

## **COUN 7334 Theories of Counselor Supervision**

*COUN 7334 is a required course for the Ph.D. Degree and Counselor Education Specialization Area*

**College of Education**

**Department of Counselor Education**

**Please Note: You may not use nor have your cell phone visible during class time. You may text at the break and talk in the hall ONLY DURING BREAK. If you have a family or work situation that requires you to have your cell phone on during class you must discuss with me prior to class beginning. If you do have your phone visible during class time, you will lose points on professionalism.**

**Class meets from 5:30 to 8:50pm**

**Instructor:** Mary Nichter, Ph.D.

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Office Hours – Monday, 9:00am – 4:00pm, Wednesday (TWC) 3:00 – 4.30pm,  
Thursday 1:00 – 3:30pm, other times by appointment

**Required Texts:** Bernard, J., & Goodyear, R. (2014). *The fundamentals of clinical supervision*. Boston: Pearson Education, Inc.

Edwards, J. K. (2013). *Strengths-based supervision in clinical practice*. Los Angeles, CA: Sage

American Counseling Association. (2014). *Code of Ethics*,  
<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

National Board of Certified Counselors. (2013). *Code of Ethics*,  
<http://www.nbcc.org/Assets/Ethics/NBCC%20Code%20of%20Ethics%20-%20Board%20Review%20-%20Approved%20Version%20-%20For%20Printing%20-%20PDF.pdf>

Texas State Board of Examiners. (2015). *Title 22, Texas Administrative Code, Chapter 681*, [http://www.dshs.state.tx.us/counselor/lpc\\_rules/](http://www.dshs.state.tx.us/counselor/lpc_rules/)

**Course Description:** Supervision of Counseling is designed to introduce students to models of counselor supervision. The course is conducted in a seminar-discussion format and, as part of the course, students will provide one or more supervisees with supervision.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• CA = CACREP</li> </ul>
1. Demonstrate knowledge and understanding of the purposes of clinical supervision	Course Requirement #5	Midterm Exam question #1 and #2	CA DOC IV.A.1
2. Demonstrate knowledge and application of theories, models, and practice of clinical supervision	Course Requirement #5	Evaluation of Knowledge - Midterm Exam question #3 Evaluation of Application – Record and Reflection Forms (see Attachments)	CA DOC II. C.2, IV. A.2, IV.B.1
3. Understands the roles and relationships related to clinical supervision.	Course Requirement #1, #2	Case Study Presentation question #3 (see Attachment #6)	CA DOC IV. A.3
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</i> (2005), <i>NBCC Approved Clinical Supervisors Code of Ethics</i> (20), <i>ACES Best Practices in Clinical Supervision</i> (2011) Texas State Board of Examiners <i>Rules and Regulations for Supervision</i>	Midterm Exam Question #5 and #6 Personal Style of Supervision Paper question #6	CA DOC II.C.7, IV.A.4
5. Students will develop a personal model of supervision and relate it to their	Course Requirement #2	Five to seven page typed paper not including cover page and references (see attachment #7)	CA DOC IV.B.2

preferred model of therapy			
6. Student will demonstrate the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.	Course Requirement #4 and 5  Observe video tapes, critique and provide feedback in face-to-face supervision of a master level student	Provide weekly face-to-face supervision for a master level student and complete Record and Reflection Forms (see Attachments) Case Study Presentation questions #3and #4	CA DOC IV.D.3
4. Student will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings.	Course Requirement #2, #3, #4, and #6  Read - Ancis, J. R., & Marshall, D. S. (2010). Using a multicultural framework to assess supervisees' perceptions of culturally competent supervision. <i>Journal of Counseling &amp; Development</i> , 88, 277-284.	Case Presentation question # 3 and #4 and Midterm Exam question #4	CA DOC IV H.3
5. Student will write a paper about their supervision experience(s) as a student or intern.	Course Requirement #1	Five page typed paper (see Attachment #1)	CA DOC IV A.1-4

### Course Requirements:

1. **Supervision Experience Paper:** Students will submit a paper describing their supervision experience in either a practicum or internship course or hours for licensure as an LPC Intern. Students will discuss the supervisory relationship, the goals of supervision, the model or theory the supervisor worked from and substantiate “why” they believe this particular model or theory was used by providing examples and explain how the model or theory was demonstrated by their supervisor. Also, students will include a discussion of the effectiveness of the model or theory used by the supervisor, the benefits of supervision with the supervisor, and what was learned from this experience that student will model as a supervisor and what will be avoided as a supervisor. **(Due February 7, upload paper in Blackboard)** Five-page paper required – 50 points

