

COUN 620: Supervision in Counseling and Human Development Spring 2018

Instructor: Steve Armstrong, Ph.D., LPC (Board Approved Supervisor)

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Office Hours (by appointment)

Monday **2:30-4:30 CHEC**

Tuesday **5:30-7:00 Metro**

Thursday **2:30-4:30 Metro**

Friday **1:00-3:00 Commerce**

Course Description: A didactic and experiential course for post-graduate and doctoral students who wish to assume the role of supervisor. Goals include the assimilation and application of major theoretical/conceptual models and supervision approaches in counseling and human development. Prerequisite: Doctoral status or consent of the instructor.

General Course Information: Students will be encouraged to talk, think, and act in a supervisory role so that they might create and/or define their own personal identities as supervisors. The most important goal of this class is to prepare you to become a supervisor. Everything we do will be focused on facilitating the process of shifting from counselor to supervisor.

Textbooks:

Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision*. Mahwah, NJ: Lahaska Press.

Rønnestad, M. H. & Skovholt, T. M. (2013). *The Developing Practitioner: Growth and Stagnation of Therapists and Counselors*. New York, NY: Routledge.

Required Reading (supplied by instructor):

Bernard, J. M. (1997). The discrimination model. In C. E. Watkins, *Handbook of psychotherapy supervision* (pp. 310-327). New York: Wiley.

Kagan, H. K., & Kagan, N. I. (1997). Interpersonal process recall: Influencing human interaction. In C. E. Watkins, *Handbook of psychotherapy supervision* (pp. 296-309). New York: Wiley.

Stoltenberg, C. D., & McNeill, B. W. (1997). Clinical supervision from a developmental perspective: Research and practice. In C. E. Watkins, *Handbook of psychotherapy supervision* (pp. 184-202). New York: Wiley.

COURSE OBJECTIVES include, but are not limited to, the following:

The student will:

1. demonstrate knowledge and understanding of the roles, functions, issues, theoretical models, types, and techniques of clinical supervision;
2. acquire and demonstrate initial skills involved in the practice of supervision;
3. demonstrate knowledge and understanding of ethical/legal considerations in supervision;
4. evaluate objectively the performance of a supervisee;
5. identify and describe the student's preferred model and techniques of supervision;
6. engage in supervision of the student's supervision;
7. demonstrate competency as a counselor;
8. demonstrate self-awareness as a supervisor; and
9. demonstrate the ability to focus on the counselor as well as the client.
10. identify his/her personality preferences and how these preferences influence the supervisory relationship

CONTENT AREAS include, but are not limited to, the following:

- I. Models of counselor supervision
- II. Supervision interventions and techniques
- III. ACES Supervision Standards
- IV. Ethical and legal issues in supervision
- V. ACES Curriculum Guidelines
- VI. Gender, race, and ethnicity issues in supervision
- VIII. Supervisee evaluation

No computer software has to be purchased to complete this course.

Counseling Student Competency Evaluation (CSCE)

The Dept of Counseling is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The CSCE will be used as a basis for assessment. Copies of the CSCE are available from the Departmental website or by contacting the Department of Counseling Office.

Digital devices

In class, it is inappropriate and disrespectful to check email or text during class. Do not bring laptops to class and turn off cell phones. If you have an emergency situation in which you must be contacted during class, bring it to my attention prior to class and set your phone on vibrate.

Attendance, Professional Conduct and Late Assignment Policies

Students are expected to attend all classes and come to class prepared. More than 2 absences from classes will result in a deduction of one letter grade from your final grade. Arriving habitually late to class is unacceptable and will adversely affect your grade. In general, late assignments (one week late or less) will result in a 10-point deduction. Assignments turned in later than one week will not be accepted.

Discrimination Free Environment

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library Rm 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct). Plagiarism is totally unacceptable. In this course, you only have one APA paper.

Note: If you plagiarize any part of the required paper in this course, you will receive a failing grade in Coun 620 and I will report your dishonesty to the department and/or graduate school.

