COUN 620: Supervision in Counseling and Human Development
Course Syllabus
Wednesdays 4:30 to 7:10pm
Fall 2024, CHEC 8/26/2024 through 12/13/2024

INSTRUCTOR INFORMATION

Instructor: Ajitha Chandrika Prasanna Kumaran, PhD, NCC
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Preferred Form of Communication: E-mail Communication
Response Time: 24 hours, Monday – Friday
Main Office Location: Commerce Office Hours:
Mondays: noon to 4 pm at Mesquite
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COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks
Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision (6th ed.).* Pearson.

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

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

Stoltenberg, C. D., & McNeill, B. W. (2010). *IDM Supervision: An integrative developmental model for supervising counselors and therapists* (3rd ed.). Routledge.

**Other readings as assigned (see required supplemental readings below)

Required Supplemental Readings (supplied by instructor)
Ancis, J. R., & Marshall, D. S. (2010). Using a multicultural framework to assess supervisees' perceptions of culturally competent supervision. *Journal of Counseling & Development*, 88, 277-284. https://doi.org/10.1002/j.1556-6678.2010.tb00023.x

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

Ivers, N. N., Rogers, J. L., Borders, L. D., & Turner, A. (2017). Using interpersonal process recall in clinical supervision to enhance supervisees' multicultural awareness. *The Clinical Supervisor*, 36:2, 282-303, https://doi.org/10.1080/07325223

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

Kitchner, K. S. (1988). Dual role relationships: What makes them so problematic? *Journal of Counseling & Development*, 67, 217-221.

Seward, D. X. (2019). Multicultural training resistances: Critical incidents for students of color, *Counselor Education & Supervision*, 58, 33-48. https://doi.org/10.1002/ceas.12122

Wahesh, E., Kemer, G., Willis, B. T., & Schmidt, C. D. (2017). An analysis of peer feedback exchanged in group supervision. *Counselor Education & Supervision,* 56, 274-288. https://doi.org/10.1002/ceas.12085

Recommended Textbook
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

***Note: This course uses D2L as its Learning Management System

COURSE DESCRIPTION

Catalogue Description of the Course
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.

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Student Learning Outcomes (SLOs):
Measurement 1 (Knowledge):
I. Integrated Supervision Model Paper. Students will compare and contrast two supervision models and then outline strategies to integrate them. Students will also explore developmental models and the impact of supervisee development on their approach to supervision.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 620

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.2.a. Purposes of clinical supervision	Lecture week 1 Reading: Bernard (1997), Ch. 1 & 2 in Borders (2005), Ch. 1 in Bernard & Goodyear, (2018):	1. Integrated supervision model APA paper	1.Integrated supervision model APA paper rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.b. Theoretical frameworks and models of supervision	Lecture weeks 3, 4, 6 & 7; Read Bernard (1997), Ch. 1 in Bernard & Goodyear, 2018), Ch. 1 & 2 in Borders (2005); Stoltenberg et al. (2010) chapters 2-5; Ronnestad and Skovholt chapters 4-9: Triadic supervision of peer supervision	1. Summary assignments 2. Integrated supervision model APA paper	1.Summary rubric. 2.Integrated supervision model APA paper Rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation ≥ 2.≥80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.c. Roles and relationships related to clinical supervision	Lecture week 3 Reading Bernard (1997), Ch. 4 & 5 in Bernard & Goodyear, 2018), Ch. 5 in Borders (2005), Ch 6 in Stoltenberg & McNeill, 2010; Triadic supervision of peer supervision	1.Summary assignments 2.Integrated supervision model APA paper	1.Summary rubric 2.Integrated supervision model APA paper Rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation ≥ 2.≥80% of average rubric scores will either meet (2) or exceed (3) expectation

