**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8910

**Course Title:** Counseling Supervision Practicum

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & 7920

**Course Instructor:**  Margaret Taylor, Ph.D., LPC-S, NCC

**Semester/Year:** Fall 2021

**2. Date Syllabus Prepared: July 2016; August 2017; August 2018; August 2019; July 2020, June 2021**

**3. Recommended Text**(s):

**Campbell, J. M. (2006). *Essentials of Clinical Supervision*. New Jersey: Wiley.**

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

 **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**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Assigned Reading | CACREP Standards |
| **Week 1**August 19th | IntroductionSupervision assignments and expectations | 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 26th  | Review of Models of Supervision & Addressing Ethical & Legal IssuesReview of Stages of Counselor Development***\*Supervisory Philosophy Statement and Informed Consent*** | Professional Experiences HandbookCampbell 1-3  | 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 2rd  | Initial Supervisory SessionsThe Use of Self in Supervision: Core Competencies for Executing Culturally Sensitive Supervision and Training**Reflection 1 Due** | Hardy and BobesChapters 1 & 2**Borders & Brown: Chapter 1** Campbell 4-6 | 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 9th  | Location of Self in Training and SupervisionBest Practices of Supervision**Reflection 2 Due** | Hardy and BobesChapter 3Campbell 4-6 | 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 16th  | Evaluation of SuperviseePower and Privilege in Supervision | Hardy and BobesChapter 4 & 5**Borders & Brown: Chapter 7**Campbell 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 23th  | Supervision InterventionsNavigating Cross-Racial Interactions, Queer-Affirmative Supervision, Integrating & Addressing Religion & Spirituality in Supervision**Case Conceptualization** | Hardy and BobesChapters 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** September 30th  | Group Supervision Process & ConsiderationsPromoting Culturally Sensitive Practices in Supervision**Case Conceptualization** | Hardy and BobesChapter 10**Borders & Brown: Chapter 4**Campbell 7**SUPERVISION TRAINING 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 8** October 7th  | NO CLASS FALL BREAKSupervision training preparation and reflection | ***Midterm Evaluations Due*** |  |
| **Week 9** October 14th  | Supervisory Relationship & Process IssuesBalancing Culture, Context, & Evidence-Based Practices in Supervision**Case Conceptualization** | Hardy and BobesChapter 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 21st  | Reflexivity, Compassion, & Diversity: Teaching Cultural Sensitivity in Supervision**Case Conceptualization** | Hardy and BobesChapter 12Campbell 8 | 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 28th  | Pathways to Promoting Cultural Sensitivity **Case Conceptualization** | Hardy and BobesChapters 13-15Campbell 8 | 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 4th  | Culturally Astute Supervision & Training**Case 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 11th  | Practical Skills for Effective EngagementWrap Up**Case Conceptualization** | Hardy and BobesChapter 17Chapter 18***Supervisory Modules 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**November 18th  | ALCA Conference Final Evaluations can be distributed  |
| **Week 15**November 25th  | NO CLASS THANKSGIVING BREAK |  |  |
| **Week 16****December 2nd**  |  | ***Final Evaluations Due*** |  |

**7. Course Requirements:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Points Available**  | **CACREP Standards** |
| **Supervisory Philosophy 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** | Mid-term and Final  | 350 |  |
| Supervisory Modules & Reflection Assignments  | On-going  | 50 | 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 |
| Case 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** |  | **500**  |  |

**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 at least three – four 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 will be provided as part of the course materials.

 **\*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. Develop a personal statement that conveys - what I think is most important in the supervisory relationship is:

**\*Observation of Supervisee Audio Recordings**

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.***

***\**Individual Supervision**

Supervisors are expected to provide one hour of supervision per their supervisees per week. These sessions are to be recorded to serve assist in your own supervision. As part of this process you are required to provide your individual supervisor with all required documentation of your supervisory activities

**\*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 Modules & Reflection:**

 **Modules and Reflections**

As part of the group supervision process you will be asked to develop specific demonstrations of your supervisory process, skills, and abilities to reflect on your supervision. These will be assigned throughout the semester.

**Reflection 1:**

* What are the qualities that you believe are most essential to being an effective supervisor?
* What positive experiences with a supervisor do you believe your will integrate into your supervisory practice?
* What negative experiences with a supervisor do you believe will inform your practice as a supervisor?
* Identify your 3 most significant concerns about supervising?

**Reflection 2**

Consider from your recent supervision experiences what would you identify as:

* An indication that you were establishing a positive relationship with a supervisee(s)?
* A challenge you experienced with a supervisee(s)
* A question you want to present as part of peer supervision

**E. Supervisee Case Conceptualizations:**

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 1 hour 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.

**F. Supervision Documentation**

Students will complete a weekly log of their supervision experiences. This includes receiving individual and group supervision as well as providing individual supervision to your students. The log will be completed weekly in TEVERA and signed by the practicum instructor. Additionally, students are required to complete a midterm and final evaluation of their supervision skills and knowledge. Students are to upload the mid term and final evaluation into TEVERA.

**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:

**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% |   |
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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. During the Fall of 2020 we will also be addressing the attendance policies corresponding to COVID 19. If a student is unable to meet requirements aligning with these policies we will work to address those issues.
	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.

1. **COVID-19 Policies**

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student test positive for COVID-19:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.