**COUN 8540 001**

Counseling Supervision: Theory and Practice

***Spring 2021***

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

**College of Education**

Instructor Information:

**Marilyn Cornish, PhD, LP**

**Associate Professor**

**2068 Haley Center**

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**334-844-7601**

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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**

**Course Semester: Spring 2021**

**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 1:00-3:50pm, Haley 1212 (some via Zoom)**

**Office Hours: By appointment**

**2. Date Syllabus Prepared:** 8/2015; updated 8/2017, 8/2018, 8/2019, 1/2021

**3. Required Textbook:** Burnes, T. R., & Manese, J. E. (2019). *Cases in multicultural clinical supervision: Models, lenses, and applications*. San Diego, CA: Cognella.

**Additional Required Readings:**

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct.* Retrieved from <http://www.apa.org/ethics/code/ethics-code-2017.pdf>

American Psychological Association. (2015). Guidelines for clinical supervision in health service psychology. *American Psychologist, 70*, 33-46. doi: 10.1037/a0038112

Bernard, J. M. (1997). The discrimination model. In C. E. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp. 310-327). New York, NY: Wiley.

Bernard, J. M., & Goodyear, R. K. (2019a). Organizing the supervision experience. Chapter 7 of *Fundamentals of clinical supervision* (6th ed.). New York, NY: Pearson.

Bernard, J. M., & Goodyear, R. K. (2019b). Individual supervision. Chapter 7 of *Fundamentals of clinical supervision* (6th ed.). New York, NY: Pearson.

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

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. (2005a). Working through countertransference: When super-vision is needed. Chapter 5 of *Critical events in psychotherapy supervision: An interpersonal approach.* Washington, DC: American Psychological Association.

Ladany,N., Friedlander, M. L., & Nelson, M. L. (2005b). Managing sexual attraction: Talking about sex in supervision. Chapter 6 of *Critical events in psychotherapy supervision: An interpersonal approach.* Washington, DC: American Psychological Association.

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 with masters-level trainees.

**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;
* Culturally relevant strategies for conducting 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.

**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. Due to COVID, class and supervision meetings will include a mix of online and in-person formats, determined based on public health circumstances and pedagogical needs associated with the content to be covered.

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| --- | --- | --- | --- |
| DATE | CLASS TOPIC | READINGS | ACTIVITIES/ ASSIGNMENTS DUE |
| Jan 13 | Course Overview  Review of APA ethics code | APA Code of Ethics (2017) |  |
| Jan 20 | Competency-Based Multicultural Supervision  Supervisor Competence in Supervision  Supervision Competencies  Addressing Social & Multiple Relationships | Case 1  Case 4  APA (2015)  Case 15 | **Draft of Informed Consent (IC) due** |
| Jan 27 | Organizing the Supervision Experience  Working with Beginning Supervisees  Individual Supervision | Bernard & Goodyear (2019a)  Ronnestad & Skovholt (1993)  Bernard & Goodyear (2019b) | **Journal 1 due**  Group A Meeting 1 (week starts 1/27 at 4pm) |
| Feb 3 | The Supervisory Relationship  Introduction to Supervision Models | Case 14 | Group B Meeting 1  (week starts 2/3 at 4pm) |
| Feb 10 | Factors Affecting Supervision Relationship  Discrimination Model of Supervision | Case 16  Bernard (1997) | Group C Meeting 1  (week starts 2/10 at 4pm) |
| Feb 17 | Ethical and Legal Issues  Assessment & Evaluation in Supervision | Case 9  Case 10  Case 19 |  |
| Feb 24 | Socially Just Supervision  Addressing Microaggressions in Supervision  Supervising Students with Values Conflicts | Case 2  Case 5  Cohen-Filipic & Flores (2014) | Group A Meeting 2  (week starts 2/24 at 4pm) |
| Mar 3 | Working Through Countertransference  Mentoring within the Supervisory Relationship  Sexuality and Clinical Supervision | Ladany et al (2005a)  Case 26  Case 24 | Group B Meeting 2  (week starts 3/3 at 4pm)  2 feedback meetings |
| Mar 10 | UNIVERSITY WELLNESS DAY – NO CLASS |  | 2 feedback meetings |
| Mar 17 | Integrative-Developmental Model: \_\_\_\_\_\_\_\_\_\_\_  Systems Approach to Supervision: \_\_\_\_\_\_\_\_\_\_\_  Considering the System Context in Supervision | Case 28 | Group C Meeting 2 (week starts 3/17 at 4pm)  2 feedback meetings |
| Mar 24 | Feminist Supervision Model: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Critical Events in Supervision Model: \_\_\_\_\_\_\_\_\_  Supervision of Sexual Attraction | Ladany et al (2005b) | **Journal 2 due**  Group A Meeting 3  (week starts 3/24 at 4pm) |
| Mar 31 | Reflective-Developmental Model: \_\_\_\_\_\_\_\_\_\_\_\_  Cognitive-Behavioral Supervision: \_\_\_\_\_\_\_\_\_\_\_\_ |  | Group B Meeting 3  (week starts 3/31 at 4pm) |
| Apr 7 | Termination of Supervision  Trainees w/ Problems of Professional Competence  Remediation | Case 22  Jacobs et al (2011) | Group C Meeting 3  (week starts 4/7 at 4pm) |
| Apr 14 | Record Keeping in Clinical Supervision  Group Supervision | Case 21  Case 7  Case 25 | **Journal 3 due** |
| Apr 21 | Life-Long Learning: Peer Consultation  Course Wrap-Up | Case 11 | **Supervision Orientation due** |
| Apr 28 | NO CLASS – FINALS WEEK |  |  |

