**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 2025

**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, April 2025**

**3. Text**(s):

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

 ***supervision. (6th ed).* Boston, MA: Allyn & Bacon.**

 **Borders, L.D., & Brown, L.L., (2022). *New handbook of counseling supervision*. New York:** Routledge.

**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 19** | Introduction to Clinical SupervisionPurpose of Supervision General Approaches to Supervision/Theory and Developmental Models  | ACA Code of Ethics (2014)Bernard & Goodyear - Chapters 1 and 2Ronnestad & Skovolt (1993)Crunk and Barden (2017) | DoctoralCACREP VI.B.2.a,b,e |
| Week 2 **May 26th**  | **MEMORIAL DAY** **NO CLASS** |  |  |
| Week 3 **June 2nd** | Process Supervision ModelsProcesses and Issues of the Supervisory TriadEthical and Legal Foundations for Supervision Practice |  Bernard & Goodyear - Chapters 2, 3, 4, 11Borders and Brown – Chapter 6 Lonn (2014) Triadic SupervisionCrunk & Barden (2017)**Counselor Supervisor Philosophy Statement Due** | CACREP VI.B.2,b,e,k |
| Week 4**June 9th**  | Multicultural SupervisionPower and Privilege in the Supervisory Relationship | Bernard & Goodyear - Chapter 5, 6Kemer et al (2021)Smith (2016)**Clinical Supervision Theory due** | CACREP VI.b.2.l |
| Week 5**June 16th**  | Roles and Relationships Related to Counseling SupervisionSupervisee and Supervisor -The Relationship | Bernard & Goodyear – Chapter 4, 5 Graham (2014) | CACREP VI.b.2.c. |
| Week 6 **June 23rd** | Assessment of Developmental Level of SuperviseesEvaluation, Remediation, and Gatekeeping  | Borders and Brown, Chapter 7 Bernard & Goodyear – Chapter 10Lambie et al (2018) | CACREP VI.B.2.f, I, j |
| Week 7 **June 30th** | Supervision Skills and InterventionsSupervision Training Development | Borders and Brown - Chapter 3Bradley et.al. (2023)Graham (2014)**Evaluation, Remediation, and Gatekeeping in Clinical Supervision component due** | CACREP VI.B.2.d |
| Week 8 **July 7th** | **NO CLASS** |  |  |
| Week 9**July 14th** | Individual Supervision, Triadic Supervision Group SupervisionOrganizing the Supervision Experience: Administrative Procedures and Responsibilities  | Bernard & Goodyear - Chapter 7Borders & Brown – Chapter 5Walsh et al (2017)**Supervision proposal due** | CACREP VI.B.2.g, i |
| Week 10**July 21st** | Live Supervision, Tele-Supervision , Crisis Supervision | Borders & Brown – Chapter 8Inman (2019)**Supervision training due** | CACREP VI.B.2.d,g,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, purpose of supervision, and beliefs about the supervision experience. Please include signature lines in this document. PLEASE SEE RUBRIC IN CANVAS FOR ADDITIONAL DETAILS.

**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: assessment of developmental level, evaluation method, identification of behaviors in counseling practice that may be or were identified for remediation, recommendations for remediation and potential outcomes of remediation.   PLEASE SEE RUBRIC IN CANVAS FOR ADDITIONAL DETAILS.

**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.   PLEASE SEE RUBRIC IN CANVAS FOR ADDITIONAL DETAILS.

**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.

**F. Distance Supervision Online Training**

Students will complete the 1 hour NBCC approved course on Distance Supervision. The training is $45.00 – please contact instructor if this is not financial feasible. Once the training has been completed, please write a one page (double spaced) reflection on what was learned and upload the training certificate to Canvas.

**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** | **CACREP Standard** |
| Counselor Supervisory Philosophy Statement  | 100 pts | CACREP VI.B.2.a,c,e,i,j |
| Knowledge of Clinical Supervision Theory  | 200 pts | CACREP VI.B.2.b,e,j,l |
| Supervision Proposal | 100 pts | CACREP VI.B.2.a,b,d,f,h,j,k,l |
| Evaluation, Remediation, and Gatekeeping in Clinical Supervision paper | 100 pts  | CACREP VI.B.2.i,j,k |
| Supervision Training | 300 pts | CACREP VI.B.2. a,b,d,f,h,j,k,l |
| **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. 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.
	6. 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. Disability Accommodations: Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.
	2. 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.
	3. 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. AI Policy: The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.
	2. 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.

* 1. Zoom Policy: Zoom participation **requires you to keep your video on and your microphone muted when you are not speaking**.
	+ If you have a need for technology to support your participation in this class or do not have a space conducive for participating - **SERC provides private individual counseling spaces** (Counseling Lab) that you can reserve and use for class sessions.
	+ Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
	+ Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
	+ Students can turn off their cameras briefly if needed (e.g., break). These pauses should be ***short***. Having students on camera provides a higher level of engagement for all participants.
	+ If you have questions during class, you can raise your hand (in real time or via Zoom).
	+ Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.

Although you may be participating from your domicile, our **Zoom meetings are professional interactions**.

* + You should dress and behave as you would in a normal F2F classroom.
	+ Please minimize distractions in the background as much as possible.
	+ Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.

**Recording Sessions:** Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:

* + - Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
			* Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
			* Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
		- You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
		- As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
		- If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

 **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, 2024). 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.