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6.B.2.d. Skills of clinical supervision	Lecture week 5 Live demonstration in week 3 of developmentally appropriate use of discrimination model skills and interventions; Triadic supervision of peer supervision	1. Final Video and Critique	1.Final Video and Critique Rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.e. Opportunities for developing a personal style of supervision.	Utilize Supervisory Styles Inventory as in class activity from Supervisor's Toolbox (Bernard & Goodyear, 2018) Triadic supervision of peer supervision	1.Final Video and Critique	1.Final Video and Critique Rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.f. Assessment of supervisees' developmental level and other relevant characteristics	Ch. 1 & 2 in Borders (2005) Stoltenberg et al. (2010) chapters 2-5; Ronnestad and Skovholt chapters 4-9	1. Final Video and Critique		1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.g. Modalities of clinical supervision and the use of technology	Read Bernard (1997), Ch. 8 & 9 in Bernard & Goodyear, 2018), Ch. 4 & 8 in Borders (2005),	1.Final Video and Critique	1.Final Video and Critique Rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.h. Administrative procedures and responsibilities related to clinical supervision	Read Bernard (1997), Ch. 7 & 10 in Bernard & Goodyear, 2018), Ch.7 in Borders (2005)	1.Summary four	1. Summary four rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.i. Evaluation, remediation, and gatekeeping in clinical supervision	Read Bernard (1997), Ch. 10 in Bernard & Goodyear, 2018); Ch.7 in Borders (2005), Lecture and Discussion	1.Final Video and Critique	1.Final Video and Critique	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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6.B.2.j. Legal and ethical issues and responsibilities in clinical supervision	Read Ch. 11 in Bernard & Goodyear, 2018), Ch.6 in Borders (2005), Kitchner, 1988; Lecture and Discussion Triadic discussion and class discussion of supervision of applied ethical dilemma (week 5)	1.Final Video and Critique Rubric	1.Final Video and Critique Rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.k. Culturally relevant strategies for conducting clinical supervision	Read Ch. 6 in Bernard & Goodyear, 2018), Ch.5 in Borders (2005), Ancis & Marshall (2010), Ivers et al., 2017, Seward, 2019 Lecture and discussion week 5	1.Summary three	1.Summary three rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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

COURSE REQUIREMENTS

Minimal Technical Skills Needed
In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods
This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L In addition to this, small lectures, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

1. **Class Participation & Attendance (30 points)**
Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – *Exceeds Expectations* (27-30 points)	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness
2 – *Meets Expectations* (24-26 points)	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-23 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

2. Five Summaries of Supervision Models/Interventions (50 points)

Clinical supervision is the signature pedagogy of the counseling profession. Transitioning from the role of counselor/therapist to the role of supervisor is difficult and challenging. In some ways, the role of clinical supervisor is similar to the counseling role but the two roles differ in several ways. In this course, the first half of the semester requires extensive reading. In these four summary assignments, you will read the assigned material and complete a summary of your reading. This assignment is <u>not</u> an APA paper. The purpose of this assignment is for you to provide a written summary of the three supervision models covered in the course. You will write a maximum of five pages. The first four pages will summarize the important concepts in the reading and the final page will be your reaction to the reading.

Summary One: Read Bernard (1997) Discrimination Model chapter (handout provided by instructor)
Summary Two: Read chapters 2-5 in Stoltenberg & McNeill (2010)
Summary Three: Read Interpersonal Process Recall Chapter and Ivers et al. article
Summary Four: Read chapters 4 & 5 in Ronnestad & Skovholt (2013) and chapter 7 in Bernard & Goodyear
Summary Five: Read chapters 6 & 7 in Ronnestad & Skovholt (2013)

Each Summary Paper Rubric

	1 – Does Not Meet Expectations (0- 7.9 points)	2 – Meets Expectations (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
Understanding of supervision model & personal reaction to reading (10 points)	Missed key concepts, inadequate explanation of models or misunderstood key aspects of models Failed to provide personal reaction to reading or reaction lacked depth and/or curiosity	Included key concepts and provided adequate explanation of models Personal reaction to reading indicated adequate reflection and application to reader's concerns or questions about model	Clear grasp of key concepts and perceptive grasp of models Personal reaction displayed insight and indicated a high level of understanding and awareness

3. Peer Supervision Videos/Critiques 1 and 2

This assignment consists of three parts.

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Part one: Arranging and conducting six peer supervision sessions

You will participate in **six** peer supervision sessions this semester with one of your cohort members. <u>In five of the six sessions, you are required to video-record your peer supervision sessions.</u> You will schedule your sessions with your peer supervisee at a time that is mutually acceptable. You will provide a schedule of the times and places for all supervision sessions to me by the third class meeting. All supervision sessions (except the first) will be video-recorded. The instructor has the right to ask for recordings of any supervision session without advanced notice and the first taped session will be submitted for evaluation, feedback and observation without a grade. Failure to provide recording of a taped session will lower your grade significantly for the course. Everyone in the class will turn in a minimum of four videotaped sessions (**one ungraded**, **three graded)**. <u>The first video-recorded peer supervision session will be ungraded.</u> You will receive feedback on your session but it will not affect your grade. You will also turn in a detailed written analysis of the supervision session with your tapes.

