

Tennessee Tech University

College of Education

COUN 7370 Counseling Supervision

01/10-05/05/2022, Tuesdays 9:00-11:50 a.m., Farr 308, 3 CP, Spring Semester

Instructor Information

Tony Michael, Ph.D., LPC-MHSP, ACS, RPT-S, NCC

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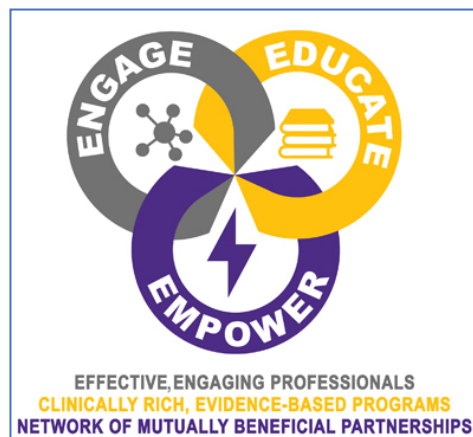
Campus Email: tmichael@tntech.edu

Office Hours: By Appointment

Conceptual Framework

Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



Course Information

Prerequisites

Admission to Graduate Counseling & Psychology Program

Texts and References

Required Texts

Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision*. 7th edition. Boston: Allyn and Bacon.

American Counseling Association (2014). *Code of Ethics*. Retrieved from World Wide Web: <http://www.txca.org/Images/tca/Documents/ACA%20Code%20of%20Ethics.pdf>

Other required selections (journal articles) will be linked to iLearn.

Recommended Text

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

Butler, K. S. (2003). Multicultural sensitivity and competence in the clinical supervision of school counselors and school psychologists: A context for providing competent services in a multicultural society. *The Clinical Supervisor*, 22, 125-141.

Cooper, J. B., & Ng, K.-M. (2009). Trait emotional intelligence and perceived supervisory working alliance of counseling trainees and their supervisors in agency settings. *International Journal for the Advancement of Counselling*, 31, 145-157.

Cooper, J. B., & Ng, K.-M. (2010). On becoming an emotionally intelligent counseling supervisor. In J. R. Culbreth & L. L. Brown (Eds.), *State of the art in clinical supervision* (pp. 207-227). New York: Routledge Taylor & Francis.

Henriksen, R.C., Henderson, S.E., Liang, Y-W., Watts, R. E., & Marks, D. F. (2019). A comparison, across states and jurisdictions. *Journal and Counseling Development*, 97, 160-170.

Course Welcome and Description

This course explores the purposes, theoretical frameworks, models, and skills related to counseling supervision. Also addresses legal, ethical, and culturally relevant issues. The course includes practice learning and opportunities to develop a personal style of supervision.

Prerequisite: Permission of instructor.

Course Objectives/Student Learning Outcomes

CACREP Standards 6.B.2.a-c, g-k

Standard	Outcome	Reading	Formative	Summative
6.B.2.a.	Purposes of clinical supervision.	Bernard & Goodyear	In class activity, readings, reflection papers, supervision contracts, TLPCA Supervision Training Project, and participation.	Clinical supervision research paper
6.B.2.b.	Theoretical frameworks and	Bernard & Goodyear	In class activity, readings, reflection papers,	Clinical supervision

	models of clinical supervision		supervision contracts, TLPCA Supervision Training Project, and participation.	research paper summative assessment
6.B.2.c.	Roles and relationships related to clinical supervision	Bernard & Goodyear	In class activity, readings, reflection papers, supervision contracts, TLPCA Supervision Training Project, and participation.	Clinical supervision research paper summative assessment
6.B.2.g.	Modalities of clinical supervision and the use of technology	Bernard & Goodyear	In class activity, readings, reflection papers, supervision contracts, TLPCA Supervision Training Project, and participation.	Clinical supervision research paper summative assessment
6.B.2.h.	Administrative procedures and responsibilities related to clinical supervision	Bernard & Goodyear	In class activity, readings, reflection papers, supervision contracts, TLPCA Supervision Training Project, and participation.	Clinical supervision research paper summative assessment
6.B.2.i.	Evaluation, remediation, and gatekeeping in clinical supervision	Bernard & Goodyear	In class activity, readings, reflection papers, supervision contracts, TLPCA Supervision Training Project, and participation.	Clinical supervision research paper summative assessment
6.B.2.j.	Legal and ethical issues and responsibilities in clinical supervision	Bernard & Goodyear	In class activity, readings, reflection papers, supervision contracts, TLPCA Supervision Training Project, and participation.	Clinical supervision research paper summative assessment
6.B.2.k.	Culturally relevant strategies for conducting clinical supervision	Bernard & Goodyear	In class activity, readings, reflection papers, supervision contracts, TLPCA Supervision Training Project, and participation.	Clinical supervision research paper summative assessment

