**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:**  Margaret A. Taylor, PhD, LPC, NCC

**Semester/Year:** Summer 2022

**2. Date Syllabus Prepared: August 2012; August 2013; August 2014; May 2016; April 2017. April 2018. April 2019, April 2020, April 2021, April 2022**

**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 23** | Introduction to Clinical SupervisionRoles & EthicsGeneral Approaches to Supervision/Theory and Developmental Models  | ACA Code of Ethics (2014)Chp 1(Bernard & Goodyear)Ronnestad & Skovolt (1993)Chapter 2Crunk and Barden (2017) | DoctoralSection 6 B. 2. a., c., e., h.Section 6 B. 2. a., b., c., e., f., g., j.  |
| Week 2 **May 30th**  | **MEMORIAL DAY** **NO CLASS** |  |  |
| Week 3 **June 6th** | Process Supervision ModelsProcesses and Issues of the Supervisory TriadEthical and Legal Foundations for Supervision Practice | Chapter 2Chapter 3Hein, et al (2011)Graham et al. (2014)**Counselor Supervisor Philosophy Statement Due** | Section 6 B. 2. a., b., c., d., e., f., g., h., k. |
| Week 4**June 13th**  | Ethical and Legal Foundations for Supervision Practice ContinuedMulticultural SupervisionPower and Privilege in the Supervisory Relationship | Chapter 5 Chapter 11 Kemer et al (2021) | Section 6 B. 2. a., b., c., d., e., f., g., h., i., j., k. |
| Week 5**June 20th**  | Supervisee and Supervisor -The RelationshipOrganizing the Supervision ExperienceEvaluation | **Clinical Supervision Theory due**Chapter 4Chapter 6Chapter 10Goldberg et al.(2012)  | Section 6 B. 2. a., b., d., g., h., k. |
| Week 6 **June 27th** | Individual SupervisionSupervision Training Development | Chapter 7Bernard, et al (2011)Lambie et al (2018) | Section 6 B. 2. a.- i. |
| Week 7 **July 4th** | NO CLASS | **Evaluation, Remediation, and Gatekeeping in Clinical Supervision component due** |  |
| Week 8 **July 11th** | Research/writing day | Chapter 8Granello et al (2008) |  |
| Week 9**July 18th** | Group SupervisionSupervision Training Development | **Supervision proposal due** | Section 6 B. 2. c., d., f., h. |
| Week 10**July 25th** | Live SupervisionTeaching and Researching SupervisionSupervision Training Development | Chapter 9Chapter 12Walsh et al (2017)**Supervision training due** | Section 6 B. 2. c., d., f., k. |

**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. It is expected you will discuss required readings as a part of class participation and lecture. Please be prepared to make at least two comments about re quired readings during class time.

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

Supervisors will develop a supervisor role induction disclosure statement. This document will be utilized as a more supplemental, individualized informed consent document for you to use with your supervisees in practicum. Please be sure to include your educational level, credentialing, clinical experience, experience with supervision, and beliefs about the supervision experience. Please include signature lines in this document.

**Module 2: Knowledge and Application of Evaluation and Remediation in Clinical Supervision (100 points)**

In this module, demonstrate your knowledge of the ethical guidelines and practices related to evaluation and remediation 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. In addition, your demonstration should include discussion and/or demonstration (template) of the development of a remediation plan for a supervisee.   This may include the following components of remediation planning: evaluation method, identification of behaviors in counseling practice that may be or were identified for remediation, recommendations for remediation and potential outcomes of remediation.

**Module 3: Knowledge of Clinical Supervision Theory (200 points):**

In this module, you are asked to discuss **your model of clinical supervision**.   This discussion should include a discussion of the theoretical model (or integration of theories), specific goals, components of the supervisory relationship, evaluation in supervision and the specific strategies and methods used in supervision.    This discussion should also include consideration of how your model of supervision addresses culturally relevant strategies for conducting supervision. Your discussion must include citations with specific consideration of empirical support for this model.

**D. Supervision Proposal (100 points):**

Students will work together in groups with the course instructor to identify one current issue in supervision and generate a conference proposal 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 proposal to complete the course assignment, and then submit for a professional counseling conference. Students can use the format of a state, regional or national conference proposal.

**E. Supervision Training (300 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  | 200 pts |
| Supervision Proposal | 100 pts |
| Evaluation, Remediation, and Gatekeeping in Clinical Supervision paper | 100 pts  |
| Supervision Training | 300 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.