**COUN 8540 002**

Counseling Supervision: Theory and Practice

***Spring 2023***

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

**College of Education**

Instructor Information:

**Marilyn Cornish, PhD, LP**

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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 2023**

**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 1221**

**Office Hours: By appointment**

**2. Date Syllabus Prepared:** 8/2015; updated 8/2017, 8/2018, 8/2019, 1/2021, 1/2023

**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.

Phillips, L. A., Logan, J. N., & Mather, D. B. (2021). COVID-19 and beyond: Telesupervision training within the supervision competency. Training and Education in Professional Psychology, 15(4), 284–289. [https://doi.org/10.1037/tep0000362](https://psycnet.apa.org/doi/10.1037/tep0000362)

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

Vacha-Haase, T., Elman, N. S., Forrest, L., Kallaugher, J., Lease, S. H., Veilleux, J. C., & Kaslow, N. J. (2019). Remediation plans for trainees with problems of professional competence. *Training and Education in Professional Psychology, 13*(4), 239–246. [https://doi.org/10.1037/tep0000221](https://psycnet.apa.org/doi/10.1037/tep0000221)

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | CLASS TOPIC | READINGS | ACTIVITIES/ ASSIGNMENTS DUE |
| Jan 11 | Course OverviewReview of APA ethics code | APA Code of Ethics (2017) |  |
| Jan 18 | Competency-Based Multicultural SupervisionSupervisor Competence in SupervisionSupervision CompetenciesAddressing Social & Multiple Relationships | Case 1Case 4APA (2015) Case 15 | **Draft of Informed Consent (IC) due** |
| Jan 25 | Organizing the Supervision ExperienceWorking with Beginning SuperviseesIndividual Supervision | Bernard & Goodyear (2019a)Ronnestad & Skovholt (1993)Bernard & Goodyear (2019b) | **Journal 1 due** |
| Feb 1 | The Supervisory Relationship Introduction to Supervision ModelsTele-Supervision | Case 14Phillips et al (2021) | Supervisee A Meeting 1  |
| Feb 8 | Factors Affecting Supervision RelationshipDiscrimination Model of Supervision | Case 16Bernard (1997) | Supervisee B Meeting 1 |
| Feb 15 | Ethical and Legal Issues Assessment & Evaluation in Supervision | Case 9Case 10Case 19 |  |
| Feb 22 | Socially Just SupervisionAddressing Microaggressions in SupervisionSupervising Students with Values Conflicts | Case 2Case 5Cohen-Filipic & Flores (2014) | Supervisee A Meeting 2 |
| Mar 1 | Working Through CountertransferenceMentoring within the Supervisory RelationshipSexuality and Clinical Supervision | Ladany et al (2005a)Case 26Case 24 | Supervisee B Meeting 2 |
| Mar 8 | SPRING BREAK – NO CLASS |  |  |
| Mar 15 | Integrative-Developmental Model: \_\_\_\_\_\_\_\_\_\_\_Systems Approach to Supervision: \_\_\_\_\_\_\_\_\_\_\_Considering the System Context in Supervision | Case 28 | **Journal 2 due**2 feedback meetings |
| Mar 22 | Feminist Supervision Model: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Critical Events in Supervision Model: \_\_\_\_\_\_\_\_\_Supervision of Sexual Attraction | Ladany et al (2005b) | Supervisee A Meeting 32 feedback meetings |
| Mar 29 | Reflective-Developmental Model: \_\_\_\_\_\_\_\_\_\_\_\_Cognitive-Behavioral Supervision: \_\_\_\_\_\_\_\_\_\_\_\_ |  | Supervisee B Meeting 32 feedback meetings |
| Apr 5 | Termination of SupervisionTrainees w/ Problems of Professional CompetenceRemediation | Case 22Jacobs et al (2011)Vacha-Haas et al (2019) |  |
| Apr 12 | Record Keeping in Clinical SupervisionGroup Supervision | Case 21Case 7Case 25 | Supervisee A Meeting 4 |
| Apr 19 | Topical Catch-Up Day | Identify prior readings to discuss in more depth | **Journal 3 due**Supervisee B Meeting 4 |
| Apr 26 | Life-Long Learning: Peer ConsultationCourse Wrap-Up | Case 11 | **Supervision Orientation due** |
| May 3  | 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 clear 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 two pre-practicum supervisees and will meet with each supervisee for 4 meetings (8 meetings total) of 50-60 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. Students are encouraged to conduct their supervision meetings in person in the SERC counseling skills rooms, but some meetings may be held virtually via Zoom. Students should coordinate with their supervisees to determine the format of supervision.

*2) Review of Supervisee Work Samples:* Students are required to review 3 role-play sessions conducted by each supervisee (6 role-plays total): prior to supervision meetings 2, 3, and 4. Supervision sessions 2, 3, and 4 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 starting on January 25. Students are required to attend these supervision-of-supervision meetings.

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 4 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 pre-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 the date listed in the Course Schedule, 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 stated in the Course Schedule, students will provide a 15-minute lesson (with handout[s]) 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 the date listed in the Course Schedule.

*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 their most recent supervision session with their selected supervisee in its entirety. The selected session should not be from the 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 as listed in the Course Schedule, 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?
* 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?
* Journal 3: How have you grown and developed as a supervisor? How has your work with multiple supervisees facilitated your learning? What goals do you have regarding your future development as a supervisor?

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% B: 80-89% C: 70-79%

D: 60-69% F: 0-59%

**8. Class Policy Statements:**

Course Delivery Methods: This class is set in an in-person, on-campus format. If the delivery method is altered due to changing public health 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.

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: Because group supervision-of-supervision occurs during most class periods, weekly class attendance is required. 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 group supervision-of-supervision session or holding fewer than 4 supervision sessions with each supervisee (8 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 may be made to accommodate COVID related absences, as outlined by current university protocols. Up-to-date protocols will be available on the university’s COVID resources page: <https://auburn.edu/covid-resource-center/>

Respect: 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 of Education’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 associated with COVID-19 or other public health concerns. Visit <https://auburn.edu/covid-resource-center/> for current university guidance and monitor university email for periodic updates that may apply.

Confidentiality/Privacy: Participation in this class with involve engagement with sensitive and potentially confidential material. 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 this class. In no cases should you discuss details of any supervisees with individuals not enrolled in or teaching 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 with the instructor; sensitive information about supervisees should never be shared in a group supervision-of-supervision context.

Because you will be supervising mock counseling sessions, client confidentiality does not apply in the typical sense. However, you are expected to maintain security of all materials related your supervision activities and your supervisee’s mock sessions. Video recordings should be stored only in your designated Box folder used for this class, and all materials and notes (e.g., video files, notes on supervisee recordings, etc) should be clearly marked as pertaining to a mock client.

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. 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 course instructor, I may initiate contact with the instructor 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.