Major Teaching Methods

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, videos, small group projects, use of Internet resources, and case studies.

Special Instructional Platform/Materials

Instructional Materials

- A. iLearn
- B. laptop/computer

Topics to be Covered

- Introduction to Clinical Supervision
- Supervision Models: Psychotherapy-Based and Developmental Models
- Supervision Models: Process Models and Second-Generation Models
- Supervisory Relationships: Triadic and Dyadic Systems
- Supervisory Relationships: Supervisee and Supervisor Factors
- Multicultural Supervision
- Organizing the Supervision Experience
- Individual Supervision
- Group Supervision and Live Supervision
- Evaluation
- Ethical and Legal Foundations for Supervision Practice
- Facilitating Career-Long Professional Development

Course Schedule

See please ilearn for the course schedule.

Course Breakdown

1. Class Discussions

This is a discussion format doctoral level course. Students are expected to prepare for seminar discussions by reading, reflecting, and critiquing the readings before class. Each student will be responsible to lead an assigned discussion topic. It is critical that all students participate in the learning process through active involvement. In order to fully participate, you must be present for each class.

When leading the assigned discussion, students are expected to prepare a list of discussion questions to guide the seminar. Be creative. Treat the discussion like a roundtable session in a

professional conference. This assignment affords students the opportunity to further fine tune their leadership skills in a professional learning setting.

2. Supervision Reflection Papers

In working toward becoming a reflective supervisor, students are expected to turn in four (4) reflection papers (no more than two pages). Reflection papers should entail personal responses to the experiential elements of the course. They are aimed at tracking students' personal development as supervisors-in-training. Students are expected to demonstrate the ability and willingness to be reflective practitioners in these papers. The final reflection paper is expected to be a synthesis of students' experience through the semester. This final entry may exceed two pages, but not more than four (4). Grades will be given based on reflection and not factual report. Follow APA 7th edition format such as not using contractions, appropriate sentence construction, and paragraphing. However, title page and abstract are not required for this assignment. Submit your journals on the Course iLearn.

3. Experiential Component

Students are expected to participate in the supervision of students taking COUN 6800 Practicum, under the supervision of the COUN 6800 instructor. In this role, students will supervise master's level students in their learning of basic counseling techniques. Students are expected to consider themselves as part of an instructional team. Each student will be assigned a number of COUN 6800 students to meet with for a minimum of three supervision sessions during the course of the term.

Students are expected to have a high level of counseling skills, be able to provide feedback, and guide master's students in their skill acquisition. Students are expected to provide formative but NOT summative feedback to master's students. The supervision sessions will be video recorded and presented to the COUN 6800 for review. Specific instructions for this assignment will be given in class. Also, COUN 6800 students must maintain a working relationship with the COUN 6800 instructor.

The COUN 7370 instructor will provide formative and summative evaluations for student supervisors regularly. Students are expected to evidence integration of feedback into their supervisory development. At the end of the semester, instructor from the COUN 7370 class will provide a written evaluation on student supervisors' (a) disposition in conducting themselves as supervisors, (b) interaction with students, (c) interaction with the instructor (e.g., giving and receiving feedback), (d) effectiveness in supervising master's students, and (e) other relevant information.

Each student will conduct case presentation of a supervision session in class. The case study will be prepared based on a recent work in the COUN 6800 class. This will provide students an opportunity to promptly integrate feedback into subsequent work with supervisees. See the case study presentation format for more details.

Students are required to videotape/record their instruction/supervision for the case presentation. Permission to videotape the session should be obtained from the supervisees involved. Please develop a personalized informed consent for this purpose.

