

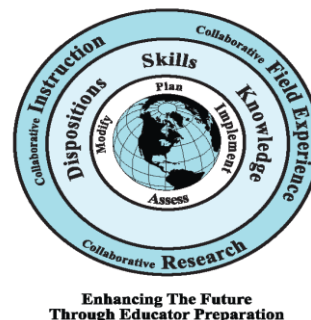


**COUN 7335: PRACTICE OF COUNSELOR SUPERVISION
FALL 2017**

*COUN 7335 is a required course for Ph.D. Degree and Counselor Education
Specialization Area*

College of Education, Department of Counselor Education

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Tuesday 4:00pm–5:00pm (Woodlands)
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Other time by appointment



Class day and time: Tuesdays at 530 – 820pm
Class location: TWC 340

Prerequisite: COUN 7334 Theories of Counselor Supervision

Course Description:

Catalogue Description:

Supervised experience in supervision of counseling. Students meet for individual supervision of supervision and in a seminar group to assess their effectiveness in their supervisory relationships, to obtain feedback on tapes and observation, and to integrate the feedback into their supervisory process. (3 semester hours)

This course provides supervision of supervision in the SHSU Counseling Practicum and other approved settings. Students will supervise master's level counseling practicum interns. Special attention will be given to the relationship of theories of supervision to conceptualization and actual practice. Individual supervision of supervision, group supervision, self-supervision, direct observation of supervisee sessions, video- or audio-taping, selected readings, case presentations, teamwork, and reflection papers will be used to promote the integration of professional supervision skills, attitudes, and philosophy. At the end of the course the successful supervisor will have developed skills and attitudes commensurate with those of doctoral-level professionals.

Necessary skills include those which reflect a coherent model of supervision. Attitudes include willingness to learn from course methods, materials, supervisees and instructors, as well as from clients; professional and appropriate concern, demeanor and conduct toward clients and co-workers, and willingness to use experiences in the course to further grow as a person. The course is conducted in a seminar-discussion format. As part of the course, students will provide one or more supervisees with supervision, and will conduct group supervision with master's level counselors.

This course has six components: supervision practice, supervision of supervision, self-supervision of taped supervision sessions, assigned readings, class meetings, and personal/professional reflection. Class meetings focus on integration and application of didactic materials and personal reflections to ongoing cases. Most class sessions will include case presentations and consultation using a collaborative approach.

Objectives*:

1. Students will be able to articulate a personal model of supervision and relate it to her or his preferred model of therapy and to existing models of supervision.
2. Students will be able to demonstrate observational skills in assessing progress in supervisee-client and supervisor/supervisee-client subsystems.
3. Students will be able to demonstrate conceptual skills used in monitoring, evaluating, and identifying problems in supervisee-client and supervisor-supervisee-client subsystems.
4. Students will be able to demonstrate the use of executive skills used in structuring supervision, problem solving, and in implementing supervisory interventions in different supervisory modalities e.g. live supervision and videotape supervision.
5. Students will be able to demonstrate awareness of and sensitivity to the ethical and legal issues involved in supervision.
6. Student will identify foreseeable risks and potential liability issues in supervision and maintain a documentation system that will reduce ethical or legal vulnerability in the supervisory role.
7. Students will demonstrate competence conducting an online supervision session using computer assisted software.
8. Students will be able to provide group supervision for master's students in the Supervised Practicum class.

* Objectives 1-4 are paraphrased from Thomas Todd (1989). Learning objectives for supervision course. *The Commission on Supervision Bulletin*. 2, p. 2.

Textbooks:

Required Text:

Bernard, J., & Goodyear, R. (2009). *The fundamentals of clinical supervision*. Boston: Pearson Education, Inc.

Todd, T., & Storm, C. (2014). *The complete systemic supervisor: Context, philosophy, and pragmatics*. (2nd) Wiley Blackwell.

Recommended Books:

Bradley, L., & Boyd, J. (1989). *Counselor supervision: Principles, process, practice*. Muncie, IN: Accelerated Development.

Fall, M. & Sutton, J. (2004). *Clinical supervision: A handbook for practitioners*. Boston: Pearson Education, Inc.

