



College of Professional Advancement
Department of Counseling
Atlanta Campus

Course Title:	COUN 802: Counselor Supervision
Instructor:	Dr. Karen D. Rowland
Office Hours:	<i>Monday 10 – 2PM; Tuesday 10 – 3PM; Thursday 10 – 12PM & by Appointment Only</i>
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Class Meeting Time:	Spring 2020 – Web base
Course Website:	http://drkdr counselingcourses.weebly.com/

Course Description:

This course is designed to provide students with a knowledge foundation regarding clinical supervision, including: (a) an overview of supervision theories and models, (b) an orientation to the supervisory relationship, (c) modes and methods of supervision intervention, (d) the evaluation of supervisees and supervisors, (e) legal and ethical considerations in the provision of clinical supervision, and (f) supervision research issues.

Course Objective:

The purpose of this course is to provide advanced counseling students current understandings of theoretical and practical aspects of mental health counseling (including school counseling) supervision.

Course Prerequisites: Admission to doctoral program.

CACREP Standards and Student Learning Outcomes (SLO):

Students will demonstrate:

KPI	CACREP 2016 Standards	Description	Assessment
Students will demonstrate knowledge and skills of foundations of clinical supervision, including: (a) an overview of supervision theories and models, (b) an orientation to the supervisory relationship, (c) modes and methods of supervision intervention, (d) the evaluation of supervisees and supervisors, (e) legal and ethical considerations in the provision of clinical supervision, and (f) supervision research issues.	B.2.a	Purpose of clinical supervision	- Class Discussion - Supervision Packet - Personal Supervision Model paper
	B.2.b	Theoretical frameworks and models of clinical supervision	- Class Discussion - Supervisor Interview - Personal Supervision Model paper
	B.2.c	Roles and relationship related to clinical supervision	- Class Discussion - Supervisor Interview - Supervision Paper & Presentation - Supervision Packet - Personal Supervision Model paper
	B.2.d	Skills of clinical supervision	- Class Discussion

			<ul style="list-style-type: none"> - Supervision Paper & Presentation - Personal Supervision Model paper
	B.2.e	Opportunities for developing a personal style of clinical supervision	<ul style="list-style-type: none"> - Class Discussion - Supervision Packet - Personal Supervision Model paper
	B.2.f	Assessment of supervisees' developmental level and other relevant characteristics	<ul style="list-style-type: none"> - Class Discussion - Supervisor Interview - Supervision Packet
	B.2.g	Modalities of clinical supervision and the use of technology	<ul style="list-style-type: none"> - Class Discussion - Supervision Paper & Presentation - Personal Supervision Model paper
	B.2.h	Administrative procedures and responsibilities related to clinical supervision	<ul style="list-style-type: none"> - Class Discussion - Supervisor Interview - Supervision Packet - Personal Supervision Model paper
	B.2.i	Evaluation, remediation, and gatekeeping in clinical supervision	<ul style="list-style-type: none"> - Class Discussion - Supervisor Interview - Supervision Paper & Presentation - Supervision Packet - Personal Supervision Model paper
	B.2.j	Legal and ethical issues and responsibilities in clinical supervision	<ul style="list-style-type: none"> - Class Discussion - Supervisor Interview - Supervision Packet - Personal Supervision Model paper
	B.2.k	Culturally relevant strategies for conducting clinical supervision	<ul style="list-style-type: none"> - Class Discussion - Supervisor Interview - Supervision Paper & Presentation - Supervision Packet - Personal Supervision Model paper

Required Textbooks:

1. American Psychological Association (2008). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. Bernard, J. & Goodyear, B. (2009). *Fundamentals of Clinical Supervision* (latest ed.). Upper Saddle, NJ: Merrill/Pearson.
3. Russell-Chapin, L.A. (2012). *Clinical Supervision: Theory and Practice*. Belmont, CA: Brooks/Cole Centage Learning.