Part two: First <u>Graded</u> (second overall) Video/Critique- You will make a video recording of a peer supervision session. In addition, you will critique your supervision knowledge and skills using this framework.
- What was it like to conduct this supervision session?
- What was the hardest thing about the session? In what ways did I struggle in the session?
- How much focus did I put on the supervisee versus the client? (Discuss in detail and provide examples)
- Based on the Discrimination Model, which roles did I assume and which areas of focus tended to be the most prominent? (Discuss in detail and provide examples.)
- What concerns me the most about this supervisee? For example, high levels of stress or over-commitment. What are this supervisee's strengths and areas of growth?
- Using Stoltenberg or Ronnestad/Skovholt's model, analyze your supervisee's developmental level. Give examples of your supervisee's characteristics, experience, etc., that illustrate his/her level of development. In addition, discuss how the supervisee's developmental needs inform your interventions in supervision.

First Graded Tape Rubric

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.5 points)	3 – Exceeds Expectation (18-20 points)
Rapport building, focus of session (client vs. supervisee) Quality of supervisory	Unable to establish rapport; mostly focused on client rather than supervisee; Low quality relationship	Adequate rapport established; balanced focus between client and supervisee; balance of challenge and support conducive to functional	Solid rapport established; supervisee appears comfortable and willing to disclose areas of growth; balanced, thoughtful focus on

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		supervisory relationship	client and supervisee; balance of challenge and support conducive to functional supervisory relationship
relationship (20 points)			
Use of appropriate roles, foci and interventions based on a developmental application of the discrimination model (20 points)	Lack of confidence and effectiveness in assuming roles and choosing foci; unable to apply discrimination model in a developmentally appropriate manner	Adequate level of confidence and effectiveness in assuming roles and choosing foci; able to apply discrimination model in a developmentally appropriate manner to a degree	High level of confidence and effectiveness in assuming roles and choosing foci; able to skillfully apply discrimination model in a developmentally appropriate manner

Part three: Second <u>Graded</u> (third overall) Video/Critique- After receiving feedback on your first graded tape, you will make another video recording of your next peer supervision session. Taking your first graded session feedback into account, you will critique your supervision knowledge and skills using this framework.

- What was it like to conduct this supervision session?
- How did I change my peer supervision approach based on the feedback I received?
- What was the hardest thing about the session? In what ways did I struggle in the session?
- How much focus did I put on the supervisee versus the client? (Discuss in detail and provide examples)
- Based on the Discrimination Model, which roles did I assume and which areas of focus tended to be the most prominent? (Discuss in detail and provide examples.)
- What concerns me the most about this supervisee? For example, high levels of stress or over-commitment. What are this supervisee's strengths and areas of growth?
- Using Stoltenberg or Ronnestad/Skovholt's model, analyze your supervisee's developmental level. Give examples of your supervisee's characteristics, experience, etc., that illustrate his/her level of development. In addition, discuss how the supervisee's developmental needs inform your interventions in supervision.

Second Graded Tape Rubric

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.5 points)	3 – Exceeds Expectation (18-20 points)
Rapport building, focus of session (client vs. supervisee)	Unable to establish rapport; mostly focused on client rather than supervisee; Low quality	Adequate rapport established; balanced focus between client and supervisee; balance of	Solid rapport established; supervisee appears comfortable and willing to disclose areas

Quality of supervisory relationship (20 points)	relationship	challenge and support conducive to functional supervisory relationship	of growth; balanced, thoughtful focus on client and supervisee; balance of challenge and support conducive to functional supervisory relationship
Use of appropriate roles, foci and interventions based on a developmental application of the discrimination model (20 points)	Lack of confidence and effectiveness in assuming roles and choosing foci; unable to apply discrimination model in a developmentally appropriate manner	Adequate level of confidence and effectiveness in assuming roles and choosing foci; able to apply discrimination model in a developmentally appropriate manner to a degree	High level of confidence and effectiveness in assuming roles and choosing foci; able to skillfully apply discrimination model in a developmentally appropriate manner