Falvey, J. E. (2002). *Managing clinical supervision: Ethical practice and legal risk management*. Pacific Grove, CA: Brooks/Cole.

Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide*. Pacific Grove, CA: Thomson Brooks/Cole.

Hess, A. (1980). *Psychotherapy supervision*. NY: John Wiley & Sons.

Liddle, H., Breunlin, D., & Schwartz, R., (1988). *Handbook of family therapy training and supervision*. NY: Guilford Press.

Stoltenberg, C., & Delworth, U. (1988). *Supervising counselors and therapists*. San Francisco: Jossey-Bass.

Storm, C., & Todd, T. (2002). *The reasonable complete systemic supervisor resource guide*. New York: Authors Choice Press.

Watzlawick, P. (1983). *The situation is hopeless, but not serious: The pursuit of Unhappiness*. New York: W. W. Norton and Company.

Recommended Journals:

Counselor Education and Supervision

The Clinical Supervisor

Journal of Technology in Counseling

Journal of Counseling and Development

Course Objectives:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • CA = CACREP
1. Demonstrate knowledge and understanding of the purposes of clinical supervision	Students will revise their Theory of Supervision paper. Student will also present a case demonstration and discussion.	Course Assignment #1 -Theory of Supervision Paper revised	CA DOC II. C.2
2. Demonstrate knowledge and application of theories, models, and practice of clinical supervision	* Students will supervise one or two students in COUN 6376 Supervised Practice in Counseling weekly. Student will also present a case demonstration and discussion.	Course Assignment #2 & 3 - Case Demonstration and Discussion -Weekly submission of Supervision video tape and Reflection form	CA DOC II. C.2 & IV.B. 2
3. Understands the roles and relationships related to clinical supervision.	* Students will supervise one or two students in COUN 6376 Supervised Practice in Counseling weekly. Textbook and articles review.	Course Assignment #3 Weekly Supervision Practice with one or two master level counseling interns	
4. Understands legal, ethical, and multicultural issues associated with clinical supervision according to relevant codes of ethics	<i>ACA Code of Ethics: Section F – Supervision, Training, and Teaching (2005), NBCC Approved Clinical Supervisors Code of Ethics (20), ACES Ethical Guidelines for Counseling and Supervisors (1993) ACES Best Practices in Clinical Supervision (2011)</i>	Course Assignment #4 & 5. Read textbook and articles, and develop a Supervisee Competencies Scale	CA DOC II.C.7
5. Students will develop a personal model of supervision and relate it to their preferred model of therapy	Students will revise their Theory of Supervision paper. Student will also present a case demonstration and discussion.	Course Assignment #1 Theory of Supervision Paper revised	CA DOC IV.B.2
6. Student will demonstrate the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.	Students will observe video tapes, critique and provide feedback in face-to-face supervision of a master level student. Students will also develop a Supervisee Competencies Scale to be used with their Supervisee.	Course Assignment #3, 5 & 6 Weekly Supervision Practice with one or two master level counseling interns. Develop a Supervisee Competencies Scale to be used with their Supervisee. Critique taped supervision sessions	

7. Student will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings.	Students will revise their Theory of Supervision paper. Student will present a discussion and show videoed examples of supervision. Student will also critique taped supervision sessions of peers and former students	Course Assignment #1, 2 & 6	
8. Student will write a paper about their supervision experience(s) to summarize their knowledge and understanding as an intern supervisor.	Students will revise their Theory of Supervision paper and turn in by the end of the semester.	Course Assignment #1 Theory of Supervision Paper revised	

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course/Instructor Requirements:

Class Meetings: Attendance, preparation, and active and helpful participation are required.

Structure of this class:

Students will observe clinical sessions of their supervisee in the practicum clinic. When students are not observing or meeting with their supervisee, they will be in the classroom processing supervision issues with other students or meeting with the professor for supervision. Students will schedule supervision session outside of class time. If the supervisee does not have a client during the observation hour of the Supervised Practicum class, the two can meet for face-to-face supervision during this time or they can get together to form reflecting team to support other practicum intern(s) with the approval of the instructor for COUN 6376. If supervision meetings are held off campus, the supervision must happen in a confidential setting so that videotaping can occur.