Recommended Textbooks:

1. Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical Supervision in the Helping Professions*. Belmont, CA: Brooks/Cole Centage Learning.

COURSE REQUIREMENT

Activities and Assessments

I. Counselor Supervisor Interview:

Students will conduct a brief (30 minute) interview with a supervisor who has been practicing in the field as a supervisor for at least five years. Please select an interviewee employed outside of the University.

Questions should center around the duties and responsibilities of the counselor supervisor (administrative and clinical), ethical and legal issues confronted, their supervision model, etc. The 5-page (*not including title page and references*), interview report should include a brief summary of the interview, and your personal reactions to the interview, the counselor supervisor, and the information received. End your paper with a one to two pages summation of your perception of the roles and responsibilities of the counselor supervisor (you may use your text books as well as ACS and/or ACES supervisor description to support your response).

II. Supervisory Issue Paper:

Students will identify a topic (of personal interest), relevant to counselor supervision and write a 7-page paper (*not including title page and references*). Topics **MUST** be confirmed by the course instructor for approval.

Guideline:

(A) **Discuss in detail:** the supervision issue and its importance/interest to you. Report on how the issue has been addressed by counseling supervisors and the direction/trend the issue might take. Give attention to any *multicultural* and/or *social justice* issue/s as well as the *use of technology* in supervision as they relate to your supervisory issue. Include no less than 8 references (5 from peer-reviewed journals).

(B) **Writing Skills:** Your paper must be emailed to the course instructor and must be journal ready. (1) Written in correct APA Publication Manual format; (2) well-organized and free of grammar or spelling errors; (3) accurate citation of references throughout paper;

III. Supervision Contract Packet:

Students are to prepare a supervision contract packet that includes the following: (a) your clinical supervision professional disclosure statement following the guidelines provided by **Approved Counselor Supervisor (ACS)** (see the website at <http://www.cce-global.org/Credentialing/ACS/Requirements> Section Self-Assessment and Professional Disclosure (b) a copy of Mercer's Practicum/Internship Agreement for any of the three Masters in Counseling degree programs (c) a copy of the Supervisee's Bill of Rights (found under toolbox in text) , (c) formative and summative supervisee assessment instruments, and (d) any other materials you deem essential for the first supervision meeting such as *introductory activity, structure of the supervision session, etc.*

Compile this packet with a view toward getting yourself ready to provide individual and/or group supervision with master's level practicum/internship students and subsequent supervisees.

IV. Personal Model of Supervision Paper:

Students will write this paper as a final examination/project for this course. Your 8 – 10 pages paper (*not including title page and references*), will follow the guideline listed below.

- (A) Briefly discuss: (1) the characteristics of the client population the supervisee would be working with; (2) the type of supervisory setting you would be working in (e.g., in-patient unit, out-patient clinic, agency, or school/educational setting; utilizing, individual, group, and/or live supervision); (3) the contractual elements of your supervisory relationship (include a copy of your supervision contract and any other documents you would use in your Appendix).
- (B) Discuss in greater depth: (1) what supervision model(s) you would draw from and why; (2) how you would go about developing a working alliance with your supervisee; (3) the dyadic and triadic supervisory relationship components you might encounter; (4) the kinds of isomorphic or parallel processes you would expect to experience and deal with; (5) what techniques and self-reflective activities you would use to understand your various supervisory experiences; and (6) the criteria and methods you would use to evaluate your work and that of your supervisee.
- (C) Writing Skills: (1) Written in correct APA Publication Manual format; (2) well-organized and free of grammar or spelling errors; (3) accurate citation of references throughout paper; (4) use of at least 8 references, at least 5 references from professional peer-reviewed journals.

V. Class Participation:

Participation is essential to this course. Since much of the learning in this course occurs in the context of discussion on Canvas (online), you are expected to be present by responding weekly in Canvas discussions (*weekly discussions are due on Sundays by midnight*), for all class sessions. The factors used to assess your grade include participation in weekly discussion exercises and discussions, mastery of an understanding of the techniques presented in your readings, and staying current with assigned readings.

