



PENFIELD COLLEGE
Department of Counseling and Human Science
Atlanta Campus

Course Title:	COUN 802: Counselor Supervision
Instructor:	Dr. Karen D. Rowland
Office Hours:	Monday: 12-3pm; Tuesday: 12-5pm; Thursday: 11-1pm; or by appointment only
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Class Meeting Time:	Spring 2015 - Monday: 5:00 – 7:30PM
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 Purpose:

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.

Student Learning Objectives/Outcomes:

Students will demonstrate:

Objective	CACREP	Assessment
1. Knowledge of the various models of supervision and consultation and how to facilitate its development.	DL.IV.A.2; B.1-2.	- Interview - Supervision Paper & Presentation - Supervision Experience
2. Clinical competencies in counselor supervision and consultation that can be applied in supervisory and consultative interventions within a counseling practicum setting.	DL.IV.A.1-3; B.1-2.	- Supervision Paper & Presentation - Supervision Experience
3. Knowledge of the roles, function, and activities of effective supervisors and knowledge of supervision skills and intervention techniques.	DL.IV.A.1-3; B.1-2.	- Interview - Supervision Paper & Presentation - Supervision Experience
4. Ability to survey the current research on supervision and consultation.	DL.IV.A.1-4; B.1-2.	- Supervision Paper & Presentation
5. Ability to develop and articulate a philosophical base and working model for their own supervisory and consultative relationships.	DL.IV.A.1-4; B.1-2.	- Supervision Paper & Presentation - Supervision Experience
6. Ability to identify and discuss the ethical and legal issues related to the supervision and consultation.	DL.IV.A.4; B.1-2.	- Interview - Supervision Paper & Presentation - Supervision Experience
7. Ability to create a supervision contract.	DL.IV.A.1-4; B.1-2.	- Supervision Paper & Presentation - Supervision Experience

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* (4th 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**

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. 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 page summation of your perception of the roles and responsibilities of the counselor supervisor (you may use your text books as well as the LAPC supervisor description to support your response).

Supervisory Issue Paper & Presentation: Students will work in pairs to identify a topic (of personal interest) relevant to counselor supervision, write a 7 page paper (*not including title page and references*), and make a 30 – 35 minutes presentation to the class. Topics MUST be confirmed by the course instructor for approval.

Guideline:

- (A) **Discuss in details:** 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. Include no less than 8 references (5 from peer-reviewed journals).
- (B) **Writing Skills:** Both paper and PowerPoint presentation must be emailed to the course instructor on or before the day of the presentation. Your paper 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;

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

Guideline:

- (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.

Supervision Experience and Videotape Presentation: Students will be assigned to an existing Practicum or Internship Seminar group, working with approximately 3 – 5 Master’s level students who are in their practicum or internship to conduct triadic supervision sessions. Doctoral students will participate as leaders or co-leaders in weekly Practicum or Internship supervision meetings for a period of 8 consecutive weeks. Students will fill out notes for each supervision session to turn into the instructor. In addition, the student is to make one copy of the notes for the Practicum/Internship instructor’s review. Individual master’s level students from the Practicum/Internship Seminar may also be assigned for individual consultation with the doctoral student. You may also want to attend the Practicum/Internship Seminar (class meeting) for a few weeks to help establish rapport with your supervisees (with permission from the course instructor).

For your *presentation*, each student will prepare *one videotape & critique of a counseling supervision session with their supervisee/s* that will be reviewed. All sessions are to be taped for your personal review and you may be asked to bring these additional videos to the instructor or to share with class. Before completing this assignment you will have to meet with your supervisee/s for several sessions to build rapport and to introduce an intervention. These sessions are to be videotaped for your use in critiquing your supervision. The sessions need to include the stages of rapport building, exploration of the supervisees’ clients’ issues, interventions that you deem appropriate for the supervisees’ use, and termination. The supervisees will need to provide you with tapes of their counseling sessions for your evaluation (**NB**, for school counseling students you will need to use copies of the client/P-12 students’ notes). Please videotape all sessions with the supervisees so that you can review

your supervision sessions. Choose one of the sessions to be critiqued. Without a review of the other tapes overall conclusions about the appropriateness of the interventions you introduce may be difficult to provide a rationale for. *A format for critiquing the supervision session will be provided.*

Class Participation: Participation is essential to this course. Since much of the learning in this course occurs in the context of discussion (in-class and online), demonstration and practice sessions, you are expected to be present for all class meetings. The factors used to assess your grade include participation in class exercises and discussions, mastery of the techniques presented in class, and staying current with assigned readings.

Methods of Instruction

The following methods will be used to facilitate learning in this course: independent study, class discussion, lecture, overhead projections, class presentations, outside speakers, case studies, small group work.

Writing Expectations:

Introduction to School Counseling is a graduate 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	10%
Supervisory Issue Paper & Presentation	20%
Model of Supervision	25%
Supervision Experience & Videotape	30%
Class Participation	15%
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>
1/12	B & G Ch1; R-C Ch1	Review Course Assignment; Introduction to Supervision
1/29		MLK Jr. HOLIDAY
1/26	B & G Chs 2, 3; R-C Ch 3	Ethical & Legal Issues in Supervision; Evaluation in Supervision
2/2	B & G Ch 4; R-C Chs 4 - 5	Supervision Models; Developmental, Theoretical; DVD demonstration – case 1
2/9	B & G Ch 4; R-C Chs 6 - 8	Supervision Models; Social Role, Integrated, IPR; DVD demonstration – case 2 <i>Counselor Supervisor Paper DUE</i>
2/16	B & G Chs; 5 - 7 R-C Ch 2	The Supervisory Relationship; Obstacles to Effective Supervision; DVD demonstration – case 3
2/23	B & G Ch 8	Organizing the Supervision Experience; DVD demonstration – case 4
3/2	B & G Chs 9 - 11; R-C Ch 9	Supervision Interventions – Individual, Group, Live; Benefits of Group Supervision; DVD demonstration – case 5 <i>Model of Supervision paper DUE</i>
3/9		SPRING BREAK
3/16	B & G Ch12; R-C Ch10	Teaching & Researching Supervision; Future Directions in Supervision
3/23		<i>Supervisory Issue Paper & Presentation DUE</i>
3/30		<i>Supervisory Issue Paper & Presentation DUE</i>
4/6		<i>Supervisory Issue Paper & Presentation DUE</i>
4/13		<i>Supervision Experience & Videotape Critique Paper & Presentation DUE</i>
4/20		<i>Supervision Experience & Videotape Critique Paper & Presentation DUE</i>
4/27		<i>Supervision Experience & Videotape Critique Paper & Presentation DUE</i>
5/4		ALL Supervision Notes DUE

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

Supervision Experience & Videotape Critique Paper & Presentation *Format*

I. Review of Supervision Experience

II. Videotape – view videotape (explain why you chose this particular videotape)

III. Critique of Videotape

- a. How did you build and establish rapport
- b. Describe how the exploration of the supervisees' clients' issues were done
- c. What were the interventions that you deem appropriate for the supervisees' use and why
- d. How did you address termination (between you & supervisee/s and also supervisee/s and clients)
- e. What Supervision Model did you use & why? How is it related to your personal supervision model?

IV. Class Questions/Comments/Discussions