4. **Final Supervision Video and Critique (60 points)**
This assignment assesses your understanding of supervision models, your ability to establish an effective supervisory relationship, and your ability to utilize developmentally appropriate interventions and roles in supervision. In your previous two graded supervision sessions, you received extensive feedback about your relationship with your supervisee and your ability to facilitate your supervisee's growth. This assignment requires a more advanced demonstration of your skill and knowledge.
Assignment Critique-
As you did in the previous graded session, you will use the framework below. However, in this critique, please notice that additional items have been added.
- What was it like to conduct this supervision session?
- How did I change my peer supervision approach based on the feedback I received?
- What was the hardest thing about the session? In what ways did I struggle in the session?
- What is the value of video recording supervision sessions? What can you learn about your peer supervisee, masters supervisees and yourself by watching tapes of counseling and supervision sessions?
- In this course, you have experienced individual supervision with your supervisee and triadic supervision of your peer supervision. Compare and contrast the two modes of supervision.
- How much focus did I put on the supervisee versus the client? (Discuss in detail and provide examples)
- Based on the Discrimination Model, which roles did I assume and which areas of focus tended to be the most prominent? (Discuss in detail and provide examples.)
- What concerns me the most about this supervisee? For example, high levels of stress or over-commitment. What are this supervisee's strengths and areas of growth?

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- Using Stoltenberg or Ronnestad/Skovholt's model, analyze your supervisee's developmental level. Give examples of your supervisee's characteristics, experience, etc., that illustrate his/her level of development. In addition, discuss how the supervisee's developmental needs inform your interventions in supervision.
- Explain how you integrated the discrimination model with the developmental model that you chose to utilize. In other words, how did your supervisee's level of development inform your use of the discrimination model? Be specific and detailed.
- Choose three areas of growth for you as a supervisor-in-training. Describe each area of growth and explain why you believe it needs to be addressed to facilitate your growth as a supervisor-in-training.
- On page 9 in the Borders & Brown (2005) text, the authors discuss the ethical challenges of the counselor role in the discrimination model. The authors attempt to explain the distinction between the counselor role in supervision and therapy. However, the authors acknowledge the distinction between the two is gray. Retrospectively, describe how you used the counselor role in your three graded sessions with your supervisee and reflect on any challenges you may have had with using the counselor role in supervision. In addition, Borders & Brown discuss dual roles on page 82. Discuss how your previous relationship with your supervisee may have affected your effectiveness as a supervisor.

Final Supervision Video and Critique Rubric

	1 – Does Not Meet Expectations (0-11.9 points)	2 – Meets Expectations (12-13.4 points)	3 – Exceeds Expectations (13.5-15 points)
Purposes and models of clinical supervision (15 points)	Limited understanding of discrimination model roles & foci & lacked understanding of developmental phase or level of supervisee	Adequate understanding of discrimination model roles & foci: adequate understanding of developmental phase or level of supervisee	Clear and articulate understanding of discrimination model roles and foci; clear grasp of developmental phase or level of supervisee
Understands roles and relationships in clinical supervision (15 points)	Limited understanding of how supervisory role and relationship is impacted by ethical, legal, and multicultural issues; ethical, legal, and multicultural considerations were not discussed in sufficient detail	Adequate understanding of how supervisory role and relationship is impacted by ethical, legal, and multicultural issues; ethical, legal, and multicultural considerations were discussed in sufficient detail	Clear understanding of how ethical, legal, and multicultural considerations were related to the identified supervisory role and relationship; ethical, legal, and multicultural considerations were

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			discussed in sufficient detail
Demonstration of theory and skills in supervision (15 points)	Limited ability to provide supervisory interventions; Failed to utilize discrimination model effectively; lack of awareness of how to integrate discrimination model with a developmental model of supervision	Adequate ability to provide supervisory interventions; Able to utilize discrimination model effectively; demonstrated some awareness of how to integrate discrimination model with a developmental model of supervision	Demonstrated the ability to provide effective supervisory interventions; Was able to utilize multiple discrimination model roles effectively and demonstrated an ability of how to integrate discrimination model with a developmental model of supervision
Demonstration of personal style of supervision (15 points)	Failed to demonstrate adequate rapport with supervisee; was unable to provide support for supervisee or challenge supervisee in a helpful way; unable to utilize strengths in supervision session	Able to establish adequate rapport with supervisee and provide a helpful balance between challenge and support; able to demonstrate own style of supervision on a novice level	Able to establish a level of rapport that enriched the quality of the supervisory relationship; demonstrated a clear and effective balance between challenge and support and developed own style of supervision on a more advanced level

