

RSED 7440

## Seminar in Specialization: Supervision

*Summer 2014*

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Department of Special Education Rehabilitation  
Counseling/School Psychology

**College of Education**

INSTRUCTOR INFORMATION:

**Cari Dunn**

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OFFICE HOURS: WED, 3:00-5:00 OR  
BY APPOINTMENT

### COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



**AUBURN**  
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

**AUBURN UNIVERSITY**  
**SYLLABUS**  
**Special Education, Rehabilitation, & Counseling**

- 1. Course Number: RSED 7440**  
**Course Title: Seminar in Specialization: Supervision**  
**Credit Hours: 3 semester hours**
- 2. Data Syllabus Modified: May 2014**
- 3. Texts:** Select articles related to students' field of study and

Auburn Transition Leadership Institute (2013). *Auburn Transition Leadership Institute 2013 Annual Report*  
<https://fp.auburn.edu/institute/publications/documents/reports/2013AnnualReportBook/index.html> Auburn, AL: Author.

Blackwell, T.L., Strohmer, D., Belcas, E., & Burton, K. (2002). Ethics in Rehabilitation Counselor Supervision. *Rehabilitation Counseling Bulletin*, 45(4), 240-247.

Glickman, C., Gordon, S., & Ross-Gordon, J. (1998). *Supervision of instruction: A developmental approach*. Boston: Allyn & Bacon. (Models of supervision)

Glickman, C., Gordon, S., & Ross-Gordon, J. (2014). *Supervision and instructional leadership: A developmental approach*. (9<sup>th</sup> Ed). Boston: Pearson (Chapters 4, 11)

Glickman, C., Gordon, S., & Ross-Gordon, J. (2014). *Supervision and instructional leadership: A developmental approach*. (9<sup>th</sup> Ed). Boston: Pearson (Chapters 8-11)

Glickman, C., Gordon, S., & Ross-Gordon, J. (1998). *Supervision of instruction: A developmental approach*. Boston: Allyn & Bacon.

Glosoff, H. L., & Matrone, K. F. (2010). Ethical issues in rehabilitation counselor supervision and the new 2010 Code of Ethics, *Rehabilitation Counseling Bulletin*, 53(4), 249-254.

Herbert, J.T. & Trusty, J. (2006). Clinical supervision practices and satisfaction within the public vocational rehabilitation program. *Rehabilitation Counseling Bulletin*, 49(2), 66-80.

Maki, D., & Delworth, U. (1995). Clinical supervision: A definition and model for the rehabilitation counseling profession. *Rehabilitation Counseling Bulletin*, 38 (4), 2-15.

Rettig, P., R., Lampe, S., & Garcia, P. (Fall 2000). Supervising your faculty with a differentiated model. *The Department Chair*, 11(2). 1-21.

Schultz, J. C. (2008). The tripartite model of supervision for rehabilitation counselors. *Journal of Applied Rehabilitation Counseling*, 39(1), 36-41.

Schultz, J., Ososkie, J., Fried, J., Nelson, R., & Bardos, A. (2002). Clinical supervision in public rehabilitation counseling settings. *Rehabilitation Counseling Bulletin*, 45(4), 213-222.

Starratt, R. J. (n.d.). Supervision of instruction-The history of supervision, roles and responsibilities of supervisors, issues, trends and controversies. Available at: <http://education.stateuniversity.com/pages/2472/Supervision-Instruction.html> (special education)

Thielsen, V., & Leahy, M. (2001). Essential knowledge and skills for effective clinical supervision in rehabilitation counseling. *Rehabilitation Counseling Bulletin*, 44 (4), 196-208.

#### **4. Course Description:**

This course will address the issues and concerns related to professional supervision and supervision of adults in various capacities. The class will focus on the unique demands of providing supervision and mentoring in agencies, schools, and other professional settings related to rehabilitation and special education. Students will also be exposed to the range of jobs for which supervision is a part of job responsibilities.

#### **5. Course Objectives:**

- a. Students will articulate a personal philosophy as related to supervision.
- b. Students will explore the characteristics and roles of professionals in a variety of supervisory positions.
- c. Students will identify and integrate professional research related to issues that surround supervision.
- d. Students will demonstrate knowledge of resources and materials necessary to prepare a supervisory experience.
- e. Students will articulate various evidence-based supervision practices.
- f. Students will explore professional opportunities related to supervision.
- g. Students will demonstrate proficiency in written communication.
- h. Students will demonstrate their ability to present material and expectations effectively.

## 6. Tentative Course Content and Schedule:

Date	Topics	Reading/Assignments/Materials
Week 1-May 21	<i>In-Class Activity-What is Supervision?</i> Course Overview Introduction to Supervision	
Week 2-May 28	Supervisor Approaches-Dr. Peggy Shippen <i>In-Class Activity-Educational Philosophy Q-Sort</i> (Objectives A, C, E, G)	<b>Read:</b> Glickman Chapters 8-11(Directive Control Behaviors, Directive Informational Behaviors, Collaborative Behaviors, Nondirective Behaviors) The Tripartite Model of Supervision for Rehabilitation . . <b>Materials:</b> <i>Supervision Behavior Continuum</i> <i>Supervisor Behavior Scenarios</i>
Week 3-June 4	Adult Learning Theory General Supervisor Skills Developmental Supervision <i>In-Class Activity-Personal Development Plan-Part 1</i> (Objectives A, C, E, H)	<b>Read:</b> Glickman Chapter 4, 11(Developmental Supervision)
Week 4-June 11	Supervision of University Field Experiences-Organization and Procedures—Mrs. Kelly Schweck and Dr. Nick Derzis (Objectives B, C, D, E, F)	
Week 5-June 18	Clinical Supervision—Jill Meyer, Assistant Professor SERC School-Based Supervision/Rehab—Diane Sheriff, Director of Special Education, Chambers County, and Mary Browning, Field Supervisor, ADRS (Objectives B, C, D, E, F)	<b>Read:</b> <i>Clinical Supervision: A definition . . .</i> <i>Clinical Supervision Practices and Satisfaction in State VR. . .</i> <i>Clinical Supervision in Public Rehabilitation . . .</i> <i>Essential Knowledge and Skills . .</i> <i>Supervision of Instruction-The History . . .</i>
Week 6-June 25	State Level Supervision-Special Education and Rehabilitation- ADRS and ADE, SES AmySue Reilly, Associate Professor, Distance Education Supervision	<i>Other Readings TBD by Students</i>

