**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8910

**Course Title:** Counseling Supervision Practicum

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & 7920, COUN 8540

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

**Semester/Year:** Fall 2024

**2. Date Syllabus Prepared: July 2016; August 2017; August 2018; August 2019; July 2020, June 2021, June 2022, June 2023, June 2024**

**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.**

* 1. purposes of counseling supervision (CACREP 6.B.2.a.)
  2. theoretical frameworks and models of clinical supervision (CACREP 6.B.2.b)
  3. roles and relationships related to clinical supervision (CACREP 6.B.2.c)
  4. skills of clinical supervision across multiple settings and delivery platforms (CACREP 6.B.2.d)
  5. opportunities for developing a personal style of clinical supervision. (CACREP 6.B.2.e)
  6. assessment of supervisees’ developmental level and other relevant characteristics (CACREP 6.B.2.f)
  7. modalities of clinical supervision, including individual, triadic, and group supervision (CACREP 6.B.2.g)
  8. the use of technology in clinical supervision (CACREP 6.B.2.h)
  9. administrative procedures and responsibilities related to clinical supervision (CACREP 6.B.2.i)
  10. evaluation, remediation, and gatekeeping in clinical supervision (CACREP 6.B.2.j)
  11. legal and ethical issues and responsibilities in clinical supervision (CACREP 6.B.2.k)
  12. culturally sustaining strategies for conducting clinical supervision (CACREP 6.B.2.l)

**6. Course Content Outline**

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| **Date** | **Topic** | **Assigned Reading** | **CACREP Standards** |
| **Week 1**  August 20th | Introduction  Supervision assignments and expectations  Review of administrative procedures and responsibilities | Professional Experiences Handbook | CACREP VI.B.2.c,d,e,i |
| **Week 2**  August 27th | Review of Models of Supervision  Addressing Ethical & Legal Issues  Review of Stages of Counselor Development and assessing development  Difference in CMHC, SC, CRC  ***\*Supervisory Philosophy Statement and Informed Consent***  **LIABILITY INSURANCE DUE** | Professional Experiences Handbook  Campbell 1-3  **Borders & Brown: Chapter 1** | CACREP VI.B.2.b,k.2.b,k |
| **Week 3**  September 3rd | Initial Supervisory Sessions  Methods and Techniques of Supervision  Developing your Personal Supervision Model  **Reflection 1 Due**  **MATERIALS FOR SITE SUPERVISOR TRAINING DUE IN BOX** | Hardy and Bobes  Chapters 1 & 2  Campbell 4-6  Borders and Brown: Chapter 3 | CACREP VI.B.2.d,e,f.g.h.l |
| **Week 4**  September 10th | The Use of Self in Supervision: Core Competencies for Executing Culturally Sensitive Supervision and Training  The Beginning Phases of Supervision  **Reflection 2 Due**  **SITE SUPERVISOR TRAINING (Sept. 9th)** | Hardy and Bobes  Chapter 3  Campbell 4-6  Boarders and Brown: Chapter 2 | CACREP VI.B.2.d,e,f, |
| **Week 5**  September 17th | Evaluation of Supervisee  Gatekeeping and Remediation  Power and Privilege in Supervision  **Reflection 3** | Hardy and Bobes  Chapter 4 & 5  **Borders & Brown: Chapter 7**  Campbell 7 | CACREP VI.B.2.f.j |
| **Week 6**  September 24th | Methods and Techniques of Supervision  Navigating Cross-Racial Interactions, Queer-Affirmative Supervision, Integrating & Addressing Religion & Spirituality in Supervision  **Reflection 4** | Hardy and Bobes  Chapters 6-9  **Borders & Brown: Chapter 3**  **Campbell 4** | CACREP VI.B.2.d,e,l |
| **Week 7**  October 1st | Process and Considerations for Group Supervision and Technology in Supervision  Promoting Culturally Sensitive Practices in Supervision  **Reflection 5**  **Case Conceptualization** | Hardy and Bobes  Chapter 10  **Borders & Brown: Chapter 4,8**  Campbell 7 | CACREP VI.B.2.g,l |
| **Week 8**  October 8th | Midterm Reflection of Development as a Supervisor  Evaluation of Goals | ***Midterm Evaluations Due*** | CACREP VI.B.2.c,l |
| **Week 9**  October 15th | Supervisory Relationship & Process Issues  Balancing Culture, Context, & Evidence-Based Practices in Supervision  **Case Conceptualization** | Hardy and Bobes  Chapter 11  **Borders & Brown: Chapter 5** |  |
| **Week 10**  October 22nd | Reflexivity, Compassion, & Diversity: Teaching Cultural Sensitivity in Supervision  Advanced Stages of Supervision  **Case Conceptualization** | Hardy and Bobes  Chapter 12  Campbell 8 | CACREP VI.B.2.d,f,l |
| **Week 11**  October 29th | Pathways to Promoting Cultural Sensitivity  **Case Conceptualization** | Hardy and Bobes  Chapters 13-15  Campbell 8 | CACREP VI.B.2.d,f,l |
| **Week 12**  November 5th | Culturally Astute Supervision & Training  **Case Conceptualization** | Chapter 16 | CACREP VI.B.2.d,f,l |
| **Week 13**  November 12th | Practical Skills for Effective Engagement  Termination in Supervision  **Case Conceptualization** | Hardy and Bobes  Chapter 17  Chapter 18 | CACREP VI.B.2.c,d,ef,h,j,k |
| **Week 14**  November 19th | Preparation for ALCA Conference  Final Evaluations can be distributed | | |
| **Week 15**  November 21st | NO CLASS  THANKSGIVING BREAK |  |  |
| **Week 16**  November 28th | Wrap Up | ***Final Evaluations Due*** |  |

