I. Course Description

CNEP 6350, Advanced Clinical Supervision is the study of counselor training and supervision with an exploration of the major theoretical/conceptual models and an overview of current trends and practices. Didactic and applied experiences will help students understand their personal style and theoretical framework of supervision. Legal, ethical, and multicultural issues associated with clinical supervision are addressed as students demonstrate their skills in supervision. Prerequisites: CNEP 6305.

II. Rationale

This course is required in the Counselor Education Doctoral Program. It prepares students to understand the role and the responsibilities of the clinical supervisor, preparing them to supervise counselors. This course meets many of the accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

III. Proficiencies for Counselors: State Adopted

This course addresses the following State Adopted proficiencies for counselors:

1. Understanding theories and practices of clinical supervision.
2. Understanding ethical & legal issues as related to clinical supervision.
3. Developing and demonstrating a personal style & theory of supervision.
4. Promoting the worth, dignity, individuality, and potential of individuals across cultures.

IV. TExES

TExES Competencies covered in this course:

Competency 002: Counselors help learners develop strategies to maximize positive factors and to cope with negative factors.
Competency 003: Counselors practice cultural sensitivity and help others develop an appreciation of their culture.
Competency 004: Counselors develop a clear understanding his/her role and responsibilities in the practicum setting.
Competency 007: Counselors help clients develop personal, social, and career goals.
**Competency 009:** Counselors practice collaboration with members of the community to provide support and advocacy for the learner.

**Competency 011:** Counselors learn referral processes and maintain communication with other professionals in the field.

**Competency 012:** Counselors learn and practice all ethical and legal professional standards in Texas and participate in self-assessment and professional growth through a variety of activities.

V. **Objectives and Student Learning Outcomes**

**CACREP Standards Covered in this course**

- To prepare doctoral students with the knowledge of clinical supervision theories and practices. (CACREP; II, C, 2).

- To prepare doctoral students with the knowledge and experiences so they can develop and demonstrate a personal style of supervision. (CACREP; III, B, 1).

- To prepare doctoral students with the knowledge and understanding of the purposes and goals of clinical supervision. (CACREP, IV, A, 1).

- To prepare doctoral students with the knowledge of the roles and relationships of clinical supervisors and supervision. (CACREP; IV, A, 3).

- To prepare doctoral students with the knowledge and understanding of legal, ethical, and multicultural issues related to clinical supervision. (CACREP; IV, A, 4).

- To prepare doctoral students with the knowledge and practical experiences so they can demonstrate the application of theory and skills in clinical supervision. (CACREP; IV, B, 1).

**Student Learning Outcomes of the Course and Methods of Assessment**

- Students will demonstrate the knowledge and understanding of the purposes of clinical supervision. (CACREP; IV, A, 1).

  Measured by a rating of 8 or above on rubrics used to evaluate students’ written responses addressing the purpose of clinical supervision.

- Students will demonstrate the knowledge and understanding of theoretical frameworks and models of clinical supervision. (CACREP; IV, A, 2).

  Measured by a rating of 16 or above on the class comprehensive examination in this area and an 8 or above on rubrics used to assess the students’ written responses.
• Students will demonstrate the knowledge and understanding of the roles and relationships related to clinical supervision. (CACREP; IV, A, 3).

  Measured by a rating of 8 or above on rubrics used to evaluate students’ written responses to roles and relationships as related to clinical supervision.

• Students will demonstrate the knowledge and understanding of legal, ethical, and multicultural issues associated with clinical supervision. (CACREP; IV, A, 4).

  Measured by a rating of 16 or above on the class comprehensive examination questions assessing the above areas, and a rating of 8 or above on rubrics used to assess students’ written responses in the above areas.

• Students will demonstrate the application of clinical supervision theory(s), and skills used when supervising practicum students. (CACREP; IV, B, 1).

  Measured by in class ratings on rubrics used to assess students’ live supervision sessions and on the overall assessment rubric of the students’ semester long supervision.

• Students will develop and demonstrate a personal style of supervision. (CACREP; IV, B, 2).

  Measured by in class ratings on rubrics of students’ live supervision of masters’ students and assessment rubrics of students’ written responses to personal style of supervision.

VI. Course Topics

Major topics in this course include the scope of supervision, supervision models and theories, the supervisory relationship, and individual and triadic supervision interventions. In addition ethical, legal, and multicultural issues related to clinical supervision are covered.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

1. Reading assignments, critiques and discussion (complete textbook, Counselor Education and Supervision Journal, and The Clinical Supervisor.)
2. Presentations of theories and models of clinical supervision.
3. Complete, using APA style, a professional paper describing one’s supervision theory and personal style of clinical supervision.
4. Supervise a minimum of two masters’ level students enrolled in the programs practicum class (CNEP 5397). Participate in live supervision of one’s supervision of masters level students (individual or triadic).
5. Clinical Supervision Comprehensive Examination (knowledge-based) and written in class essay examination.
6. Lecture, discussion of clinical supervision principles, research/articles critique, supervision videos, live supervision demonstrations, and supervision case critiques are activities used for instruction purposes in this class.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Theory presentation in class 20 points - Rubric ratings
   Personal Theory paper 20 points  ‘ ’
   Supervision of M.S. students’ 20 points  ‘ ’
   Comprehensive supervision examination 20 points  ‘ ’
   (knowledge-based
   In-class essays 20 points  ‘ ’

   100 points

B. Grading Scale:

   90+  A
   80-89  B
   70-79  C
   60-69  D

IX. Instructor and Office Hours

   Instructor: Robert Smith
   Office: ECDC 224    Phone: 361-825-2307
   Email: robert.smith@tamucc.edu

   Office Hours: By appointment

X. Course Schedule and Class Policies (Several sessions are on Blackboard and may be presented online)

A. Tentative Course Schedule

   Date   Topic
   1   Orientation – Course overview, accreditation requirements, fundamentals of clinical supervision, the rationale of supervision, and assignments with practicum students.
Supervision Lecture – Purposes of supervision, the supervisor’s role and relationships with others, and a review of the literature on clinical supervision.

- *Counselor Education & Supervision Journal*
- *The Clinical Supervisor Journal*

Supervision Lecture/Discussion – Supervision models, principles of supervision, supervisee concerns, starting supervision.

Supervision Lecture/Discussion (ethical & legal issues) - ethical and legal issues in supervision, disclosure statements, notes and documentation in clinical supervision.

Supervision Lecture/ Discussion: (Integrative Supervision) – Contextual aspects of supervision, developing ones’ theory and personal style of supervision.

Topic/Theory Presentation/Discussion – culture and supervision, multicultural issues in clinical supervision.

Topic/Theory Presentations and critique of three clinical supervision theories.

Topic/Theory Presentations and critique of three theories of clinical supervision.

Spring Break

Topic/Theory Presentations and critique of three theories of clinical supervision.

Lecture/Discussion– Trends, Research, and publishing in Clinical Supervision Journals.

Supervision of Supervision (3) Live supervision of students demonstrating supervision with practicum students, ratings of supervision using rubrics.

Supervision of Supervision (3) Live supervision of students demonstrating supervision with practicum students, ratings of supervision using rubrics.

Supervision of Supervision (3) Live supervision of students demonstrating supervision with practicum students, ratings of supervision using rubrics.

Case assessment and clinical supervision, changes made in supervision approaches, progress reports of supervisees, assessment of learning and supervision skills.
Supervision Wrap Up, Comprehensive Clinical Supervision Examination, demonstration of knowledge – base in supervision – written and oral assessment, review of supervision with practicum students (self evaluations).

In class essays: purpose, practices, roles, ethical/legal/ issues and multicultural issues. Clinical Supervision Theory paper due describing personal style of supervision.

B. Class Policies
1. Class will meet each week. Additional class time involves the supervision of masters’ level practicum students and meetings with program faculty.

2. Students will follow ACA/ACES Codes of Ethics for supervisors.

3. Students who miss more than 20% of class will not receive course credit unless approved by the instructor.

X. Textbook
The textbook adopted for this course is:


Additional readings from: Counselor Education & Supervision, and The Clinical Supervisor Journal.

XI. Bibliography
The following references support course content:


**XII. Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XIII. Disabilities Accommodations***

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
GRADING RUBRICS USED IN CLASS AND ON EXAMINATIONS

STUDENT NAME __________________________ PROFESSOR ______________________

ADVANCED CLINICAL SUPERVISION
SCHOLARLY PRESENTATION AND DEMONSTRATION OF THEORIES

PRESENTATION IN CLASS RATING SCALE
(circle the appropriate rating)

1. DEMONSTRATED EXPERTISE IN A SPECIFIC TOPIC RELATED TO THEORY
PRESENTED.

1= NONE  2=MINIMAL  3= AT A FAIR LEVEL  4= AT A HIGH LEVEL  5= AT A
PUBLICATION LEVEL

2. GENERAL CONTENT OF PRESENTATION.

1=WEAK  2=VERY BASIC  3=MODERATE  4=INCLUSIVE  5= OUTSTANDING

3. PRESENTATION STYLE AND USE OF TECHNOLOGY.

1=UNCLEAR  2=SOME CLARITY  3=GENERALLY CLEAR  4=VERY COHERENT
5=PROFESSIONAL

4. EVIDENCE OF RESEARCHING THE TOPIC.

1=NO EVIDENCE  2=MINIMAL EVIDENCE  3=MODERATE  4=HIGH  5=VERY
COMPLETE

5. POTENTIAL FOR A STATE OR NATIONAL PRESENTATION.

1=LOW  2=MINIMAL  3=MODERATE  4=HIGH  5=DEFINITE

6. POTENTIAL FOR A PUBLICATION.

1=LOW  2=MINIMAL  3=MODERATE  4=HIGH  5=DEFINITE WITH A
Supervision Theory
1 = LOWEST AND 10 = HIGHEST

1. Knowledge/Background of Theory

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

2. Structure of theory

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

3. Application of theory

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

4. Presentation of theory-oral

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

5. Presentation of Theory – Written (in APA style)

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
NAME __________________________

Advanced Clinical Supervision  
Final Examination Essay

| Rubric Utilized |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 0               | 1               | 2               | 3               | 4               | 5               |
| Unclear, failed | Confusing, failed| Addressed parts | Moderate answer,| Good answer with| Excellent, indepth |
| to address the  | to address the  | of the question,| some key points | minor omissions  | answer expressed  |
| question        | full question   | minimal depth   | addressed       |                 | with clarity     |
|                 |                 |                 |                 |                 |                 |

1. Discuss the purpose(s) of clinical supervision, benefits, and what you would look for in selecting a supervisor.

| Rubric Utilized |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 0               | 1               | 2               | 3               | 4               | 5               |
| Unclear, failed | Confusing, failed| Addressed parts | Moderate answer,| Good answer with| Excellent, indepth |
| to address the  | to address the  | of the question,| some key points | minor omissions  | answer expressed |
| question        | full question   | minimal depth   | addressed       |                 | with clarity     |
|                 |                 |                 |                 |                 |                 |

2. Discuss how you would present to a supervisee a model of supervision (one that you would be using) that integrates the following: discrimination model, developmental model, and a solution-focused model.

| Rubric Utilized |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 0               | 1               | 2               | 3               | 4               | 5               |
| Unclear, failed | Confusing, failed| Addressed parts | Moderate answer,| Good answer with| Excellent, indepth |
| to address the  | to address the  | of the question,| some key points | minor omissions  | answer expressed |
| question        | full question   | minimal depth   | addressed       |                 | with clarity     |
|                 |                 |                 |                 |                 |                 |

3. Discuss roles and functions of the clinical supervisor that you are most comfortable with and those which you are the least comfortable. Include within your discussion relationship characteristics you deem necessary for effective supervision, and those that would be detrimental to supervision.

| Rubric Utilized |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 0               | 1               | 2               | 3               | 4               | 5               |
| Unclear, failed | Confusing, failed| Addressed parts | Moderate answer,| Good answer with| Excellent, indepth |
| to address the  | to address the  | of the question,| some key points | minor omissions  | answer expressed |
| question        | full question   | minimal depth   | addressed       |                 | with clarity     |
|                 |                 |                 |                 |                 |                 |
4. Assume you are supervising a counselor that comes to you from a different culture and exhibits problems understanding you during the first supervision session. Discuss from a multicultural perspective: how you would work with this counselor, resources you might seek, and what might be involved as you review your own culture.

5. Create three scenarios that could occur during clinical supervision that would be considered either an ethical or legal issue. Summarize how you would handle each scenario as well as how you would avoid each scenario.

NOTE: STUDENTS DO NOT SEE THE EXAMINATION QUESTIONS IN ADVANCE, ONLY THE RUBRIC USED