	<i>Supervisor Issues Presentations</i> (Objectives B, C, D, E, F, G, H)	
Week 7-July 2	Center/Institute Supervision—Dr. Karen Rabren, Director, Auburn Transition Leadership Institute <i>Supervisor Issues Presentations</i> (Objectives B, C, D, E, F, G, H)	<b>Read:</b> Auburn Transition Leadership Institute 2013 Annual Report <a href="https://fp.auburn.edu/institute/publications/documents/reports/2013AnnualReportBook/index.html">https://fp.auburn.edu/institute/publications/documents/reports/2013AnnualReportBook/index.html</a> Other Readings TBD by Students <b>Due:</b> Supervisor Issues Paper and Discussion
Week 8-July 9	Higher Education Supervision—Dr. Dave Martin, Dept. Head, SERC <b>Exam</b> (Objectives B, C, D, E, F, G, H)	<b>Read:</b> <i>Supervising your Faculty with a Differentiated Model</i> . . .
Week 9-July 16	<i>Summary Presentations of Supervisor Reflections and Supervision Activities</i> Closing Activity-Acrostic, Rating, Plan (Objectives A, B, C, D, E, F, G, H)	<b>Due:</b> Supervisor Reflections (Shadowing) <b>Due:</b> Supervision Activities
Week 10-July 23	No Class ( <i>Shadowing and Supervisor Activities</i> )	<b>Due:</b> <i>Personal Development Plan-Part 2</i>

**Note:** Schedule is subject to change due to speaker schedule.

## 7. Course Requirements/Evaluation:

**All students will complete the following assignments:**

- (1) **Supervision Reflection:** Students will interview and/or shadow a professional within their field as he or she engages in supervisory activities. If possible, students will shadow the supervisor in an evaluation. If that is not possible, students will discuss evaluation with the supervisor. Students need to describe/outline the evaluation process and obtain a blank copy of the tools/instruments the supervisor uses in evaluation. Students will write a minimum 4-page reflection paper on the roles and responsibilities, process, opportunities, and challenges the supervisor encounters in his or her particular position. This assignment is worth 15 points. (*Objectives D, E, F*)
- (2) **Supervision Activities:** Students will shadow a clinical faculty member in practicum supervision. If appropriate, they will complete the observation form as well as participate in discussions about the observation with the practicum student and clinical faculty member. If appropriate, they will assist with administrative tasks associated with supervising undergraduate or graduate practicum students. The specifics of this activity will be unique to the situation but will include such things as supervising undergraduate or master's students in practicum settings, preparing materials, etc. A specific rubric will be provided once the supervision experience is finalized. Students will informally share their experiences with class. This assignment is worth 15 points. (*Objectives A, C, D, E*)

Special Education-2 observations and follow-up meetings:	6/23-6/26 6/30-7/3
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Rehabilitation-	TBA
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- (3) **Supervision Issues:** Students will select a supervision issue from the topics listed below. They will write an 8-10 page paper describing the issue. Included in the paper will be relevant research as well as recommendations. In class, they will provide a brief overview of the issue along and lead a discussion on the issue. This assignment is worth 30 points. (*Objectives B, C, D, E, G, H*)

**Topics:** Distributed Leadership and Coaching, Ethical Issues, Multicultural Issues, Generational Issues, Technology, Transition to Supervisor, Evaluation, Other

- (4) **Supervision Skills Development Plan:** Students will develop a supervision personal development plan. The following will be included: pre-assessment of supervisor skills, identification of supervision skills goals, creation of development plan, post-assessment (Part 1), and revision of plan (Part 2). This assignment is worth 10 points. (*Objectives C, E, H*)
- (5) **Exam:** Students will complete an exam over class content. The format of the exam will simulate a written comprehensive exam experience. This assignment is worth 20 points. (*Objectives A, B, C, D, E, G*)

- (6) **Class Participation:** Students are expected to attend class and participate in class discussions and activities. Class participation is worth 10 points. (*Objectives A, B, C, D, E, F*)

**(8) Rubric and Grading**

Assignments	Point Values
Supervision Reflection	15
Supervision Activities	15
Supervision Issues-Paper & Discussion	30
Supervision Skills Development Plan	10
Exam	20
Class Participation	10
<b>Total</b>	<b>100</b>

Grading Scale	
90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
<60 =	F

**(9) Class Policy Statements:**

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc...) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

**Exams:** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

**Classroom Behavior and Honesty:** Students are expected to read and adhere to all classroom policies in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior:** “Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions... Students have the responsibility of complying with behavioral standards... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion;

persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code:** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. 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).

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Confidentiality:** Respect family rights to privacy, the identity of children and families will be confidential.

**Contingency Plan:** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.