**7. Course Requirements:**

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| **Course Assignment** | **Due Date** | **Points Available** | **CACREP Standards** |
| Supervisory Philosophy Statement | Week 2 | 50 | CACREP VI.B.2.a,b,c,g,h,I,j,k,l |
| Supervision Project | Mid-term and Final | 350 | CACREP VI.B.2.a,b,c,d,e,f,j,k,l |
| Supervisory Modules & Reflection Assignments | On-going | 50 | CACREP VI.B.2.a-l |
| Case Conceptualization | On-going | 50 | CAFREP VI.B.2.b,c,d,e,f,g,j,k,l |
| **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, providing time stamped feedback of counseling sessions, 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

**Reflection 3:**

Consider your experiences with evaluating your supervisee thus far:

* How have you been evaluating your supervisee’s development?
* How are you documenting their development?
* How do you plan to facilitate the mid-term evaluation?
* How is your power and privilege playing out in the supervision room thus far?

**Reflection 4:**

* Please bring to class one supervisory intervention you have used in supervision. Please be prepared to demonstrate the intervention to your cohort members.

**Reflection 5:**

* What is culturally sensitive supervision mean to you?
* How will you demonstrate culturally sensitive supervision in practice?
* Are there specific interventions/activities you plan to engage in or have already used?

**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 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. The following components should be included in the presentation:

* Brief description of supervisee (area of discipline, site, strengths, areas of growth)
* Developmental level of supervisee
* Modality of supervision
* Description of supervisory concerns
* Description of supervision model in use
* Goals of supervision
* Interventions used in supervision
* Evaluation procedures used in supervision
* Legal and ethical issues (if any)
* Culturally relevant strategies used in supervision

**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.

**G. Professional Liability Insurance**

All students are required to purchase professional liability insurance while providing supervision to Master’s level students. This is a departmental and CACREP requirement CACREP VI.C.3.

**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**

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| --- | --- |
| 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. 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.
   6. Accommodations: Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.
   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. AI Policy: The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.
  2. Zoom Policy: Zoom participation **requires you to keep your video on and your microphone muted when you are not speaking**.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - **SERC provides private individual counseling spaces** (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break). These pauses should be ***short***. Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.

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.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.

**Recording Sessions:** Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:

* + - Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
      * Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
      * Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
    - You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
    - As per University policies, 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 so we can discuss if accommodations are possible.

**Diversity Statement.** A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic work, clinical practice, and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**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, 2024). 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.