The supervision class will meet in a seminar format and discuss supervision topics and process the observed sessions from that evening. In addition, students will be prepared and actively participate in a discussion of weekly assigned topics, articles, and text.

Students will take turns in providing the group supervision for the practicum group. This can be done by co-leading during this time period. Each student is expected to co-lead or lead alone the group supervision for one evening.

Supervision and Total

Time Hours: Students need at least 13 supervision contact hours and approximately 60 hours of total time involvement to complete this course. All supervision hours will be documented weekly on the Supervisor Log sheet.

Videotaping: Students need two working memory sticks so that one is always available for recording the supervision session while the professor is reviewing the tape from the previous week. Students are expected to videotape every supervisory session conducted with the Counseling Practicum supervisee and must be prepared to review their tape in the supervision class. If you meet for supervision outside of the class, you will also need to videotape that session. Students are expected to be familiar with the audio/video equipment to produce good quality video clip with clear audio output.

Supervision: Group supervision will be provided weekly and individual supervision will be scheduled with students on a rotation schedule or the professor will float between supervision sessions. You are asked to bring your case files and your videotape (cued to sections you wish to review) to the group meetings. All tapes must be previewed and evaluated by students prior to submitting to professor. Along with submitted tapes, student must include a completed Supervision Record and Reflection Form. Supervision hours must be documented weekly on your Supervisor Log sheet. Attendance and cooperative participation are required.

Evaluation: Your knowledge and integration of supervisory skills and attitudes will be evaluated qualitatively by you and the instructor in a collaborative, ongoing manner. Evaluation will be based on skills and attitudes as described above. Please note that completing the required supervisory hours and paperwork is not sufficient to receive a passing grade; ultimately, it is the quality and professionalism of your work, as assessed by the judgment of the professor that matters most. Your grade will be determined by the end of the course.

Grading: This course is graded A, B, F. All of the course requirements must be met in order to receive a grade of A.

Assignments

Course Assignments:

1. Students will update their paper from the Theory of Supervision class (COUN 7334) that articulates their personal model of supervision and be prepared to discuss how it relates to their preferred model of therapy and to existing models of supervision. This personal model of supervision should consider goals of supervision, the nature of the supervisory relationship, the procedures used in supervision, and the methods used in evaluating supervisees. Students will discuss how the model of supervision was utilized in the previous course (COUN 7334), how the model was revised, changed or modified in the current course (COUN 7335). It is necessary to understand the model or theory that guides students' supervision with master's student supervisee(s) and informs your work as a supervisor. **50 points**
Grading Rubric: See Attachment 1
2. Students will present a discussion and show videoed examples of best – on target and not so good – off target supervision. To demonstrate these two extremes of supervision, students may show more than one example from multiple supervision sessions. Other class members will serve as a consultation team and provide “growth” feedback, offer “what do you think would happen if you”, and “where were you going with this,” etc. **100 points for the presentation.**
Grading Rubric: See Attachment 2
3. Students will supervise one or two students in COUN 6376 Supervised Practice in Counseling. The professor in charge of the master's level COUN 6376 will ultimately be responsible for these cases and may provide students enrolled in Practice of Counselor Supervision with additional supervision of their supervision. The student to be supervised will be assigned by the professors in consultation with the COUN 6376 instructor. All supervision sessions are to be video-taped and saved to a memory stick. Students are to select a segment of the taped session and indicate the location in minutes on the reflection form for review and evaluation of the professor. Students will submit a Supervision Record and Reflection form, and the digitally recorded session on a memory stick for the supervision conducted the previous week at the beginning of each class.
15 points for each supervision tape with Reflection Form.
150 total points for completion of 10 sessions of supervision.
Grading Rubric: See Attachment 3a, b, c, d.
4. Students will read textbook and articles as assigned throughout the semester. Students will write a two to three page typed reflection on each reading assignment. Each student will lead a class discussion of the assigned reading. Students are expected to come prepared to lead a scholarly discussion focusing on important points presented in the article, how the information can be utilized in supervision sessions or to facilitate development of supervision skills or supervisee counseling skills. See class schedule for weeks with reading assignments.
10 weeks at 10 points each (10 X 10) total 100 points.