2. **Supervision Style Paper:** Students will submit a paper that articulates their selected model of supervision incorporating a strengths-based perspective and relate it to this semester's supervisor/supervision experience. Include in your paper how you have "married" the two approaches and describe the following: goals of supervision, the nature of the supervisory relationship, the procedures used in supervision, and the methods used in evaluating and communicating the supervisee's strengths and areas for continued growth. APA 6th edition is to be followed: at least five references are to be cited; and the paper is to be scholarly writing. Students are to submit a five to seven page paper not including the cover page and reference page – 75 pts. **(Due: April 18, 25 or May 2)**
3. **Case study presentation:** Students will present an overview of the supervision experience for this semester. The presentation is to focus on the development of the doctoral students' supervision competencies highlighting the growth and development experienced this semester. In addition, the growth and progress of the supervisee is to be included. The discussion should be presented through the lens of the doctoral students selected supervision model and strengths-based supervision. Case studies will be presented in class using Power Pt., Movie-maker, and/or Prezi and include segments of videotaped supervision sessions showing supervisee and supervisor development throughout the semester. The presentation should be 30 to 40 minutes. – 100 points. See Attachment #6 for guidelines and grading rubric. **(Due: April 18, 25, or May 2)**
4. **Supervision Experience:** Students will supervise a counseling practicum supervisee from one of the master level supervised practicum courses. **Students are to checkout supervisee's DVD of sessions at the end of each class and review segments of each of the supervisee's counseling sessions prior to meeting for supervision. The DVDs are to be returned before class begins each following week. In addition, master's students audiotape their counseling sessions and segment of the supervisee's audiotape MUST be reviewed during each supervision session. Please make sure that the supervisee understands that they are to bring the audiotape of the previous week's sessions and they are required to listen to selected segments of their taped counseling sessions each week during supervision. (This requires supervisees to review their taped sessions prior to supervision in order to select segments for review during supervision.) Supervisee's are to come prepared for supervision with the audiotape times cued to (1) a strength or something they think went well during the previous counseling sessions and (2) a segment of one or more of the previous counseling session(s) to process during supervision for guidance, suggestions, etc.** The supervision sessions with the practicum student will be videotaped and reviewed by the supervisor (doctoral students) each week in order to complete the assigned Record and Reflection of Supervision Form I, II, or III which must be completed as assigned throughout the semester. The Record and Reflection of Supervision Form I, II, or III will be submitted on Blackboard weekly. However, four times during the semester, students are to submit the videotape of supervision along with the completed Record and Reflection Form, for these sessions the R&R form along with the videotape of the supervision session will be submitted on a zip drive. All students will submit the first videotape of supervision along with the R&R form on **2/7**. For the additional three

videotapes students will submit their best effort of supervision provided from (1) IDM Model due **2/28** (2) Reflective Model due **4/4**, and (3) Discrimination Model **5/2**. Supervisors (doctoral students) are expected to include an awareness and focus on supervisee's strengths during supervision sessions. Doctoral student supervisors will complete midterm and final evaluations for supervisee; however, the professor supervising the master level course will ultimately be responsible for the practicum student's case load and final grade for the course. **Fourteen weekly supervision sessions are to be completed this semester beginning January 31 through May 2 – (9/R&R X 15 pts. = 135 points and 4/R&R plus video X 20 pts. = 80 pts. = Total Possible Points = 215)**

6. **Midterm Exam-** 100 pts. (March 21)

7. **Professionalism, Participation, and Preparedness** - Students are expected to exhibit professional behavior at all times while in the counseling program according to ACA ethical guidelines. Students are expected to come to class on time and be prepared for discussion of the assigned readings and supervision experience. Punctual attendance is expected. Arriving 10 minutes late for class will result in a loss of points toward professionalism. **NOTE: Use of cell phone or other electronics during class without clearing with professor will result in the loss of all professionalism points. 40 points**

**Grade Determination:**

580 - 539	A
538 - 497	B
496 - 455	C
454 and below	F

**You are expected to complete the reading assignments weekly and everyone is expected to come to class prepared to discuss what you have read, what you found of interest, what you have questions about or anything presented in the readings that you'd like to discuss. However, not all assigned readings will be discussed in class but all that time permits will be discussed during each class. Throughout the semester articles may be assigned to weekly readings. Information about additional readings will be posted under Assignment section in Blackboard.**

**Attendance Policy:**

Regular and punctual attendance is expected. During the fall and spring semesters, the policy established by the Counseling Faculty is as follows: (1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The faculty will discuss the letter in a meeting and decide if the letter grade will drop or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence. Doctoral students are responsible for providing supervision to supervisee even during the week of an absence.

