I. Course Description

This course covers the major theoretical/conceptual models and methods of clinical supervision. Topics include an overview of supervision theories, trends, practices, and ethical guidelines. Students in this didactic and experientially blended class demonstrate their personal style and theoretical framework of supervision. Students demonstrate an understanding of legal, ethical, cultural, and administrative 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 and prepares 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 and Methods of Assessment of CACREP 2016 Standards

- 1. PURPOSES OF CLINICAL SUPERVISION

  Measured by students’ responses on the mid-term examination (80% correct meets the standard)

- 2. THEORETICAL FRAMEWORK AND MODELS OF CLINICAL SUPERVISION
Measured by the mid-term examination (80% correct meets the standard) and students’ Supervision Theory and Style of Supervision paper.

- 3. ROLES AND RELATIONSHIPS RELATED TO CLINICAL SUPERVISION

Measured by students’ on the mid-term examination (80% correct meets the standard)

- 4. SKILLS IN CLINICAL SUPERVISION

Measured by in class ratings on rubrics used to assess students’ live supervision sessions

- 5. OPPORTUNITIES FOR DEVELOPING PERSONAL STYLE IN CLINICAL SUPERVISION

Measured by in class ratings on rubrics of students’ live supervision of masters’ practicum students and assessment rubrics of students’ written paper on personal style & theory of supervision

- 6. ASSESSMENT OF SUPERVISEES’ DEVELOPMENTAL LEVEL AND OTHER RELEVANT CHARACTERISTICS

Measured by response to questions on mid-term examination

- 7. MODALITIES OF CLINICAL SUPERVISION AND THE USE OF TECHNOLOGY

Measured by response to written questions on the clinical supervision final exam (80% correct meets the standard)

- 8. ADMINISTRATIVE PROCEDURES AND RESPONSIBILITIES RELATED TO CLINICAL SUPERVISION

Measured by the response statements using rubrics to evaluate knowledge of administrative procedures and responsibilities related to clinical supervision on final exam
• 9. 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 on final exam (80% correct meets this standard)*

• 10. LEGAL AND ETHICAL ISSUES IN CLINICAL SUPERVISION

*Measured by rubric ratings on final examination questions assessing the above areas, ----ratings on rubrics used to assess students’ written responses (80% correct meets this standard)*

• 11. CULTURAL RELEVANT STRATEGIES IN CLINICAL SUPERVISION

*Measured by ratings on final examination questions assessing the above areas, ----rating on rubrics used to assess students’ written response (80% correct meets this standard)*

*CACREP STANDARDS ARE ADDITIONALLY MET, THROUGH STUDENTS’ PORTFOLIOS, CONSISTING OF ARTIFACTS RELATED TO EACH COURSE STANDARD*

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

1. Reading assignments, article critiques and discussion. (Textbook, *Counselor Education and Supervision Journal*, and *The Clinical Supervisor*)

2. Critique of personal style and theory of supervision.

3. Complete professional papers addressing one’s personal style and supervision theory.
4. Supervise a maximum of two masters’ students enrolled in practicum classes (CNEP 5397). Participate in live supervision of supervision of master’s level students (individual or triadic).

5. Clinical Supervision Mid-term Examination.

6. Lecture, discussion of clinical supervision principles, research/articles, supervision videos, live supervision demonstrations, and supervision case critiques.

7. Portfolios including artifacts related addressing CACREP Standards.

VIII. Evaluation and Grade Assignment

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 (artifacts of CACREP standards)</td>
<td>55</td>
</tr>
<tr>
<td>Professional Article reviews on ethics, gatekeeping, &amp; cultural relevant strategies (standards 9, 10, 11)</td>
<td>20</td>
</tr>
<tr>
<td>Supervision mid-term examination (standards 1, 2, 3 and 6)</td>
<td>30</td>
</tr>
<tr>
<td>Personal Style &amp; Supervision Theory paper (APA) (standard 5)</td>
<td>20</td>
</tr>
<tr>
<td>Supervision of M.S. practicum students’ (standards 4 &amp; 5)</td>
<td>40</td>
</tr>
<tr>
<td>Supervision final examination (standards 7-11)</td>
<td>30</td>
</tr>
</tbody>
</table>
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, CFT, FPPR
robert.smith@tamucc.edu ECDC 224 Phones: 361-825-2307
Schedule: (please email or call to schedule appointments M-F 1:30-5:30)
Teaching Assistant:

X. Course Schedule and Class Policies

Course Schedule---- Changes may occur due to emergencies and demonstration of student competencies.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Orientation – (In-class) Course overview, accreditation requirements, fundamentals of clinical supervision, the rationale of supervision, and assignments with practicum students. Discussion points from Fundamentals of clinical supervision Ch.’s. 1, 2, and 7.</td>
</tr>
<tr>
<td></td>
<td>Discussion of Supervision Style and Theory (Paper assignment)</td>
</tr>
<tr>
<td></td>
<td>Pre assessment---self-assessment of supervision skills</td>
</tr>
</tbody>
</table>
2. Supervision Lecture/Discussion – (Online) Purposes of supervision, the supervisor’s role and relationships with others, and a review of the literature on clinical supervision. (power pt.) Journals discussed online (supervision video)
   - Counselor Education & Supervision Journal
   - The Clinical Supervisor

3. Supervision Lecture/Discussion (In-class) - Supervision models, principles of supervision, supervisee concerns, starting supervision. (Supervision video discussion) Discussion points from Fundamentals of clinical supervision Ch.’s 1, 2, and 7.

