**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:**  Jessica Meléndez Tyler, PhD, LPC, NCC

**Semester/Year:** Summer 2018

**2. Date Syllabus Prepared: August 2012; August 2013; August 2014; May 2016; April 2017. April 2018.**

**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:**

**Students will demonstrate knowledge, awareness and skills in the following areas. (CACREP 2016), this will include course lectures, readings and assignments:**

* Purposes of clinical supervision;
* Theoretical frameworks and models of 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;
* Culturally relevant strategies for conducting clinical supervision

**6. Course Content Outline**

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| Date | Topic | Assigned Reading/ Assignment | CACREP Requirements Doctoral Professional Identity |
| Week 1 **May 22** | Introduction to Clinical SupervisionRoles & ethics | ACA Code of Ethics (2014)Chp 1(Bernard & Goodyear)Ronnestad & Skovolt (1993) | DoctoralSection 6 B. 2. a., c., e., h. |
| Week 2 **May 29**  | General Approaches to Supervision Supervision Models | Chapter 2Granello (2000)Kindsvatter, Granello, & Duba (2008) | Section 6 B. 2. a., b., c., e., f., g., j.  |
| Week 3 **June 5** |  Writing day | **Counselor Supervisor Philosophy Statement Due** | Section 6 B. 2. a., b., d., g., h., k. |
| Week 4**June 12**  | Supervision Models continuedProcesses and Issues of the Supervisory Triad | Chapter 2Chapter 3Hein, et al (2011) | Section 6 B. 2. a., b., c., d., e., f., g., h., k. |
| Week 5**June 19**  | Ethical and Legal Foundations for Supervision PracticeMulticultural Supervision | Chapter 5 Chapter 11 Ancis & Marshall (2010)Glosoff & Durham (2010)McGlothlin, Rainey, & Kindsvatter (2005)Smith (2009)**Clinical Supervision Theory component due** | Section 6 B. 2. a., b., c., d., e., f., g., h., i., j., k. |
| Week 6 **June 26** | Supervisee and Supervisor -The RelationshipOrganizing the Supervision ExperienceEvaluation | Chapter 4Chapter 6Chapter 10Nelson, et al (2006)**Legal, Ethical, and Multicultural Issues in Supervision component due** | Section 6 B. 2. a.- i. |
| Week 7 **July 3** | Writing day | **Evaluation, Remediation, and Gatekeeping in Clinical Supervision component due** | Section 6 B. 2. c., d., f., h. |
| Week 8 **July 10** | Individual SupervisionTraining development activity | Chapter 7Bernard, et al (2011)Hipple & Beamish (2007) | Section 6 B. 2. c., d., e., f., i., k. |
| Week 9 **July 17** | Group SupervisionManuscript activity | Chapter 8Granello et al (2008)**Supervision Manuscript due** | Section 6 B. 2. c., d., f., k. |
| Week 10 **July 24** | Live SupervisionTeaching and Researching SupervisionTraining development activity | Chapter 9Chapter 12 Crocket, et al (2009) | Section 6 B. 2. a., b., c., d., e., f., g., h., i., k. |
| Week 11**July 31**  | Wrap-Up | **Supervision training due** |  |

**7. Course Requirements:**

**A. Class Attendance:**

The expectation is held that students will attend **all** COUN 8540 classes. In case of absence due to illness or other crisis condition, COUN 8540 students will notify the class instructor.

**B. Readings:**

Students are expected to be prepared for class as demonstrated through knowledge and application of assigned readings.

**C. Supervision Project (400 points):**

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 counselor educator skills that can all be utilized for your Clinical Supervision module in your doctoral portfolio.

**Module 1: Supervisor Identity Development (200 points)**

**Part 1: Counselor Supervisory Philosophy Statement (100 points):**

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 in practicum. Please be sure to include your educational level, credentialing, clinical experience and experience with supervision. Please include signature lines in this document.

**Part 2: Knowledge of Clinical Supervision Theory (100 points):**

This component should include your supervision theory (can be an integrative approach) with a summary of the theory and the rationale for use in your supervisory process. Supervisors will also have to discuss and demonstrate how this theory can be ***demonstrated*** in their supervisory practice: interventions, goals, and evaluation methods. To demonstrate competence, include a description of the theoretical tenants, goals and focus of supervision, supervisory practices or interventions, and evaluation methods consistent with the supervision theory. Also describe the research support of the supervision theory. Your knowledge should be presented in a scholarly fashion, using relevant citations and references, and be 3-5 pages in length.

**Module 2: Legal, Ethical, and Multicultural Issues in Clinical Supervision (200 points):**

**Part 3:** **Legal, Ethical, and Multicultural Issues in Supervision paper (100 points):** In this component, demonstrate your knowledge of ethical, legal, and multicultural issues in clinical supervisionand your ability to apply this knowledge. To demonstrate competency, sufficient knowledge and application in all three topics – legal, ethical, multicultural – must be presented. Your knowledge should be presented in a scholarly fashion, using relevant citations and references, and be 3-5 pages in length.

**Module 3: Evaluation, Remediation, & Gatekeeping in Clinical Supervision (200 points):**

**Part 4: Evaluation, Remediation, and Gatekeeping in Clinical Supervision paper (100 points):** In this component, demonstrate your knowledge of evaluation, remediation, and gatekeeping in clinical supervision and your ability to apply your knowledge in these areas. Your knowledge should be presented in a scholarly fashion, using relevant citations and references, and be 3-5 pages in length.

**D. Supervision Manuscript (200 points):**

Students will work together in groups of 3 with the course instructor to identify one current issue in supervision and describe the issue in depth as a conceptual piece using relevant scholarly and professional literature. Please be sure to consider ethical responsibilities, multicultural sensitivity, rationale, goals, procedure, evaluation methods and resources. After incorporating feedback from the course instructor, students are expected to work together in their group to submit their revised manuscript to complete the course assignment, and then submit for publication in a professional journal. Papers must be formatted with APA style 6th ed. and be within 15-25 pages including references, cover page, and abstract.

**E. Supervision Training (200 points)**

Students will work together to develop and implement a dynamic three-hour supervision training session to be held on campus during the Supervision Practicum semester. This training will target practicing clinical supervisors. Students will generate three training goals that would meet the needs of community clinical supervisors and utilize content and literature from the course for the training. This training must include experiential activities that will demonstrate understanding of supervision principles and best practice to empower supervisors and enhance supervision practice.

**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** |
| Counselor Supervisory Philosophy Statement | 100 pts |
| Knowledge of Clinical Supervision Theory  | 100 pts |
| Legal, Ethical, and Multicultural Issues in Supervision paper | 100 pts |
| Supervision Manuscript | 200 pts |
| Evaluation, Remediation, and Gatekeeping in Clinical Supervision paper | 100 pts  |
| Supervision Training | 200 pts |
| **Supervision Project Total**  | **800 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: Attendance is required. Students are expected to attend all class meetings and participate in all classroom exercises.
	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: 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.
	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 class 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, 2016). All academic content approved by CACREP is for advanced master’s and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.