I. Course Description

This course covers the major theoretical/conceptual models and modalities of clinical supervision. Topics include an overview of supervision theories, trends, practices, technology 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 rating of 80%.

3. ROLES AND RELATIONSHIPS RELATED TO CLINICAL SUPERVISION

Measured by student scores on the mid-term examination (80% correct meets the standard)

4. SKILLS IN CLINICAL SUPERVISION

Measured by rubrics of video or live in-class supervision sessions

Score of 80% on the Clinical Skills Demonstration rubric meets the standard

5. OPPORTUNITIES FOR DEVELOPING PERSONAL STYLE IN CLINICAL SUPERVISION

Demonstrated by in class supervision, live or video sessions with professor feedback using the Clinical Skills Demonstration rubric, an 80% rating on rubrics evaluating students’ written paper on personal style & theory of supervision

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

Measured by self-ratings by doctoral students of their supervisor developmental level and relevant characteristics, and a rubric evaluating the supervisor’s (doctoral student) assessment of the supervisee’s (practicum student) developmental level and characteristics relevant to a counselor The Supervisee Assessment Index is used, requiring a rating of 80% to meet this standard
• 7. MODALITIES OF CLINICAL SUPERVISION AND THE USE OF TECHNOLOGY

    Measured by response to written questions on the clinical supervision final examination (80% correct meets the standard) (article reviews & discussion)

• 8. ADMINISTRATIVE PROCEDURES AND RESPONSIBILITIES RELATED TO CLINICAL SUPERVISION

    Measured by rubrics to evaluate the student’s Supervisor Administrative Procedures and Responsibilities paper (rating of 80% meets this standard)

• 9. EVALUATION, REMEDIATION, AND GATEKEEPING IN CLINICAL SUPERVISION

    Measured by response statements on the final examination using rubrics focusing on evaluation, remediation, and gatekeeping in clinical supervision (80% correct meets this standard (article reviews & discussion)

• 10. LEGAL AND ETHICAL ISSUES IN CLINICAL SUPERVISION

    Measured by rubric ratings on final examination questions assessing knowledge of legal and ethical issues in clinical supervision, including how to address these issues (article reviews & discussion)

• 11. CULTURAL RELEVANT STRATEGIES IN CLINICAL SUPERVISION

    Measured by rubric ratings on the final examination on questions assessing culture and discussing approaches of working with cultural differences in supervision (80% correct meets this standard (article reviews & discussion)
VI. Course Topics

Major topics in this course include addressing the eleven CACREP standards, the scope of supervision, supervision theories, the supervisory relationship, methods of supervision and triadic supervision interventions. Ethical, legal, and multicultural issues related to clinical supervision are addressed.

VII. Instructional Methods and Activities

1. Reading assignments, article discussions and reviews (Textbook and journal readings: Counselor Education and Supervision and The Clinical Supervisor)

2. Personal style and theory of supervision paper.

3. Supervision of masters’ students enrolled in practicum classes (CNEP 5397). Participate in live or video supervision of supervision

4. Clinical Supervision Mid-term and Final Examinations.

5. Lecture, discussion of clinical supervision principles, research articles, supervision videos, live supervision demonstrations, and supervision cases.

VIII. Evaluation and Grade Assignment

Methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>Attendance &amp; Participation</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervisor Administrative Procedures &amp; Responsibilities paper</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>(completion of the students Supervision Administrative Procedures and Responsibilities paper. (Standard 8)</td>
<td></td>
</tr>
<tr>
<td><strong>The Supervisee Assessment Index</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>(doctoral student and practicum student completion of the Supervisee Assessment Index. (Standard 6)</td>
<td></td>
</tr>
</tbody>
</table>
Professional Article reviews
Modalities of clinical supervision and the use of technology 20 points
Evaluation, remediation, and gatekeeping in clinical supervision 20 points
Legal and ethical issues in clinical supervision 20 points
Cultural relevant strategies in clinical supervision 20 points

(Standards 7, 9, 10, & 11) Article reviews are completed and graded on each topic, discussed online and in class.