5. **Integrated Supervision Model APA Paper (80 points)**
You will include two supervision models in your paper: Bernard's Discrimination Model and your choice of either Stoltenberg's IDM or Ronnestad & Skovholt's Life-Span developmental model. <u>You will need to describe each model in detail</u> and then describe how you might integrate them. In other words, how can you use a developmental model and the Discrimination Model together? See Appendix A for detailed instructions.

Integrated Supervision Model APA Paper Rubric

	1 – Does Not Meet Expectations (0-15 points)	2 – Meets Expectations (16-17 points)	3 – Exceeds Expectations (18-20 points)
Explanation and description of discrimination model (20 points)	Explanation is unclear, inadequate or superficial. Description does not provide reader with clear picture of model.	Explanation is clear, adequate and detailed. Description provides reader with clear picture of model.	Explanation is clear, thorough and detailed with highly descriptive examples of roles and foci provided to reader, giving a vivid picture of model.
Explanation and description of developmental model	Explanation is unclear, inadequate or superficial. Description does not	Explanation is clear, adequate and detailed. Description provides	Explanation is clear, thorough and detailed; highly descriptive

chosen by student (20 points)	provide reader with clear picture of model.	reader with clear picture of model.	examples of developmental issues and differences; provided clear examples of developmentally appropriate interventions from chosen supervision model
Understanding of integration of both models (20 points)	Integration of two models was unclear. Lack of clarity regarding discrimination model roles and stages/phases of developmental model	Integration of two models was adequate. Some clarity regarding discrimination model roles and stages/phases of developmental model was provided	Integration of two models was impressive. Provided clear and coherent description and examples of how roles and developmental phases could be integrated
Application-Provided detailed scenarios of supervisees at two different developmental levels and developmentally appropriate supervision interventions (20 points)	Scenarios were unclear, vague and superficial. Interventions were overly simplified and lacked interest and were not developmentally appropriate	Scenarios were adequate, specific and relevant. Interventions were developmentally appropriate and demonstrated an understanding of developmental model.	Scenarios were detailed, imaginative, specific and relevant. Interventions were developmentally appropriate and demonstrated an clear understanding of developmental model.

Counseling Student Competency Evaluation (CSCE)
The Counseling Program 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 *professional practice* in the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program's Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 551, COUN 552, COUN 620, and COUN 660 (i.e., Clinical Supervision, Advanced Practicum, Advanced Internship, Advanced Supervision, Advanced Teaching). The course instructor in COUN 516 and COUN 548 may choose to implement the CSCE at his/her discretion. Each use of the CSCE must be placed in the student's Department file along with any remediation plan developed by the faculty in conference with the student.

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The Counseling Program has elected to use the CSCE to monitor student's progress in *professional practice*. As a requirement in this course, a final CSCE evaluation will be completed by the course instructor, in consultation with the student, to assess your professionalism, general competency, social and emotional maturity, integrity and ethical conduct, and clinical competency. Please note that the instructor of the course may choose to administer the CSCE at different time intervals throughout the semester (e.g., initial, mid) at his/her discretion. The CSCE can yield an overall average composite score or an average subscale score for each domain. The Department utilizes both overall average composite score and average subscale scores to monitor students' *professional practice*. See rubric below.

Counseling Student Competency Evaluation (CSCE) Rubric

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Professionalism subscale (7-items)	Mean score ≥ .63 across Professionalism items	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items
	General Competency subscale (7-items)	Mean score ≥ .63 across General Competency items	Mean score of .33 to .60 across General Competency items	Mean score of 0 to .30 across General Competency items
	Social & Emotional Maturity subscale (7-items)	Mean score ≥ .63 across Social & Emotional Maturity items	Mean score of .33 to .60 across Social & Emotional Maturity items	Mean score of 0 to .30 across Social & Emotional Maturity items
	Integrity & Ethical Conduct subscale (6-items)	Mean score ≥ .63 across Integrity & Ethical Conduct items	Mean score of .33 to .60 across Integrity & Ethical Conduct items	Mean score of 0 to .30 across Integrity & Ethical Conduct items
	Clinical Competency subscale (6-items)	Mean score ≥ .63 across Clinical Competency items	Mean score of .33 to .60 across Clinical Competency items	Mean score of 0 to .30 across Clinical Competency items
Composite	Overall average composite score	Mean score ≥ .63 across all CSCE items	Mean score of .33 to .60 across all CSCE items	Mean score of 0 to .30 across all CSCE items