*****Please Note: ALL Assignments will be emailed to the course instructor (via Canvas) on or before midnight on the due date!***

Methods of Instruction

The following methods will be used to facilitate learning in this course: independent study, class discussion, lecture notes, class presentations, case studies, class presentation.

Writing Expectations:

Counselor Supervision is a doctoral level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style**, referring to the APA Manual (6th ed.).

Papers will be evaluated based on content, writing, and APA style.

EVALUATION

Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work.

Grading Policy

A grade of **A, B, or C** will be earned based on fulfillment of all course requirements

Grading scale:

A	93-100%	mastery of content/concepts
A-	90-92	
B+	87-89	
B	83-86	good understanding of material
B-	80-82	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
C-	70-72	<i>appropriately and at a professional level</i>
F	<69	

Assignment Evaluation

Counselor Supervisor Interview	15%
Supervisory Issue Paper	20%
Model of Supervision	25%
Supervision Contract Packet	20%
Class Participation	20%
Total	100%

- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work.**
- Grade in the “B+/B” ranges are very good grades, and signify a **solid** understanding of the major concepts of the course and the ability to apply those concepts. It also means that the

student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be **solid** in content and were completed in a timely manner.

- Grades in the “C+/C” ranges indicate that the **basic objectives of the course have been achieved**, that the student has **demonstrated satisfactory mastery of the material** of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “F” grade is failing.

POLICIES

Academic Integrity

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at

<http://provost.mercer.edu/handbooks>.

Community of Respect

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Academic Integrity

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

Respect for the University Community

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

Respect for Community Authority

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

Diversity

Mercer University and the College of Continuing and Professional Studies are committed to social justice and respect for all individuals. The Community Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation

and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

Mercer University ACCESS and Accommodation for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act Amendments Act of 2009 (ADAAA), “otherwise qualified” students with disabilities are protected from discrimination and may be entitled to “reasonable accommodations” intended to ensure equal access to all courses, programs and services without a change of curriculum. Examples of accommodations include: testing accommodations, providing alternative format textbooks and tests, notetaking support, and modifications of policies or procedures. Equal Access may require moving a class or event to a physically accessible room, making websites accessible to screen readers, providing sign language interpreters and captioning videos. All students requesting to be recognized as a student with a disability or requiring accommodations must first self-identify by registering with the designated ACCESS Coordinator for their campus or program by providing appropriate medical documentation that supports the need for the requested accommodations.

Students requiring accommodations or modifications for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADAAA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. A new form must be requested each semester. Students with a history of a disability perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley (stilley_r@mercer.edu), at (678) 547-6823 or visit the ACCESS and Accommodation Office website at <http://atlstuaffairs.mercer.edu/disability-services.cfm>.

Student Academic Grievance

Policy

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, gender, religion, race, marital status, national origin, or disability.

Time Frame

For grievances of any kind, students are required to initiate appeals with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after this period will not be honored.

Informal Resolution Procedure

Student grievance procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the complaint by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Process.

Formal Resolution Procedure

The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this person a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the instructor's decision.
2. If the grievance is not satisfactorily resolved by the department chair or program director, the student should meet with the associate dean after submitting to the associate dean a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the department chair's or program director's decision.
3. If the grievance is not satisfactorily resolved by the associate dean, the student should meet with the provost after submitting to the provost a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the associate dean's decision.

If the student has a complaint against a dean, he or she should schedule an appointment with that dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the complaint with that dean, the student may appeal to the provost. In all grievance procedures, the decision of the provost is final.

Student Nonacademic Grievance

Policy

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure

Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure

When a student wishes to file a formal complaint that is nonacademic in nature and does not pertain to student conduct, he or she should follow this procedure:

1. The student should submit the complaint in writing to the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee's supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.
2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources.
3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent's supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee's supervisor within ten (10) days of the meeting between the student and the employee's supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.
4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
 - a) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *within a specific school or college*, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor

has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources. If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.