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and Television channels 4, 5, and 8 (channel 7 for Tyler & Longview area).

COURSE REQUIREMENTS AND GRADING

1. **Peer Supervision.** You will participate in **six** peer supervision session this semester with one of your cohort members. In five of the six sessions, you are required to bring a video-recorded session of you with a client to peer supervision. If you tell me you do not have any video-recorded clients' sessions, I will not be impressed because all of you will have the opportunity to have six sessions with a master's student this semester. You will schedule your sessions with the supervisee at a time that is mutually acceptable. You will provide a schedule of the times and places for all supervision sessions to the instructor by the third class meeting.

All supervision sessions will be video-recorded. The instructor has the right to ask for recordings of any supervision session without advanced notice and the first session will be submitted for evaluation/observation without a grade. Failure to provide recording of a taped session may put you at risk for failing the course.

Everyone in the class will turn in a minimum of four videotaped sessions (**three will be graded**). You will also turn in a detailed written analysis of the supervision session with your tapes.

Attendance in the peer supervision sessions is mandatory. No exceptions. More than one absence or cancellation of a peer supervision session will result in **failure of the course**. Arriving more than 10 minutes late to or leaving more than 10 minutes early from a peer supervision session will be counted as an absence. Arriving late to or leaving early from more than one peer supervision session may result in failure of the course. Furthermore, if you are absent from or cancel one peer supervision session and arrive late to or leave early from any subsequent peer supervision session, you will also fail the course.

2. You will write a 12-15 page **integrated supervision model paper** (APA format, 6th ed.) that is based upon an integration of the discrimination model and a developmental model of supervision (that you choose). We will cover models of supervision in class extensively. A detailed explanation of this assignment will be provided.

3. **You are required to supervise a master's level practicum in Fall 2016.** You will sign a contract indicating that you understand that you will be required to supervise practicum in Fall 2016. Failure to complete this requirement will result in a failing grade in Coun 620. In other words if you do not complete this requirement, your grade in this course will be changed to a failing grade.

4. **You will write four summary papers** that cover the three assigned reading that we emphasize in the course. These papers will be informal and brief (four to five pages, double-spaced, no cover sheet needed). You will write at least three pages summarizing the material and at least one page of your reaction to the reading. Please limit your papers to five pages.

5. You will **observe a master's level group supervision session**. These sessions will need to be arranged with a master's level instructor of practicum (551) or internship (552). I'm teaching internship in Mesquite on Wed at 4:30 if you want to fulfill this requirement by observing one of my group supervision sessions. Just let me know and we'll arrange it. I do not care if 5 or more of you observe one of my group supervision sessions at the same time. You will be required to complete a brief observation summary about this experience.

6. Participation in classroom demonstrations. I will demonstrate individual (or triadic) and group supervision in class using members of the course as participants. Be willing to participate in a meaningful way in these activities. I will ask you to bring video recordings of clients to class for demonstrations. In these demonstrations of supervision, you will be the therapist and I will be the supervisor. These demonstrations will help us apply the discrimination model to real client situations.

Grade Assignment

Participation	20 points
Supervision tape 1	50 points
Supervision tape 2	50 points
Supervision tape 3	50 points
Supervision paper	80 points
Summaries (10 pts. each)	40 points
<u>Group supervision paper</u>	<u>10 points</u>
Total	300 points

A	90%	270 points
B	80%	240 points
C	70%	210 points
D	60%	180 points

Flexible Schedule will be provided the first class meeting.

COUN 620 Information Sheet

Name _____

Cell: _____

Email most frequently used: _____

Other classes you are taking this semester and corresponding times of these classes:

GA assignments _____

Describe your experience as a counselor (e.g., Yrs experience, license status, settings in which you have counseled, ages and types of clients, etc.). Write on back if necessary.

Describe your theoretical orientation to counseling. Write on back if necessary.

Describe any experiences that you have had in supervision as a supervisee (e.g., practicum, internship, LPC supervision, work setting supervision, etc.). Be sure to include both positive and negative experiences. Write on back if necessary.