**7. Course Requirements/Evaluation:**

Course Requirements:

*A. Experiential Training in Supervision (200 points):* Students in this class will provide feedback-focused supervision meetings to masters-level interns while also participating in their own group supervision-of-supervision. The 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 be assigned to 3 intern supervisees and will meet with each supervisee for 3 meetings (9 meetings total) of 5-60 minutes in length. Weeks for these meetings are listed in the syllabus. All supervision sessions must be video recorded following the guidelines provided in the Confidentiality/Privacy section below, storing the recordings only in the Box folder designated for this class. In response to safety concerns associated with COVID-19, students are allowed to conduct their supervision meetings in person in the SERC counseling skills rooms (following all university guidelines for COVID-related safety) or virtually via the “ausecure” version of Zoom. Students should coordinate with their supervisees to determine the format of supervision.

*2) Review of Supervisee Work Samples:* Students are required to review 2 role-play sessions conducted by each supervisee (6 role-plays total), the first prior to supervision meeting 2 and the second prior to supervision meeting 3. Supervision sessions 2 and 3 with each supervisee will focus on the supervisee’s clinical work represented in the role-play recordings.

*3) Participation in Supervision-of-Supervision*: Students will participate in group supervision-of-supervision during a portion of class time from January 27 through April 14. Students are required to attend classes these weeks.

Students who engage in behavior that violates APA ethical standards (e.g., revealing sensitive information about a supervisee, 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 OR do not hold 3 supervision sessions with each of their supervisees. 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 a student in this class cancels or reschedules a supervision meeting with their supervisee without approval of the course instructor, 50 points will be deducted from the *Experiential Training in Supervision* course requirement for each unapproved cancel or reschedule. 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 January 20, and students will make any changes requested by the instructor prior to utilizing the document with their supervisees. 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. A copy of the signed consent must be submitted to the instructor on Canvas following the first meeting with each supervisee.

*2) Supervision Model & Conceptualization (100 points):* Students will research a specific supervision model (selected/assigned based on the list assigned by the instructor) to teach to the class and use to conceptualize their supervisee/supervision relationship with one of their supervisees. Students must have completed 2 supervision meetings with the supervisee selected for this presentation. Students are required to read at least three resources to gain an understanding of the supervision model; at least one of those three resources must explicitly address diversity and/or social justice with one or more identity groups (e.g., supervisees with disabilities, international supervisees, Black supervisees, supervisees of color, LGBTQ+ supervisees, etc). During a pre-determined class period between March 17 and March 31, students will provide a 15-minute lesson (with handouts) on the supervision model to their peers. A question and answer period will follow. Then, the student will provide a conceptualization of their supervisee and the supervision relationship/process using the designated supervision model. Students will need to demonstrate how the supervision model can be used to understand their supervisee (their presentation, level of development, etc) and the supervision relationship, as well as how the model does/would influence interventions, goals, and evaluation methods with the supervisee. Students will then show a pre-selected 10-minute clip of a completed supervision session to receive feedback and discussion from the class. The student should prepare at least two consultation questions, one of which must relate to the supervision model presented. Students must ensure the video clip does not reveal personal information about the supervisee that should be kept private. Students must also 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 the start of class on April 21.

