**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8540

**Course Title:** Counseling Supervision: Theory and Practice

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & 7920

**Course Instructor:**  Amanda Evans, PhD, LPC, NCC

**Semester/Year:** Summer 2016

**2. Date Syllabus Prepared: August 2012; August 2013; August 2014; May 2016.**

**3. Text**(s):

 **Bernard, J.M., & Goodyear, R.K. (2014). *Fundamentals of clinical***

 ***supervision. (5th ed).* Boston, MA: Allyn & Bacon.**

**4. Course Description:**  Theories, skills, models and methods used in counseling supervision including evaluation and assessment of counseling outcomes and skills.

**5.** **Student Learning Outcomes:**

* Understands the purposes of clinical supervision\*;
* Understands theoretical frameworks and models of clinical supervision\*;
* Understands the roles and relationships related to clinical supervision\*;
* Understands legal, ethical, and multicultural issues associated with clinical supervision\*;
* Demonstrates the application of theory and skills of clinical supervision\*;
* Develops and demonstrates a personal style of supervision\*;
* Demonstrates ability to use a variety of methods in supervisory evaluation;
* Demonstrates knowledge of instructional methods to be used in group supervision;
* Demonstrates methods for individual and group supervision;

Please note: \*refers to CACREP 2009 standards

**6. Course Content Outline**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assigned Reading |
| **Week 1 – May 23** | Introductions*Roles, paperwork, ethics* | Professional Experiences HandbookACA Code of Ethics (2014)Woodside, et al (2007)Chp 1(Bernard & Goodyear)Skovolt & Ronnestad (1993)Jordan & Kelly (2011)Novice to Expert Scale |
| **Week 2 – May 30**  | Memorial Day  | No Class**Counselor Supervisory Philosophy Statement Due!** |
| **Week 3 – June 6** | Development Introduction to Clinical Sup Supervision Models | Chapter 2Smith (2009)Granello (2000)**Reflection 1 Due** |
| **Week 4 – June 13** | Processes and Issues of the Supervisory TriadEthical and Legal Foundations for Supervision Practice | Chapter 3Nelson, et al (2006)Chapter 11 Hein, et al (2011)**Reflection 2 Due** |
| **Week 5 – June 20** | Supervisee and Supervisor -The Relationship | Chapter 4Bernard, et al (2011)**Transcription 1 Due****Reflection 3 Due** |
| **Week 6 – June 27** | Organizing the Supervision Experience | Chapter 6**Midterm Evaluations Due****Reflection 4 Due** |
| **Week 7 – July 4**  | Fourth of July Evaluation | No Class  |
| **Week 8 – July 11** | Individual SupervisionMulticultural Supervision | Chapter 7Chapter 5Ancis & Marshall (2010)Glosoff & Durham (2010)**Reflection 5 Due** |
| **Week 9 – July 18** | Group Supervision | Chapter 8**Transcription 2 Due****Reflection 6 Due** |
| **Week 10 – July 25** | Live SupervisionTeaching and Researching Supervision | Chapter 9Chapter 12 Crocket, et al **Reflection 7 Due** |
| **Finals Week** | Wrap-Up |  |

**7. Course Requirements:**

**A. Class and Supervision Attendance:**

The expectation is held that students will attend **all** COUN 8540 classes (group supervision) while maintaining one-hour weekly supervision meetings as the supervisor and as the supervisee**. As with class attendance, this is mandatory**. In case of absence due to illness or other crisis condition, COUN 8540 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:**

(320 pts) Students are asked to participate in the supervision of at least one graduate level student. 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 are provided as part of course instructor evaluation appendix.

 **\*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.

**\*Observation of Supervisee Audio Recordings**

Supervisors are expected to prepare for supervision by observing the supervisee’s counseling audio tapes (see Zoom software), 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.***

**\*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. Professional Reflections Binder:** (250pts)

* + - * **Transcription Reflection:** Students will submit two supervision transcripts to promote supervision development. **NOTE:** Transcripts should be completed independently form one another. Please do not use the same transcription for more than one reflection. Please see handout (below) for additional information.
			* **Journal Reflection:** Students will submit a total of seven journal reflections throughout the course of the semester. **NOTE:** Reflections must adhere to the identified sequence to acknowledge your progression throughout the semester. Please submit journal entries when they are due.