Grading Rubric

For Reflection Paper

APA format	2
Grammar	2
Content Integration	6

Total 10

For Discussion Leader

Short prepared introduction/handout	10
Knowledge of the material	10
Preparation of leading questions/activities	10
Ability to draw classmates into discussion	10
Ability to manage the discussion process	10

Total 50

5. Students will develop a Supervisee Competencies Scale to be used with their Supervisee at the end of the semester. **50 points**

Grading Rubric

Content Integration	20
Sufficient Topics Covered	20
Simplicity	10
Total	50

6. Student will critique taped supervision sessions of peers and/or former students. The purpose of this activity is to provide constructive feedback, helpful suggestions, ideas to ponder, missed opportunities, evidence of implementation of a supervision model, and to create an opportunity to practice supervision skills of supervision in preparing to be a counselor educator. **(25 points X 2) total points 50**

Grading Rubric

Identify strengths	5
Recognize challenges/missed opportunities	5
Creative intervention	15
Total	25

7. Students will take turns in providing group supervision for the Supervised Practicum group in the clinic. Each student is expected to co-lead for one evening. The dates for Group Supervision of this semester are Sept 14, 21 and Nov 2.

Grading Criteria:

• Revised Theory of Supervision Paper	50 pts.
• Supervisor Presentation	100 pts.
• Supervision Tapes and Evaluation (10X 15 pts.)	150 pts.
• Article Reflections (10 X 10 points)	100 pts.
• Facilitation of Classroom Discussion	50 pts.
• Supervisee Competency Scale	50 pts.
• Critique of 2 Supervision Sessions	50 pts.
Total points	550 pts.

Grading:

550 – 500 points	A
499 – 450 points	B
Below 450 points	F

**COUN 7335
PRACTICE OF COUNSELOR SUPERVISION
Fall Semester 2016 Calendar**

Week/dates	Instructional Activities/Assignments
Week 1/ Sept 5	Introduction, Syllabus and Assignments
Week 2/ Sept 12	Discussion topic: Learning to be a counselor: A prepracticum point of view; journal article reflection
Week 3/ Sept 19	Discussion topic: Microcounseling supervision; journal article reflection; supervision tape and evaluation
Week 4/ Sept 26	Discussion topic: Mindfulness; journal article reflection; supervision tape and evaluation
Week 5/ Oct 3	Discussion topic: Multicultural issues in supervision; journal article reflection; supervision tape and evaluation
Week 6/ Oct 10	Discussion topic: Critical incidents in practicum supervision; journal article reflection; supervision tape and evaluation
Week 7/ Oct 17	Discussion topic: Online supervision and self supervision; journal article reflection; supervision tape and evaluation
Week 8/ Oct 24	Discussion topic: The Transgenerational Model; journal article reflection; supervision tape and evaluation
Week 9/ Oct 31	Discussion topic: The Purposive Systemic Model; supervisor presentations; journal article reflection; supervision tape and evaluation
Week 10/ Nov 7	Discussion topic: The Integrative Model; supervisor presentations;
Week 11/ Nov 14	Discussion topic: The Collaborative Supervision; journal article reflection; supervision tape and evaluation; TCA Annual Conference
Week 12/ Nov 21	Thanksgiving Holiday
Week 13/ Nov 28	Supervisor presentations; journal article reflection; supervision tape and evaluation; Supervisee Competency Scale
Week 14/ Dec 5	Supervisor Presentations; Revised Theory of Supervision; supervisor presentations; journal article reflection; supervision tape and evaluation

Attachment #1

**Revised Theory of Supervision Paper
Guidelines and Grading Rubric**

Students will update their paper from the Theory of Supervision class (COUN7334) that articulates their personal model of supervision and relate it to their preferred model of counseling based on this semester's supervision experience. The personal model of supervision should include the following:

1. Overview of your personal model of supervision and how this model relates to your preferred model of counseling
2. Goals of Supervision
3. The nature of the supervisory relationship
4. Procedures used in supervision (General organization and sequence of activities during the supervision session)
5. Methods used in evaluating and communicating the supervisee's strengths and areas for growth
6. Discuss how ethical guidelines and supervision competencies based on supervision standards established by professional organizations (ACA, ACES, and NBCC) were practiced in supervision.
7. APA 6th edition guidelines are to be followed including scholarly writing. Length of paper is six to eight pages with a minimum of six references