Supervision mid-term examination 30 points

(Standards 1, 2, 3)

Personal Style & Supervision Theory paper (APA) 20 points

(Standard 5)

Supervision of M.S. practicum students’ 40 points

(Standards 4, 5)

Supervision final examination 30 points

(Standards 7, 9, 10, & 11)

250 total points

Grading Scale:*  

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

*scores of 80% on examinations and rubrics designate meeting CACREP Standards

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—NOTE:** Changes may occur in the syllabus, including the course schedule, due to student progress and unforeseen emergencies.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (In-class) Orientation</td>
<td>Course overview, accreditation requirements, fundamentals of clinical supervision, the rationale of supervision, and assignments with practicum students. Assigned reading from <em>Fundamentals of Clinical Supervision</em> Ch.’s. 1, 2, and 3. Discussion of <em>Supervision Style and Theory Paper</em> Video of Supervision Pre assessments distributed online (blackboard)</td>
</tr>
<tr>
<td>2. (Online) Complete pre assessments. Mail to professor prior to January 30th class. <strong>Activity during the week:</strong> 1. <strong>Discuss the video</strong> on supervision using the discussion forum and the following cues: How did the supervisor structure the supervision sessions-Administrative Procedures How do you plan to structure your supervision sessions -What administrative Procedures will you be utilizing) 2. Place your posts on the discussion board 3. Post two (2) comments of other postings on administrative procedures demonstrated on video and planned by students 4. <strong>Complete a draft</strong> of your <em>Supervisor Administrative Procedures and Responsibilities</em> paper. Bring to class to share</td>
<td></td>
</tr>
<tr>
<td>3. (In class) Supervision Lecture/Discussion</td>
<td>Purposes of supervision, the supervisor’s role, relationship building, evaluation and supervision, share <em>Supervisor Administrative Procedures and Responsibilities</em> paper.</td>
</tr>
</tbody>
</table>
Small Group sharing of first supervision experience

Class discussion on supervision experience; questions and answers

- Counselor Education & Supervision
- The Clinical Supervisor
- Journal of Marriage & Family Therapy

Discussion of modalities of supervision and the use of technology

Article assignment focusing on modalities of supervision and use of technology
Due prior to the next class session
Discussion of the Supervisee Assessment Index paper.

4. (Online)
   Activity during the week:
   1. Locate article on modalities of supervision and the use of Technology
   2. Complete an article review, citing the reference using APA style, Identify and discuss supervision modalities covered and technology utilized
   3. Share your article review, brief one paragraph, on the discussion forum
   4. Post two comments to classmates using the discussion forum.
   5. Send an electronic copy of your article review to the professor, due February 19 prior to session five.
   Complete draft of your Supervisee Assessment Index paper

5. (In class) Supervision of supervision
   Small group discussion of supervision experiences with practicum students
   Large group sharing, discussion, feedback
   Review of mid-term examination, Discussion points from Fundamentals of Clinical Supervision Ch.’s 1, 2, and 3

   Share and discuss Supervisee Assessment Index paper

   Individual Sessions as needed

   Assignments: Completion of Multicultural Supervision Competencies Measure

   Locate and review article on Cultural Relevant Strategies in Clinical Supervision
6. **(Online)**

   **Activity during the week**
   1. Locate article on cultural relevant strategies in clinical supervision
   2. Complete an article review, citing the reference using APA style, Identify and discuss cultural sensitivity in supervision and strategies
   3. Share your article review, brief one paragraph, on the discussion forum
   4. Post two comments to classmates using the discussion forum.
   5. Send an electronic copy of your article review to the professor, due prior to the next in-class session

7. **(In class)** Mid-term examination – (CACREP Standards 1, 2, & 3)

   Small group discussion of supervision with practicum students

   Article assignment ethical and legal issues in clinical supervision

   **SPRING BREAK**

8. **(On line)**

   **Activity during the week:**
   1. Locate article on ethical & legal issues of supervision
   2. Complete an article review, citing the reference using APA style, Identify and discuss ethical and legal issues
   3. Share your article review, brief one paragraph, on the discussion forum
   4. Post two comments to classmates using the discussion forum.
   5. Send an electronic copy of your article review to the professor, due prior to the next in-class session