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

*1) Self-Assessment and Feedback (50 points):* To promote supervision skill development, students will submit one Self-Assessment paper and participate in an individual feedback meeting with the course instructor. This assignment involves the following:

* *Review of the Supervision Session:* Students will watch the recording of a selected supervision session #2 in its entirety. The selected session cannot be from the same supervisee selected for the Supervision Model & Conceptualization assignment.
* *Self-Assessment Paper:* Students will write a 1-page (single-spaced) self-assessment of strengths and weaknesses as a supervisor that were evidenced in the selected recording. The paper should end with a set of questions or issues the student wishes to discuss about the recording and their supervision work in general. This paper should not include the supervisee’s name and must indicate that the session discussed is a role-play session involving a mock client.
* *Individual Feedback Meeting:* Students will attend a 1-hour individual meeting with the course instructor to discuss the supervision session and watch portions of the session together. Students must provide the recording and Self-Assessment paper to the instructor in advance of the meeting via their Box folder designated for this class, as the instructor will review both prior to the individual meeting. The individual meetings will be scheduled at a time that works for both the instructor and the student. Meetings will be scheduled between March 1 and March 19, with 2 students scheduled per week. Schedule early for the greatest flexibility in which week this assignment is due.

*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 any discussion of the counseling session should make it clear that the session was a role-play conducted with the mock client. 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.

* 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 Jan 27)
* 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 Mar 24)
* Journal 3: How have you grown and developed as a supervisor? How has your work with three separate supervisees facilitated your learning? What goals do you have regarding your future development as a supervisor? (due Apr 14)

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:**

COVID Related Policies: Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U](https://ahealthieru.auburn.edu/). We are all responsible for protecting ourselves and our community. Please read about student expectations for Spring semester, including completing the daily [GuideSafe™ Healthcheck](https://ahealthieru.auburn.edu/). You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during in-class meetings to show your pass.** The below policies have been modified to address issues related to COVID-19 in addition to standard course policies.

Course Delivery Methods: Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. This class is currently set in an In-Person Required format (mostly in-person meetings with some to occur via Zoom consistent with university descriptions of this class format). Consistent with University communication, student will be expected to attend class meetings in-person on the days designated as such (specific dates will be communicated via email and/or Canvas and may change based on public health conditions). Students required to quarantine will be granted Zoom access to the class periods with advance notice to allow for adequate planning of the class period.

In the event that the delivery method is altered due to changing COVID circumstances, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation. Those details will be shared via email as soon as any necessary changes are determined. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet connection.

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 (Jan 27-Apr 14). 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-of-supervision session or holding fewer than 3 supervision sessions with each supervisee (9 sessions total) 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. Unapproved canceling or rescheduling of supervision meetings will also result in a point deduction, as indicted in the *Experiential Training in Supervision* course requirement section.

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).

Modifications to the above policy have been made to accommodate COVID related absences. 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 must follow the instructions on the Healthcheck app. If you are feeling ill or if you have been exposed to someone with the virus, you are asked to stay home to protect others. If you are not experiencing symptoms of illness, you are asked to participate in course meetings remotely. Some class meetings are already set for Zoom format, and in-person meetings will include a Zoom link for students who need to participate remotely. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

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 and Student Behavior: 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

As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. **Face coverings are required for in-person meetings and anywhere on campus**. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the [university’s policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

Students should also observe appropriate **physical distancing** and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

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 – if you take notes while watching supervisee client sessions, those notes must be stored only on your or your supervisee’s password-protected flash drive and all efforts must be made to omit identifying information. The counseling sessions that you will observe must remain on a password protected 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 password protected 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 that I believe 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 and strengths 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.