Grading Rubric for Personal Style of Supervision Paper

Criteria and Points: (Total possible points = 50)	Points Earned
1. Overview (0 to 10 points)	
2. Goals (0 to 10 points)	
3. Nature of the relationship (0 to 10 points)	
4. Procedures (0 to 5 points)	
5. Methods of Evaluation (0 to 10 points)	
6. Ethical guidelines and supervision competencies of ACA, ACES, and NBCC (0 to 5 points)	
7. APA, scholarly writing, length, and references (0 to 10 points)	

Attachment #2
**Case Study Presentation
Assignment and Grading Rubric**

For the case study presentation, select segments from the videotaped supervision session to support your responses to the questions below regarding your supervisee.

1. What is your selected supervision model? Why this particular model? (5)
2. How did you demonstrate your selected supervision model during supervision? (10)
3. Describe the supervisory relationship and address the following questions:
 - i. How were you attentive to the dynamics of the relationship with your supervisee?
 - ii. How did you demonstrate sensitivity to the supervisee's anxiety as a novice counselor?
 - iii. How did you support a collegial relationship with your supervisee?
 - iv. How did you demonstrate respect for the differences in contextual factors between you and your supervisee?
 - v. How did you create an atmosphere that encouraged your supervisee to share their hunches, hypothesis, and ideas that may be different from yours? (20)
4. Provide an assessment of the supervisee's development and growth as a counselor and supervisee during the semester. Select 3 or 4 segments throughout the semester from supervision tapes that support your assessment. Limit the amount of time spent showing the videos, verbally set up the segment and show a brief clip to support your assessment. (15)
5. Discuss the major issues addressed in supervision and the interventions used to address the issues. The focus here is on the supervisee skills (your supervision model may provide a framework). (15)
6. What are the areas that continue to be a focus of needed growth for the supervisee? (10)
7. Describe your strengths as a supervisor. (10)
8. Describe your greatest challenge(s) as a supervisor. How did you deal with these challenges and what did you learn that you'll do differently as a supervisor in the future. (15)



Attachment #3a
Supervision Record and Reflection Form I

Date: Session #

Supervisor: Supervisee:

Initials of client(s) discussed:

For the clients listed, indicate the ones you viewed the counseling session by placing a lower case (v) in parenthesis behind their initials. If the client is an adult indicate with an A following initials. If the client is a child, please include the age of the child after initials.

What are the goal(s) for this session? (1 pt.)

Where these accomplished, discuss how and if not explain why? (1pt.)

Provide examples with times from video demonstrating your supervision from the IDM Supervision Model. Identify the supervisee's developmental level or stage including the supervisee's behavior and/or comments that support the assignment of the level/stage. Identify the role you were responding from based on the needs of your supervisee. (3 pts.)

Give examples with times from video when you used Socratic questions and/or Bloom's Taxonomy to encourage your supervisee to think more deeply about the client, the process of counseling, her/his role as a counselor, etc. (2 pts.)

List **client(s)-focused** supervision interventions, suggestions, or hunches **you** offered supervisee during supervision. (2 pts.)

Provide time(s) on video where these occurred.

List **supervisee-focused** supervision interventions **you** offered supervisee during supervision (including a rationale for each). (2 pts.)

Provide time(s) on video where these occurred.

Risk management review: Note any concerns based on review of supervisee's entire caseload. Include (a) initials of client, (b) nature of the concern, and (c) supervision intervention at this time. (1 pt.)

Personal Reflection: (Discuss how you think you are progressing as a supervisor and why. Include examples from the supervision session to support your response. Are there skills you want to focus on for the next session? Where there any missed opportunities? (3 pts.)