- b) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *outside of the administrative organization of a specific school or college*, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources. The dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

TENTATIVE CLASS SCHEDULE

<u>Date</u>	<u>Assignment</u>	<u>Activity</u>
Week 1 1/6	B & G Ch1; R-C Ch1	Review Course Assignment; Introduction to Supervision
Week 2 1/13	B & G Ch 11 R-C Ch 3	Ethical & Legal Issues in Supervision; Evaluation in Supervision
Week 3 1/21	B & G Ch 2; R-C Ch 4	Supervision Model - Developmental Supervision Model; DVD demonstration – case 1 - MODELS Counselor Supervisor Paper DUE
Week 4 1/27	R-C Ch 5	Supervision Model -Theoretical Supervision Model; DVD demonstration – case 2
Week 5 2/3	R-C Ch 6	Supervision Model – Social Role Supervision Model; DVD demonstration – case 3
Week 6 2/10	R-C Ch 7	Supervision Models – Integrated Models of Supervision; DVD demonstration – case 4
Week 7 2/17	R-C Ch 8	Supervision Model – Interpersonal Process Recall Model; DVD demonstration – case 5
Week 8 2/24	B & G Chs 3 &4	Process and Issues of the Supervisory Triad and Dyad
Week 9 3/2		SPRING BREAK
Week 10 3/9	B & G Ch 5	Multicultural Supervision
Week 11 3/16		Model of Supervision paper DUE
Week 12 3/23	R-C Ch 2 B & G Ch 6	Organizing the Supervision Experience; Obstacles to Effective Supervision - METHODS
Week 13 3/30	B & G Chs7, 8	The Supervisory Relationship and Experience - The SUPERVISORY RELATIONSHIP
Week 14 4/6	B & G Ch 9; R-C Ch 9	Supervision Interventions – Individual, Group, Live; Use of technology; Benefits of Group Supervision – ROLES & RESPONSIBILITIES
Week 15 4/13	B & G Ch12; R-C Ch10	Teaching & Researching Supervision; Future Directions in Supervision -
Week 16 4/20		Supervision Contract Packet DUE
FINALS WEEK	Due 4/27	Supervisory Issue Paper DUE

Note: This syllabus is a guide that may be amended as needed: the schedule, course topics and course requirements.

R-C = Russell-Chapin, L.A. *Clinical Supervision: Theory and Practice*.

B & G = Bernard, J. & Goodyear, B. *Fundamentals of Clinical Supervision*

Counselor Supervisor Interview Assignment
Interview Questions

1. What is your education and experience or professional background in the mental health field (as a counselor and also as a counselor supervisor)?
2. What do you like most about supervising? What do you like least?
3. What are some of your clinical responsibilities as a counseling supervisor?
4. What administrative responsibilities are required for you as a counseling supervisor? Are there any procedures that you find most helpful or important to know?
5. What ethical issues are most commonly confronted in your supervision experiences?
6. How do you handle ethical issues in supervision with your supervisee?
7. What ethical issue(s) do you feel most supervisors overlook or place too little emphasis on?
8. What legal issues, if any, have you confronted as a supervisor? What steps did you take?
9. With what supervision model do you align most closely? How did you decide on the supervision models you use?
10. How do you measure success in supervision?
11. How do you manage the tension (if any), of your role as a gatekeeper while also encouraging the supervisee to grow and learn?
12. What are the boundaries of your supervisor and supervisee relationship(s)?
13. Do you still receive supervision?
14. What do you know now that you wish you knew when you were a supervisee?
15. What advice would you give to me as a new counselor supervisor?

NOTE: You may ask additional questions that are of interest to you or to provide you with a clearer picture of the roles and responsibilities of the clinical supervisor.