4. Supervision Discussion – (Online) (ethical & legal issues)
   Articles shared online - Topics: Ethics, Gatekeeping
   Cases discussed online
   Discussion points from Fundamentals of clinical supervision Ch. 11. --- Ethical dilemmas in supervision.

5. Supervision of Supervision – (In class) discussion of supervision cases
   Individual Sessions
   Review of mid-term examination, theory paper and Portfolios

6. Lecture and Discussion – (Online) Integrative supervision, (power pt.), Theory of supervision, and cultural issues shared Fundamentals of clinical supervision
   Chapter 5, discussion of Multicultural Supervision Competencies.

7. Mid-term examination – Blackboard (Online) (CACREP Standards 1, 2, 3, & 6)

8. Lecture and Discussion- (In-class): Trends, Research, and publishing in Clinical Supervision Journals
Examination results returned (80% required)

*Review of Portfolio Artifacts

---------SPRING BREAK----------

9. Research on supervision- (Online) Topics ethical and legal issues, administrative issues, and cultural issuers in supervision---Post one response to students shared information - Blackboard Discussion Forum

10. Supervision of Supervision (3) – (In-class, or online) videos live supervision sessions demonstrating supervision with practicum students (30-45 minutes) (CACREP STANDARDS 4&5)

11. Supervision of Supervision (3) (In-class, or online) videos demonstrating supervision with practicum students (30-45 minutes).

12. Supervision of Supervision: (3) (In-class, or online) videos demonstrating supervision with practicum students, (30-45 minutes).

13. Supervision of Supervision (3) (In-class, or online) videos demonstrating supervision with practicum students, (30-45 minutes).

(Electronic Portfolios sent to Instructor) (CACREP Standards 1-11)

14. Wrap-up- (In-class): Course learning- Individual and Group Review

Individual supervision sessions - review

Small group learning and course reviews

15. Final examination - (Online) (CACREP Standards 7-11)

Due date: Second article critique
Due date: Personal Style & Supervision Theory paper (APA)
Due date: Portfolio artifacts

Class Policies

1. Class will meet face-to-face and online. Additional class time involves the supervision of master’s 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.

XI. Textbooks


Additional readings-- articles from journals:

Counselor Education & Supervision

The Clinical Supervisor

XII. Bibliography

The following references support course content:


XIII. 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.

XIV. *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.
RUBRIC FOR Personal Style & Supervision Theory Paper (20 POINTS)

1. Knowledge/Background and Research Related to Theory
   1 2 3 4 5

2. Structure/Coherence of theory and discussed style of Supervision
   1 2 3 4 5

3. Applicability of theory with diverse supervisees and with one’s Supervision style
   1 2 3 4 5

4. Scholarship/Publication Potential of Paper (APA Style)
   1 2 3 4 5
SUPERVISION OF SUPERVISION RATING AND COMMENTS
Range: 0-4

NAME ________________________  
SUPERVISOR___________________

IN-CLASS SUPERVISION OF SUPERVISION  __  1 LOW ---- 4 EXCELLENT/THE BEST

RELATIONSHIP: SUPERVISOR AND SUPERVISEE _____

GOAL SETTING AND STRUCTURING SUPERVISION _____

FOCUSED/ORGANIZED _____

ALLOWANCE FOR SPONTANEITY _____

DEGREE OF OPENNESS _____

SUPPORT/ENCOURAGEMENT _____

DIRECTION/PLANNING _____

CORRECTION/REVIEWING _____

ETHICAL PRACTICES _____

CLOSING/SUMMARY/HOPE _____  

40 points total
RUBRIC FOR ASSESSING CRITIQUES

Student Name________________________________________ Date______________

Research Paradigm: Quantitative_____ Qualitative_____ Mixed_____ 

Article Reference (APA style)____________________________________________________________________________________

____________________________________________________________________

1. Statement of the Problem or Issue: Clarity of Problem statement
   1 2

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. How Problem(s) or Issues were studied & analyzed (design & statistical analysis) Clarity of design
   1 2 3

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. Results and Conclusions of the investigation
   Critique of conclusions supported by findings
   1 2

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
4. Your Comments and Critique of the Study (consider the purpose of the study & conclusions)

**Overall in-depth critique of article**

1  2  3

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RUBRIC FOR ASSESSING ESSAY RESPONSES ON FINAL EXAM

**Advanced Clinical Supervision**
**Examination Essay**

*Rubric Utilized for SIX 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>

Total Points 30