The summer attendance policy is as follows: “A Student may miss up to 4 and ½ hours of class. Anything beyond that will result in a grade decrease. Each additional absence will result in a drop of a letter grade. The Counseling faculty will not be accepting any letters of appeal during the summer.” Be cautious of tardiness to class. Consistent tardiness will result in lost points toward final course grade.

**Disability statement:**

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720. Any student with a disability that affects their academic performance is expected to arrange for a conference with the instructor in order that appropriate strategies are considered to insure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by phone, extension (936) 294-1720.

**Student Absences on Religious Holy Days Policy:**

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

***LPC Approved Supervisor Academic Requirements***

This course exceeds the academic requirements for the Approved Supervisor designation for the LPC. This course covers 45 clock hours, and the LPC requirement is 40.

Three hours – defining and conceptualizing supervision and models of supervision

Three hours – supervisory relationship and counseling development

Twelve hours – supervision methods and techniques covering roles (teacher, counselor, and consultant), focus (process, conceptualization, and personalization), group supervision, multicultural supervision (racial and ethnic issues, gender issues), and evaluation methods

Twelve hours – ethical, legal, and professional issues, covering roles for supervision and standards of practice; (Subchapter B of this chapter (related to Authorized Counseling Methods and Practices); 681.82 of this title (relating to Experience Requirements [Internship]); other code of ethics, and ethical and legal dilemmas

Three hours – executive and administrative tasks; supervision plan and contract, and time for supervision, recordkeeping, and reporting

### **Tentative Schedule:**

Jan. 24	Introduction to course, course requirements, supervisory assignments. Discuss results of VIA-IS Survey Complete, print, and bring results of survey to class: Survey address: <a href="http://www.viacharacter.org/SURVEYS.aspx">http://www.viacharacter.org/SURVEYS.aspx</a> Discussion: The Supervision Contract (The Supervisor's Toolbox, p. 305-307 B&G), Supervision Agreement (p. 314-316 B&G), log for recordkeeping, Carkhuff, reflecting affect and content versus theory orientation, forming hypothesis. What do you expect from master's level practicum? Assignment of supervisees.
Jan. 31	Chapter 1. Introduction to Supervision (B&G) Chapter 2. Supervision Models (B&G)
Feb. 7	Chapter 1. The History and Traditions of Clinical Supervision (E) Chapter 6. Organizing the Supervision Experience (on your own) Case Consultation
Feb. 14	Case Consultation Chapter 2. Executive Skills of Strengths-based Supervision (E) Chapter 3. A Time for Change (E)
Feb. 21	Case Consultation Chapter 4. Strengths-Based Clinical Supervision Primer: Social Constructivism and Postmodern Influences (E) Chapter 5. Strengths-Based Clinical Supervision Primer: From the Roots of Psychology (E)
Feb. 28	Case consultation Chapter 3. Processes and Issues of the Supervisory Triad (B&G) Complete and bring to class the Supervisory Working Alliance Inventory (Toolbox, pp. 340-341) Chapter 4. Supervisee and Supervisor Factors Affecting the Relationship (B&G) (See Anticipatory Supervisee Anxiety Scale, Toolbox pp. 330-331)
Mar. 7	Case consultation Guest Speaker: Dr. Richard Henriksen (sharing his research on Supervisor Chapter 5 Multicultural Supervision (BG) on your own Discussion Board Ancis & Marshall article (see matrix for article

information)

Mar. 14	<b>Spring Break</b>
Mar. 21	Midterm Exam (submitted online) No class this evening but you must provide supervision for supervisee, can be a Skype session Read Chapter 7. Individual Supervision (B&G) on your own
Mar. 28	Discuss Chapters 5 and 7 (B&G) previously assigned Chapter 6. The Larger Picture: Strengths-Based Management and Leadership (E) Strengths-Based Supervision: An Examination of How it Works (Ch. on Blackboard)
April 4	Case consultation Chapter 9. Live Supervision (B&G) Chapter 10. Evaluation (B&G)
April 11	Case consultation Chapter 11: Ethical and Legal Foundations of Supervision (B&G) Chapter 7. Supervision Sessions and Personal Management: Vantage Point, Point of View, and Perspective: It's All in the Way You See It (E)
April 18	Case Presentations (3 students) Chapter 8. Case Examples of Strengths-Based Supervision (E)
April 25	Case Presentations (3 students) Chapter 9. Lessons Learned and Where to From Here? (E)
May 2	Case Presentations (2 students) Review of progress, evaluations and termination of supervision relationships, Finalize the supervision experience