Total Points: 15



Attachment #3b
Supervision Record and Reflection
Strengths-based Supervision
Form II

Date:

Supervision Session #:

Supervisee:

Supervisor:

Client Initials with a (v) for viewed and age if child or (A) for adult client:

Supervisee Focused Feedback

Identify the strengths of your supervisee and provide times from the supervision video where supervisee's strengths were presented and discussed: (strengths may have been presented by supervisee or by you. If presented by supervisee, how did you response?) (i.e., strengths may include understanding, counseling skills, values clarification, attitude, clinical judgment, case conceptualization, organization, etc.) (4 pts.)

Identify the greatest professional growth area you have observed in your supervisee as a new counselor. (3 pts.)

Supervisor Focused Feedback

What are your strengths as a supervisor during this session? Provide times from video where you demonstrated your strengths. (3pts.)

Discuss how you responded to supervisee's concerns to demonstrate your understanding; this does not signify agreement only that you have acknowledged and validated expressed concerns. (2 pts.)

Discuss your progress and growth as a supervisor? (3 pts.)

Total points: 15



Attachment #3c
**Supervision Record and Reflection
Process/Reflective Supervision Model
Form III**

Date:

Supervision Session #:

Supervisee:

Supervisor:

Client Initials with a (v) for viewed and age if child or (A) for adult client:

Trigger Event: Identify trigger event(s) that result in the supervisee initiating a critical review of the situation that is surprising, uncomfortable, puzzling, and/or confusion. Briefly discuss the supervisee's reflective process and provide time from video where this discussion or these discussions occurred. (3 pts.)

Does your supervisee show evidence of self-supervision and evaluation of his/her counseling skills? Please explain your response with specific examples from the supervision session that support your response. Provide times on video to support your response. (4 pts.)

Discuss how you asked questions, responded, and reflected to guide the supervisee's reflections and processing about the trigger event(s) experience. How did you stimulate the awareness of the supervisee beyond the point at which she operated during the counseling session? (5 pts.)

How did your supervisee integrate the information discovered through reflecting on the trigger event into good counseling practice? (3 pts.)

(Note: Please feel free to move these questions around if they seem to flow better in a different order.)

Total Points: 15



Attachment #3d
Supervision Record and Reflection
Social Role Model – The Discrimination Model
Form IV

Date:

Supervision Session #:

Supervisee:

Supervisor:

Client Initials with a (v) for viewed and age if child or (A) for adult client:

Evaluate the supervision session through the lens of the Discrimination Model by responding to all that apply to this week's session.

Focus of supervisor on the supervisee's:

Describe how the supervisee demonstrated the following skills during the counseling session(s). Select the best example of the supervisee demonstrating these skills and describe in the space provided: Select the best example and provide times on video where the two of you are discussing the skills. (2 pts each)

Intervention skills:

Conceptualization skills:

Personalization skills:

Supervision Role:

Describe the supervision role you implemented for each of the three skills discussion in the previous section: (Refer to textbook for a definition of the three roles). (2 pts each)

Teacher:

Counselor:

Consultant:

Discuss your comfort level working from each of the three roles. (3 pts)

Total Points: 15

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must

Multicultural Articles: (Select one article for each student)

Constantine, M. G. (2001). Multicultural training, theoretical orientation, empathy, and multicultural case conceptualization ability in counselors. *Journal of Mental Health Counseling*, 43(4), 357-372.

Dickson, G. L., & Jepsen, D. A. (2007). Multicultural training experiences as predictors of multicultural competencies: Students' perspectives. *Counselor Education and Supervision*, 47, 78-95.

Gray, S. W., & Smith, M. S. (2009). The influence of diversity in clinical supervision: A framework for reflective conversations and questioning. *The Clinical Supervisor*, 28, 155-179.

Inman, A. G. (2006). Supervisor multicultural competence and its relation to supervisory process an outcome. *Journal of Marital and Family Therapy*, 32(1), 73-85.

Ober, A. M., Granello, D. H., & Henfield, M. S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision*, 48, 204-221.

Sangganjanavanit, V. F., & Black, L. (2011). The initial development of the multicultural supervision scale. *Journal of Professional Counseling: Practice, Theory, & Research*, 38(2), 18-36.

Torres-Rivera, E. et al. (2001). Process versus content: Integrating personal awareness and counseling skills to meet the multicultural challenge of the twenty-first century, *Counselor Education & Supervision*, 41, 28-41.



Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.