**E. Supervisee Case Conceptualizations:**

(50 pts) Students will participate in two supervisee case conceptualizations. For this assignment, students will reflect upon their role as the supervisor with the classroom. Preparation for this assignment is discouraged as no notes, resources or tools can be used by the student during the conceptualization. Each case conceptualization will last approximately forty-five minutes as the class discusses the supervisee and supervisor, supervision strengths, supervision limitations and supervision process. All students will be prompted to share part of a recorded supervision session with the class.

**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:

|  |  |
| --- | --- |
| Assignment | Points |
| Supervision Project | 320 pts |
| Transcript Reflection | 150 pts |
| Supervisee Case Conceptualization | 50 pts  |
| Reflection Journals | 100 pts |
| **Total**  | **720 pts**  |

**Grading Scale**

|  |  |
| --- | --- |
| A = 100-94% | C+ = 79-75% |
| A- = 93-90% | C = 74-70% |
| B+=89-87% | D = 69-60% |
| B = 86-84% | F = 59 - 0% |
| B- = 83-80% |   |

***All late assignments will receive a 5% grade reduction per day. Assignments that are not submitted within the week that they are due will not be accepted.***

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.
	2. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance or the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
	3. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
	4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
	5. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
	6. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
	7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). 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.

**COUN 8540 Reflection Journals (In Canvas)**

Students are asked to keep electronic process journals. These journal entries will be kept in Canvas. This folder should only be accessible to your Instructor.

1. What is your counseling theoretical orientation? How do you typically conduct a counseling session?

2. Please describe the rehabilitation counseling profession. What do rehab counselors do differently than School Counselors and Clinical Mental Health Counselors?

3. Define clinical supervision in your own words. How do you conceptualize your role? How does your supervisee(s) learning needs impact your style in supervision?

4. Please describe the student(s) assigned to you this semester. Include their clinical placement site, long-term goals and a description of them interpersonally.

5. Please describe your emerging supervisory theoretical orientation. What supervision interventions do you use or would like to use?

6. Reflect on your supervision work with your supervisee(s). What are your current strengths and limitations as a supervisor?

7. Please identify three goals for your development as a counseling supervisor for the next semester. Link these goals to your professional identity and emerging supervisory theoretical orientation.

**COUN 8540 Transcription Reflection (In Canvas)**

You will be asked to complete a series of transcriptions of your supervision sessions. A transcription is a verbatim transcription of the supervision dialogue for a specific supervision session. You are asked to submit in Canvas. ***In transcribing please remember to only identify yourself as SIT (Supervisor-in-Training) and the supervisee by S1.*** We do not want identifying data on the transcriptions.

Transcriptions should focus on segments of the supervision process for which you have a **critical incident** related to: your development as a supervisor (ex: skills, supervision theory, supervision goals), the supervisee’s progress, the supervisory relationship, or specific issues you need addressed as part of your supervision. You are also asked to complete the process questions. During the week prior to the transcription you will not be required to complete an entry in your practicum journals.

Transcription 1: This transcription should be at least 10 to 15 minutes in length.

Transcription 2: This transcription should be at least 15 to 20 minutes in length.

Process Questions:

1. Discuss why you selected this section of tape to transcribe? Consider why you believe

 this was a critical incident?

2. What questions or concerns do you want to address with your supervisor?

3. Identify what was a strength for you in this segment.

4. Identify what you may have wanted to modify and change, and how.

5. Discuss anything you may have learned or how this may have effected your

 development as a supervisor?

**Supervisory Session Summary Form (Consult with Supervisor)**

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Session #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the primary concerns or focus for the supervisee:

Describe how you addressed these concerns during supervision:

Describe and discuss strategies or methods you used in supervision to work with the supervisee on their development, counseling skills, conceptualization, or professional development:

Identify any specific challenges or concerns you had as the supervisor:

Identify specific questions or concerns you wish to discuss in your supervision: