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 in this blended class format helps 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, under 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 on rubrics used to evaluate students’ written responses addressing the purposes of clinical supervision.*

- Students will demonstrate the knowledge and understanding of theoretical frameworks and models of clinical supervision. (CACREP; IV, A, 2).
Students will demonstrate the knowledge and understanding of the roles and relationships related to clinical supervision. (CACREP, IV, A, 3).

Measured by a rating 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 ratings on course examinations and an on rubrics used to assess the students’ written responses.

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 paper on personal style & theory 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, article critiques and discussion (complete textbook, Counselor Education and Supervision Journal, and The Clinical Supervisor.)
2. Presentations of personal style and theory of supervision.
3. Complete, using APA style, a professional paper describing one’s personal style and supervision theory.
4. Supervise a minimum of two masters’ level students enrolled in the programs
practicum classes (CNEP 5397). Participate in live supervision of one’s supervision of masters level students (individual or triadic).

5. Clinical Supervision Examinations (mc and knowledge-based) and (written in class essay) examinations.

6. Lecture, discussion of clinical supervision principles, research/article critiques, 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:

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10</td>
</tr>
<tr>
<td>A. Supervision issues (article) presentation &amp; Article Critiques</td>
<td>20</td>
</tr>
<tr>
<td>Personal Style &amp; Supervision Theory paper (APA)</td>
<td>30</td>
</tr>
<tr>
<td>Supervision of M.S. practicum students’</td>
<td>30</td>
</tr>
<tr>
<td>Supervision examination(s) (multiple choice)</td>
<td>20</td>
</tr>
<tr>
<td>Supervision examination (essay)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>

B. Grading Scale:

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

IX. Instructor and Office Hours

Instructor: Robert L. Smith, Ph.D
Office: ECDC 224 Phones: 361-825-2307
Located on Office Door & by Appointment
robert.smith@tamucc.edu
Schedule: (appointments recommended)
M- 1:00-4:00, T- 1:00-4:00, Th- 1:00-4:00, F- 1:00-3:00

X. Course Schedule and Class Policies

A. Tentative Course Schedule based on student progress and semester conflicts

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation –</td>
<td>Course overview, accreditation requirements, fundamentals of clinical supervision, the rationale of supervision, and assignments with practicum students.</td>
</tr>
</tbody>
</table>
| 2. Supervision Lecture – Purposes of supervision, the supervisor’s role and relationships with others, and a review of the literature on clinical supervision. (article critiques) (video) | • Counselor Education & Supervision Journal  
• The Clinical Supervisor Journal  
  3. Supervision Lecture/Discussion – Supervision models, principles of supervision, supervisee concerns, starting supervision. (video of supervision) (article critiques) |
| 4. Supervision Lecture/Discussion (ethical & legal issues) - ethical and legal issues in supervision, disclosure statements, notes and documentation in clinical supervision. (exam # 1) (mc) (essay) | 5. Supervision Lecture/ Discussion: (Integrative Supervision) – Contextual aspects of supervision, developing ones’ theory and personal style of supervision. (con’t, video of supervision) |
| 8. Personal Theory Discussion and critique—How to develop a theory. (article critiques) | 9. Trends, Research, and publishing in Clinical Supervision Journals. (exam # 2) (mc) (essay) |
10. **Blackboard Assignments-Discussion of:** individual supervision plans, start of supervision sessions, goals of supervision, theoretical framework, homework. **Discussion-Critiques**

**SPRING BREAK**

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

12. **Supervision of Supervision (3)** Live supervision of students demonstrating supervision with practicum students, ratings of supervision using rubrics. (exam #3) (mc) (essay)

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

14. **Personal Supervision Theory Presentations Critique and Discussion**

15. **Personal Supervision Theory Presentations Critique and Discussion**
   Supervision Paper Due on Personal Theory and Style (APA)

**B. Class Policies**

1. Class will meet each week face-to-face or online. Additional class time involves the supervision of masters’ level practicum students.

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 Journal 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. 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.

*Required by SACS

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**GRADING RUBRICS USED IN CLASS AND ON EXAMINATIONS**

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>PROFESSOR</th>
</tr>
</thead>
</table>

ADVANCED CLINICAL SUPERVISION  
SCHOLARLY PRESENTATION AND DEMONSTRATION OF THEORIES  

PRESENTATION IN CLASS RATING SCALE  
(circle the appropriate rating)

1. DEMONSTRATED EXPERTISE IN THEORY PRESENTED.

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

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 JOURNAL CITED

Personal Style & Supervision Theory Paper
1 = LOWEST AND 10 = HIGHEST

1. Knowledge/Background Research Related to Theory

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

2. Structure/Coherence of theory

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3. Applicability of theory

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4. Scholarship/Publication Potential

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5. Writing Style (in APA) (citations)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
# Advanced Clinical Supervision

## Examination Essay Rubric Utilized

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unclear, failed to address the question</td>
</tr>
<tr>
<td>1</td>
<td>Confusing, failed to address the full question</td>
</tr>
<tr>
<td>2</td>
<td>Addressed parts of the question, minimal depth</td>
</tr>
<tr>
<td>3</td>
<td>Moderate answer, some key points addressed</td>
</tr>
<tr>
<td>4</td>
<td>Good answer with minor omissions</td>
</tr>
<tr>
<td>5</td>
<td>Excellent, in-depth answer expressed with clarity</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

4. 

5.