I. Course Description

CNEP 6350, Advanced Clinical Supervision
This course is designed to cover clinical supervision with an exploration of the major theoretical/conceptual models and an overview of current trends and practices. Students in this didactic and experientially blended class are expected to demonstrate their personal style and theoretical framework of supervision, along with an understanding of legal, ethical, and multicultural issues associated with clinical supervision. A prerequisite for this class is CNEP 6305.

II. Rationale

This course is a requirement 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 the 2016 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 2016 Standards Covered in this course**

a. purposes of clinical supervision

b. theoretical frameworks and models of clinical supervision

c. roles and relationships related to clinical supervision

d. skills of clinical supervision

e. opportunities for developing a personal style of clinical supervision

f. assessment of supervisees’ developmental level and other relevant characteristics

g. modalities of clinical supervision and the use of technology

h. administrative procedures and responsibilities related to clinical supervision

i. evaluation, remediation, and gatekeeping in clinical supervision

j. legal and ethical issues and responsibilities in clinical supervision

k. culturally relevant strategies for conducting clinical supervision

**Student Learning Outcomes of the Course and Methods of Assessment (36 pts)**

**STUDENTS WILL DEMONSTRATE OF AND SKILLS RELATED TO:**

- **PURPOSES OF CLINICAL SUPERVISION**

  Measured by a rating on rubrics used to evaluate students’ written responses addressing the purposes of clinical supervision.
• THEORETICAL FRAMEWORK AND MODELS OF CLINICAL SUPERVISION
  Measured by a ratings on course examinations and an on rubrics used to assess the students’ written responses.

• ROLES AND RELATIONSHIPS RELATED TO CLINICAL SUPERVISION
  Measured by a rating on rubrics used to evaluate students’ written responses to roles and relationships as related to clinical supervision.

• LEGAL AND ETHICAL ISSUES IN CLINICAL SUPERVISION
  Measured by a ratings on class examination questions assessing the above areas, and a rating on rubrics used to assess students’ written responses

• CULTURAL RELEVANT STRATEGIES IN CLINICAL SUPERVISION
  Measured by a ratings on class examination questions assessing the above areas, and a rating on rubrics used to assess students’ written responses

• ASSESSMENT OF SUPERVISEES’ DEVELOPMENTAL LEVEL AND OTHER RELEVANT CHARACTERISTICS
  Measured by the assessment of the supervisees developmental level, background, experiences and other characteristics.

• MODALITIES OF CLINICAL SUPERVISION AND THE USE OF TECHNOLOGY
  Measured by the self-assessment of modalities of clinical supervision and quiz on technology available in clinical supervision.

• ADMINISTRATIVE PROCEDURES AND RESPONSIBILITIES RELATED TO CLINICAL SUPERVISION
  Measured by the response statements using a rubric to evaluate knowledge of administrative procedures and responsibilities related to clinical supervision.

• EVALUATION, REMEDIATION, AND GATEKEEPING IN CLINICAL SUPERVISION
  Measured by response statements with the use of a rubric focusing on evaluation, remediation, and gatekeeping in clinical supervision
• **SKILLS IN CLINICAL SUPERVISION**

*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.*

• **PERSONAL STYLE IN CLINICAL SUPERVISION**

*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 as well as triadic supervision interventions. 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 practicum classes (CNEP 5397). Participate in live supervision of supervision of masters level students (individual or triadic).
5. Clinical Supervision Examination (written in class essay).
6. Lecture, discussion of clinical supervision principles, research/article critiques, supervision videos, live supervision demonstrations, and supervision case critiques are activities utilized in this class.
7. Portfolios including artifacts related to the twelve CACREP Standards demonstrate students’ level of learning and mastery.
VIII. Evaluation and Grade Assignment