GRADING

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Final grades in this course will be based on the following scale:

270-300 points = 90%-100%   A
240-269 points = 80%-89%   B
210-239 points = 70%-79%   C
180-209 points = 60%-69%   D
< 180 points   =   F

Assignment/Assessment	Point Value
Class Participation & Attendance	30
Summaries (10 points each)	50
Supervision Video/Critique 1	40
Supervision Video/Critique 2	40
Final Video/Critique	60
Integrated Supervision Model Paper	80
Total points possible	300

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 300. The resulting value is multiplied by 100 to yield a percentage. For example: (270 [points earned]/300) X 100 = 90%

***Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm). Late assignments will have 10% deduction per day late from the final score, and will not be accepted three days after the due date.

You are required to help supervise a master's level practicum in Fall 2019. You will sign a contract indicating that you understand that you will be required to supervise practicum in Fall 2019. This requirement is an essential for your skill development and will be explained in detail.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

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Texas A&M University COMMERCE

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that

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			major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

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- o Adobe Reader https://get.adobe.com/reader/
- o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
- o Adobe Shockwave Player https://get.adobe.com/shockwave/
- o Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

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System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Graduate Student Academic Dishonesty 13.99.99.R0.10

ADA Statement

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- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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,

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an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Digital devices
It is <u>inappropriate</u> to check email or text during class. Do <u>not</u> use laptops in class and turn <u>off</u> 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.

Campus Concealed Carry Statement

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 the <u>Carrying Concealed Handguns On Campus</u> document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

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.

[Example] **COURSE OUTLINE / CALENDAR**

Course Calendar

Date	Topic	CACREP Standard	Readings	Assignments
Week 1 8/28	Introduction, Overview of course, Syllabus, Intro to Supervision, Purposes of clinical supervision, Opening activity	**6.B.2.a.**	Chapter 1 and 2 in Borders & Brown (2005); Ch 1 Bernard & Goodyear (2018). **Read Chapter 5 in Borders & Brown (2005), Ch 4 & 5 Bernard & Goodyear (2018) and discrimination model (1997) chapter (supplied by instructor) prior to next class**	Summary 1 due next class;
Week 2	MLK Day No Class		MLK Day No Class	MLK Day No Class

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9/4				
Week 3 9/11	No class Supervisory relationship, Discrimination model	6.B.2.b. 6.B.2.c.	Chapter 5 in Borders & Brown (2005); Discrimination model (1997) chapter (supplied by instructor); Ch 4 & 5 Bernard & Goodyear (2018). **Read Chapters 2-5 in (Stoltenberg and McNeill, 2010), Read Ch. 6 in Bernard & Goodyear, 2018), Ch.5 in Borders (2005), Ancis & Marshall (2010), Ivers et al., 2017, Seward, 2019 prior to next class**	Summary 1 due; Summary 2 due next class
Week 4 9/18	Live class: zoom Stoltenberg's IDM Model and brief description of all developmental models, Ethical issues, liability, live supervision demonstration	6.B.2.b.	Chapters 2-5 in (Stoltenberg and McNeill, 2010) **Read Ch. 6 in Bernard & Goodyear, 2018), Ch.5 in Borders (2005), Ancis & Marshall (2010), Seward, 2019; Interpersonal process recall (IPR) chapter (provided by instructor) and Ivers et al., 2017 prior to next class**	Summary 2 due; Summary 3 due next class
Week 5 9/25	Live class: zoom Interpersonal process recall, Multicultural supervision	6.B.2.d. 6.B.2.k	Interpersonal process recall (IPR) chapter; Ch. 6 in Bernard & Goodyear, 2018), Ch.5 in Borders (2005), Ancis & Marshall (2010), Seward, 2019 **Read chapters 4 & 5 in Ronnestad and Skovholt text and Ch. 7 in Bernard & Goodyear, 2018 prior to next class**	Summary 3 due, Begin peer supervision sessions; Summary 4 due next week
Week 6 10/2	No class Ronnestad and Skovholt's Lifespan Model- novice and advanced student phases Administrative tasks	6.B.2.b. 6.B.2.h.	Chapters 4 & 5 in Ronnestad and Skovholt text and Ch. 7 in Bernard & Goodyear, 2018 **Read chapters 6-8 in Ronnestad and Skovholt prior to next class**	Summary 4 due; Summary 5 and ungraded tape due next class Complete supervisor style inventory
Week 7 10/9	Ronnestad and Skovholt's Lifespan Model- novice and experienced professional phases Personal Style of supervision- in class activity	6.B.2.b. 6.B.2.e.	Chapters 6-8 in Ronnestad and Skovholt text Supervisor Toolbox in Bernard & Goodyear, 2018) **Read chapter 4 in Borders and Brown (2005) and Ch. 4 & 9 in Bernard & Goodyear, 2018), prior to next class**	Summary 5 and ungraded tape due;