   Examination results returned (80% required) Articles assigned

9. **(In class)**

   Small group discussion of supervision

   Large group sharing

   Assignment: Locate and review article on evaluation, remediation, and gatekeeping in supervision
REMAINING CLASS SESSIONS STARTING WITH #10 ON APRIL 2ND

10. (Online)

Activities during the week

1. Complete paper on Supervision Theory and Style
2. Post Theory ideas on discussion forum, and respond to other posts
3. Send Supervision Theory and Style paper to professor.
4. Locate article on evaluation, remediation, and gatekeeping in supervision
5. Complete an article review, citing the reference using APA style, Identify and discuss evaluation, remediation, and gatekeeping strategies
6. Share your article review, brief one paragraph, on the discussion forum
7. Send final article review to professor

CACREP STANDARDS: # 4 & 5: SKILLS IN CLINICAL SUPERVISION

OPPORTUNITIES FOR DEVELOPING PERSONAL STYLE IN CLINICAL SUPERVISION

11. In Class) Supervision of Supervision

Review of semester supervision cases
Discussion of supervision theory and style of supervision
Complete post supervision measures

(3 video sessions 30-min.
each sent as a link to class, professor, and teaching assistant)

Discussion of videos online the following week, using the Rubric-
Supervision of Supervision as a guide

12. (Online) Supervision of Supervision

Discussion on-line of previous videos shared using a rubric
(3 video sessions 30- min. each sent as a link to class, professor, and teaching assistant)

13. **(In-class) Supervision of Supervision**

Discussion of supervision videos and review of in-class final

(3 video sessions 30- min. each sent as a link to class, professor, and teaching assistant)

14. **(Online) Supervision Videos**

Discussion on-line of previous videos shared

15 **(In-class – bring laptops) Final examination** (CACREP Standards 7-11)

Final examination

Discussion of previous videos shared

On-line class evaluations

**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 or online assignments will receive a one grade reduction

**XI. Textbooks**


*Additional readings-- articles from journals:*


**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 Rule13.02.99.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.

**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 style of Supervision

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

4. Scholarship/Publication Potential of Paper (APA Style)

Personal Style and Theory Paper (1-2 pages)

Name _______________________________

MY PERSONAL STYLE OF SUPERVISION

MY THEORY OF SUPERVISION

SUPERVISION OF SUPERVISION RATING AND COMMENTS

Range: 0-5

NAME _______________________________
SUPERVISOR __________________________

IN-CLASS SUPERVISION OF SUPERVISION 1 LOW ---- 4 HIGH LEVEL

RELATIONSHIP: SUPERVISOR AND SUPERVISEE _____

ADMINISTRATION: GOAL SETTING AND STRUCTURING OF SUPERVISION _____
FOCUSED/ORGANIZED ____

ALLOWANCE FOR SPONTANEITY ____

OPENNESS ____

SUPPORT/ENCOURAGEMENT ____

DIRECTION/PLANNING ____

CORRECTION/REVIEWING ____

ETHICAL PRACTICES ____

CLOSING/SUMMARY/HOPE ____

50 points total

TEMPLETE AND RUBRIC FOR ARTICLE REVIEWS

Student Name ____________________________ Date ____________

Article topic ____________________________________________

Article Reference (APA style)________________________________________

_________________________________________________________________

1. Importance of topic
   1   2   3   4   5

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
2. **Key concepts learned about the topic**
   1  2  3  4  5
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. **Suggestions of how to apply what was learned about this topic**
   1  2  3  4  5
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. **Additional comments or critique of the article covering this topic**
   1  2  3  4  5
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

**Total Points 20**
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

Supervisor Administrative Procedures and Responsibilities
Supervisor ________________________  Supervisee______________________

ADMINISTRATIVE PROCEDURES

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
SUPERVISOR RESPONSIBILITIES

____________________________________________________

The Supervisee Assessment Index

Supervisor ___________________________  Supervisee ___________________________

DEVELOPMENTAL LEVEL OF SUPERVISEE

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

20 POINTS
SUPERVISEE CHARACTERISTICS RELATED TO COUNSELING

20 POINTS