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10</td>
</tr>
<tr>
<td>Portfolio including artifacts of CACREP standards</td>
<td>36</td>
</tr>
<tr>
<td>(0-3 points for each of the 12 standards)</td>
<td></td>
</tr>
<tr>
<td>Personal Style &amp; Supervision Theory paper (APA)</td>
<td>30</td>
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<tr>
<td>Supervision of M.S. practicum students’</td>
<td>30</td>
</tr>
<tr>
<td>Supervision examination final (essay)</td>
<td>30</td>
</tr>
</tbody>
</table>

136 points

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., NCC, FPPR

Teaching Assistant: Karisse Callender, M.S., LPC

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 as changes may take place due to student progress and feedback

<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. Discussion points from <em>Fundamentals of clinical supervision</em> Ch’s 1, 2, and 7.</td>
</tr>
<tr>
<td>2. Supervision Lecture/Discussion –</td>
<td>Purposes of supervision, the supervisor’s role and relationships with others, and a review of the literature on clinical supervision. Overview of Journals and supervision material. (supervision video). Disclosure statements.</td>
</tr>
<tr>
<td></td>
<td>• <em>Counselor Education &amp; Supervision Journal</em></td>
</tr>
<tr>
<td></td>
<td>• <em>The Clinical Supervisor Journal</em></td>
</tr>
<tr>
<td>3. Supervision Lecture/Discussion –</td>
<td>Supervision models, principles of supervision, supervisee concerns, starting supervision. (supervision video) Discussion points from <em>Fundamentals of clinical supervision</em> Ch’s 1, 2, and 7.</td>
</tr>
<tr>
<td>4. Supervision Lecture/Discussion - (ethical &amp; legal issues) -</td>
<td>Ethical and legal issues in supervision, disclosure statements, notes and documentation in clinical supervision. Discussion points from <em>Fundamentals of clinical supervision</em> Ch’s 11. Ethical dilemma in supervision.</td>
</tr>
<tr>
<td>5 Supervision Lecture/ Discussion: (Integrative Supervision) –</td>
<td>Contextual aspects of supervision, developing ones’ theory and personal style of supervision. (abstract). Ind. Sessions scheduled.</td>
</tr>
</tbody>
</table>

7. **Individual supervision** sessions with instructor (2/29 through 3/4) (one hour)

8. Trends, Research, and publishing in Clinical Supervision Journals

   *(Review of artifacts in portfolio)*

   **SPRING BREAK**

9. **Presentations:** Supervision Style and Theory (20-30 minutes)


11. **Presentations:** Supervision Style and Theory (20-30 minutes)

12. **Supervision of Supervision:** (3) live supervision of students demonstrating supervision with practicum students, (30-45 minutes) ratings of supervision using rubrics. Supervision *(Style and Theory paper due.)* APA, 3-5 pages.

13. **Supervision of Supervision** (3) Live supervision of students demonstrating supervision with practicum students, ratings of supervision using rubrics. (30-45 minutes each demonstration) *(Electronic Portfolios sent to Instructor)*

14. **Supervision of Supervision** (3) Live supervision of students demonstrating supervision with practicum students, ratings of supervision using rubrics. (30-45 minutes each demonstration)

15. **Final examination** (essay questions)
B. Class Policies

1. Class will meet each week face-to-face or online. Additional class time involves 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
GRADING RUBRICS USED IN CLASS AND ON EXAMINATIONS

**Personal Style & Supervision Theory Paper/Presentation (30 POINTS)**

1. Knowledge/Background Research Related to Theory

| 1 | 2 | 3 | 4 | 5 |

2. Structure/Coherence of theory

| 1 | 2 | 3 | 4 | 5 |

3. Applicability of theory

| 1 | 2 | 3 | 4 | 5 |

4. Scholarship/Publication Potential

| 1 | 2 | 3 | 4 | 5 |

5. Writing Style (in APA) (citations)

| 1 | 2 | 3 | 4 | 5 |

6. Presentation of Theory

| 1 | 2 | 3 | 4 | 5 |
Advanced Clinical Supervision
Examination Essay
Rubric Utilized for Essay Questions (30 points)

<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>

NAME _____________________