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Week 8 10/16	Triadic and Group Supervision		Chapter 4 in Borders & Brown (2005); Ch. 4 & 9 in Bernard & Goodyear, 2018	Schedule triadic peer supervision session with instructor; Tape 1 due next week
Week 9 10/23	Begin Triadic Supervision of peer supervision; Review Tape 1	**6.B.2.d.**		**Tape 1 Due**
Week 10 10/30	Triadic supervision of peer Supervision; Review Tape 1		**Read Ch. 4, 7 & 9 in Bernard & Goodyear, 2018; Borders Ch. 7 prior to next class**	
Week 11 11/6	Evaluation, remediation and gatekeeping; Legal and ethical issues, Organizing the supervision experience	**6.B.2.h. 6.B.2.i. 6.B.2.j.**	Ch. 4, 7 & 9 in Bernard & Goodyear, 2018; Borders Ch. 7	Tape 2 Due next class
Week 12 11/13	Triadic supervision of peer Supervision- review tape 2			**Tape 2 Due** Tapes will be reviewed in supervision
Week 13 11/20	Triadic supervision of peer Supervision- review tape 2			Tapes will be reviewed in supervision
Week 14 11/27	No class Thanks giving break			
Week 15 12/4	Triadic supervision of peer Supervision- review tape 2			Tapes will be reviewed in supervision Final Supervision Video and Critique and Integrated supervision model paper due next week
Week 16	**Individual Conferences**	**6.B.2.e. 6.B.2.f. 6.B.2.g.**		**Final Supervision Video and Critique Due Integrated supervision model paper Due**

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Appendix A

Supervision Model Integration Paper

Format: This paper will be APA (6ᵗʰ Ed.) format and you will include the following:
- Title page
- Citations
- Headings
- Reference page
- Double-spaced throughout

Please do not turn in a paper unless it is in APA (6ᵗʰ Ed.). If I receive a single-spaced paper with a title page that is not even close to APA format, I will return the paper to you without grading it. All of the reference citations you need for the paper are on your syllabus. You do <u>not</u> need to provide additional citations for this paper (out of class articles, etc.). I am interested in your ability to describe, understand, integrate and apply the discrimination model and a developmental model of supervision.

Your paper (not counting the title page and references) should be at least 14 pages and no more than 16 pages in length.

Part 1- Explanation and Description

As it says in your syllabus, you will need to include two supervision models in your paper: Bernard's Discrimination Model and your choice of either Stoltenberg's IDM or Ronnestad & Skovholt's Life-Span developmental model. <u>You will need to describe each model in detail</u> and then describe how you might integrate them. In other words, how can you use a developmental model and the Discrimination Model together?

Part 2- Application

Provide two scenarios in your paper in which your two models might be integrated. The scenarios will need to be supervisees at <u>two different levels</u> or phases of development. For example, scenario one might be with a supervisee at the novice student phase of development. Scenario two might be at the novice professional level of development. <u>Give me the scenario in detail</u>. Include the supervisee's level of experience, client situation and the supervisee's need in a particular supervision session. In addition, be sure to include how these models might be used with supervisees of color. Provide enough details about the characteristics of each supervisee so that I'll be convinced that supervisee is actually in that level of development. Be sure and include an example or two of what the supervisee is struggling with and the interventions you use. In this part of the paper you will need to show that the supervisor in each scenario understands the supervision models and is able to apply them developmentally with each supervisee.

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