**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 2024

**2. Date Syllabus Prepared: August 2012; August 2013; August 2014; May 2016; April 2017. April 2018. April 2019, April 2020, April 2021, April 2022, April 2023, April 2024**

**3. Text**(s):

 **Bernard, J.M., & Goodyear, R.K. (2021). *Fundamentals of clinical***

 ***supervision. (6th 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 2024), this will include course lectures, readings and assignments:**

a) purposes of counseling supervision (CACREP VI.B.2.a)

b) theoretical frameworks and models of counseling supervision (CACREP VI.B.2.b)

c) roles and relationships related to counseling supervision (CACREP VI.B.2.c)

d) skills of counseling supervision across multiple settings and across service delivery modalities (CACREP VI.B.2.d)

e) opportunities for developing a personal style of counseling supervision grounded in theory and research (CACREP VI.B.2.e)

f) assessment of supervisees’ developmental level and other relevant characteristics (CACREP VI.B.2.f)

g) modalities of counseling supervision, including individual, triadic, and group supervision (CACREP VI.B.2.g)

h) the use of technology in counseling supervision (CACREP VI.B.2.h)

i) administrative procedures and responsibilities related to counseling supervision (CACREP VI.B.2.i)

j) evaluation, remediation, and gatekeeping in counseling supervision (CACREP VI.B.2.j)

k) legal and ethical issues and responsibilities in counseling supervision (CACREP VI.B.2.k)

l) culturally sustaining strategies for conducting counseling supervision (CACREP VI.B.2.l)

**6. Course Content Outline**

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| Date | Topic | Assigned Reading/ Assignment | CACREP Requirements Doctoral Professional Identity |
| Week 1 **May 20** | Introduction to Clinical SupervisionPurpose of Supervision General Approaches to Supervision/Theory and Developmental Models  | ACA Code of Ethics (2014)Chps1-2 (Bernard & Goodyear)Ronnestad & Skovolt (1993)Crunk and Barden (2017) | DoctoralCACREP VI.B.2.a,b |
| Week 2 **May 27th**  | **MEMORIAL DAY** **NO CLASS** |  |  |
| Week 3 **June 3rd** | Process Supervision ModelsProcesses and Issues of the Supervisory TriadEthical and Legal Foundations for Supervision Practice | Chapters 2, 3, 4, 11 (Bernard & Goodyear )Lonn (2014) Triadic SupervisionHein, et al (2011)Graham et al. (2014)**Counselor Supervisor Philosophy Statement Due** | CACREP VI.B.2.a,b,e,k |
| Week 4**June 10th**  | Multicultural SupervisionPower and Privilege in the Supervisory Relationship | Chapter 5, 6 - Bernard & GoodyearKemer et al (2021)Smith (2016)**Clinical Supervision Theory due** | CACREP VI.b.2.l |
| Week 5**June 17th**  | Roles and Relationships Related to Counseling SupervisionSupervisee and Supervisor -The Relationship | Chapter 4, 5 - Bernard & Goodyear Graham (2014) | CACREP VI.b.2.c. |
| Week 6 **June 24th** | Assessment of Developmental Level of SuperviseesEvaluation, Remediation, and Gatekeeping  | Borders and Brown, Chapter 1: pages12-17Chapter 10 - Bernard & GoodyearLambie et al (2018) | CACREP VI.B.2.f, I, j |
| Week 7 **July 1st** | Supervision Skills and InterventionsSupervision Training Development | Borders and Brown Chapter 3Granello et al (2008)Bradley et.al. (2023)**Evaluation, Remediation, and Gatekeeping in Clinical Supervision component due** | CACREP VI.B.2.d |
| Week 8 **July 8th** | **NO CLASS** |  |  |
| Week 9**July 15th** | Individual Supervision, Triadic Supervision Group SupervisionOrganizing the Supervision Experience: Administrative Procedures and Responsibilities  | Chapters 7,8,9 - Bernard & Goodyear**Supervision proposal due** | CACREP VI.B.2.g, i |
| Week 10**July 22nd** | Live Supervision, Tele-Supervision  | Chapter 9 (Bernard & Goodyear)Chapter 8 (Borders & Brown, 2016)Inman (2019)Walsh et al (2017)**Supervision training due** | CACREP VI.B.2.h |

**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:

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| --- | --- | --- |
| **Assignment** | **Points** | **CACREP Standard** |
| Counselor Supervisory Philosophy Statement  | 100 pts | CACREP VI.B.2.a,b,c,e,f,g,i,j,k |
| Knowledge of Clinical Supervision Theory  | 200 pts | CACREP VI.B.2.b,c,d,e,l |
| Supervision Proposal | 100 pts | CACREP VI.B.2.d,g |
| Evaluation, Remediation, and Gatekeeping in Clinical Supervision paper | 100 pts  | CACREP VI.B.2.f,I,j,k |
| Supervision Training | 300 pts | CACREP VI.B.2.d,g,h,l |
| **Supervision Project Total**  | **800 pts**  |  |

**Grading Scale**

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| --- | --- |
| 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.

1. **Diversity Statement**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.