4. Clinical Supervision Research Paper

Students will explore in-depth a clinical supervision area of interest. The paper should be based on careful reading of a minimum of 8 current journal articles/book chapters that are conceptual or empirical. The paper should include (a) a statement of the importance of the topic to the supervision field, (b) critical questions about the topic, (c) what answers are available and the merits (validity) of these answers (i.e., a critique of the literature reviewed), (d) implications for the practice of supervision, (e) what questions need to be addressed by researchers, and (f) how one might go about answering those questions. The minimum 15-page paper, following APA 7th edition format guidelines, should be publishable quality. See the term paper grading rubric for more details on how the paper will be graded. Through this assignment students will develop their knowledge and skills in writing a publishable article. Such knowledge and skills will also prepare the students for the comprehensive exams.

Sample of topic areas to consider:

- Supervision in a particular counseling setting (e.g., schools, residence halls, crisis intervention, mental health delivery, substance abuse treatment, play therapy, etc.)
- Supervision of counselor working with particular clients (e.g., adolescents, older clients, families and/or couples, substance abuse clients, group work, etc.)
- Multicultural issues in supervision (i.e., supervising international counseling students, racial identity development and supervision, etc.)
- Peer supervision
- Group supervision
- Specific ethical and/or legal issues (e.g., vicarious liability, dual relationships, etc.)
- Specific relationship or process issues (e.g., supervisor power, social influence in supervision, supervisee resistance, parallel process, etc.)
- Current trends and issues in supervision

5. Supervision Training Presentation Project

Students will design and develop a training on clinical supervision for continuing education. The proposed project should be based on a careful reading of a minimum of 10 journal articles/book chapters, conceptual and/or empirical. The Clinical Supervision research paper assignment may provide useful material for the training series.

6. Supervision Contract Packet

Students are to prepare a supervision contract packet that include: (a) a supervisor professional disclosure statement following the guidelines provided by the Approved Clinical Supervisor Credential by NBCC, (b) a copy of the Supervisee's Bill of Rights, (c) a statement on how formative and summative feedback for supervisee will be conducted along with applicable assessment instruments, and (d) any other materials you deem essential for the first supervision meeting. Compile this packet with a view toward getting yourself ready to provide individual supervision to master's level practicum/internship students and subsequent supervisees.

7. Because of the comprehensive nature of this course, students are also responsible for learning the material in the texts and readings which may not be covered in class discussions.

Grading and Evaluation Procedures

Grading Scale

A	93 -100
B	85 – 92
C	75 – 84
D	70 – 74
F	<69

A grade of an A or B demonstrates Competency Skills level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

Evaluation and Assessment Procedures

Assignment	Value
Reflection Papers	30%
Supervision Training Presentation	10%
Supervision Research Paper	10%
Class Discussion Leader	20%
Supervision Contract Packet	10%
Class Presentation of Supervision Experience	20%
	100%

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The student academic misconduct policy describes the definitions of academic misconduct and policies and procedures for addressing academic misconduct at Tennessee Tech. For details, view Tennessee Tech's policy 217 – [student academic misconduct at policy central](#).

Attendance Policy

Attendance is required and part of your grade. You are allowed 1 absence. *After 1 absence five points will be deducted for each class missed.*

Copyright and Fair Use

All projects created in this course should follow appropriate [copy write and fair use policy](#). *Please note:* TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

Class Participation

Participation in class is essential to the value of the learning experience within this course. A student's grade may be affected negatively by low participation.

Assignments and Related Policy

Assignments will be submitted on ilearn and the Tk20 data assessment software. The following assignments are how students will be assessed for knowledge.

Late Assignments

All assignments are due on time as outlined on the schedule.

Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.

Failure to be prepared for class will result in a loss of points as determined by professor. **Class**

Plan by Weeks or Days

Please see Course Schedule in iLearn.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. tutoring is available for any class or subject as well as writing, test prep, study skills, resumes. Appointments are scheduled. Please see the [Learning Center website](#) for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19

webpage: <https://www.tntech.edu/covid19/index.php> and are subject to compliance with all protocols. Those not in compliance can be reported to the Dean of Students.

2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose.
4. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php . The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
5. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge.