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k |
| **Week 3** September 3rd  | Initial Supervisory SessionsThe Use of Self in Supervision: Core Competencies for Executing Culturally Sensitive Supervision and Training | Chapters 1 & 2**Borders & Brown: Chapter 1** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k |
| **Week 4** September 10th  | Location of Self in Training and SupervisionBest Practices of Supervision*Supervision training activity* | Chapter 3**Falender & Shafranske** **(Chapter 1)** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.f.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; |
| **Week 5**September 17th  | Evaluation of SuperviseePower and Privilege in Supervision | Chapter 4 & 5**Borders & Brown: Chapter 7** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k |
| **Week 6** September 24th  | Supervision InterventionsNavigating Cross-Racial Interactions, Queer-Affirmative Supervision, Integrating & Addressing Religion & Spirituality in Supervision | Chapters 6-9**Borders & Brown: Chapter 3** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.f.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.k |
| **Week 7** October 1st  | Group Supervision Process & ConsiderationsPromoting Culturally Sensitive Practices in SupervisionCase Conceptualization | Chapter 10**Borders & Brown: Chapter 4** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k |
| **Week 8** October 8th  | Supervision training preparation and reflection | ***Midterm Evaluations Due*** |  |
| **Week 9** October 15th  | Supervisory Relationship & Process IssuesBalancing Culture, Context, & Evidence-Based Practices in SupervisionCase Conceptualization | Chapter 11**Borders & Brown: Chapter 5** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.i; 6.B.2.j.; 6.B.2.k |
| **Week 10**October 22nd  | Reflexivity, Compassion, & Diversity: Teaching Cultural Sensitivity in SupervisionCase Conceptualization | Chapter 12 | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.f.; 6.B.2.g; 6.B.2.i; 6.B.2.j.; 6.B.2.k |
| **Week 11**October 29th  | Pathways to Promoting Cultural Sensitivity Case Conceptualization | Chapters 13-15 | 6.B.2.a.; 6.B.2.b; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; 6.B.2.k |
| **Week 12**November 5th  | Culturally Astute Supervision & TrainingCase Conceptualization | Chapter 16 | 6.B.2.a.;6.B.2.c.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; 6.B.2.k |
| **Week 13**November 12th  | Dialogues About Power, Privilege, & DifferenceCase Conceptualization | Chapter 17***Supervisory Modules & Reflection Due*** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k |
| **Week 14** | Thanksgiving Break |
| **Week 15**December 3rd  | Practical Skills for Effective EngagementCase Conceptualization | Chapter 18***Final Evaluations Due*** | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.i; 6.B.2.k |

**7. Course Requirements:**

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| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Points Available**  | **CACREP Standards** |
| Philosophy Disclosure Statement | Week 2 | 50 | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.e.; 6.B.2.g; 6.B.2.h; 6.B.2.i; 6.B.2.j.; |
| Supervision Project | On-going | 300 | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.hl 6.B.2.i; 6.B.2.j.; 6.B.2.k |
| Supervisory Modules & Reflection | November 12th | 200 | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.i; 6.B.2.j.; 6.B.2.k |
| Conceptualization | On-going | 50 | 6.B.2.a.; 6.B.2.b; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g; 6.B.2.i; 6.B.2.j.; 6.B.2.k |
| **Total** |  | **520** |  |

**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**. Timeliness is of the upmost importance in modeling professional standards as supervisor. 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:**

(350 pts) Students are asked to participate in the supervision of three graduate level counseling students. 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 (50 pts)**

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 (150 pts)**

Supervisors are expected to prepare for supervision by observing the supervisee’s counseling audio tapes, 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 (150 pts)**

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 Modules & Reflection:** (200 pts) Students are asked to update three previous supervision modules from their Supervision Theory course and write a reflection paper to parallel the CED Doctoral Portfolio. This reflection must be at least three pages, 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 these are demonstrations and reflections of you as a supervisor, empirical support will further support and clarify your work.**

1. You are asked to update and enhance your *Counselor* *Supervision Practice Module.* This module should demonstrate your ability to conduct supervision including descriptions and demonstrations of the following: (a) supervisory goals and planning, (b) identification of supervisory issues or concerns (e.g, skill development, theoretical application, counselor relationship dynamics), (c) supervisory process and interventions, (d) evaluation method(s) used in your supervisory practice, and (e) outcomes of supervisory process and any modifications or changes in supervision to address these outcomes.
2. You are asked to update and enhance your *Counselor Supervision Theory Module*. This statement should include a discussion of the theoretical model (or integration of theories), specific goals, components of the supervisory relationship, evaluation in supervision and the specific strategies and methods used in supervision. This discussion should also include consideration of how your model of supervision addresses culturally relevant strategies for conducting supervision. Your discussion must include citations with specific consideration of empirical support for this model.
3. You are asked to update and enhance your *Knowledge and Application of Evaluation and Remediation in Clinical Supervision Module*. This module should demonstrate your knowledge of the ethical guidelines and practices related to evaluation and remediation in clinical supervision and your ability to apply your knowledge in these areas. Your knowledge should be presented in a scholarly fashion, using relevant citations and references. In addition, your demonstration should include discussion and/or demonstration (template) of the development of a remediation plan for a supervisee. This may include the following components of remediation planning: evaluation method, identification of behaviors in counseling practice that may be or were identified for remediation, recommendations for remediation and potential outcomes of remediation.
4. You are to demonstrate your ability to reflect on your growth related to clinical supervision. Your reflection may include any of the areas above, the process you engage in as a Supervisor to maintain appropriate ethical, legal and multicultural practice, and include consideration of feedback you received about your clinical supervision from your clinical supervision experiences. Also consider changes to your supervision theory and practices.

**E. Supervisee Case Conceptualizations:**

(50 pts) Students will participate in one supervisee case conceptualization. For this assignment, students will identify a 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 | 300 pts |
| Supervisee Case Conceptualization | 50 pts  |
| Supervisory Modules & Reflection | 200 pts |
| **Total**  | **550 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, 2016). 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.