Instructor: Robert L. Smith, Ph.D.  
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Office Telephone: 361-825-2307  
E-mail: robert.smith@tamucc.edu  
Semester: Spring 2020  
Class Date: Th.  
Class Time: 4:20 – 6:50  
Class Location: TBA

Course Description
This course focuses on 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.

Rationale
This is a required course in the Counselor Education Doctoral Program. It prepares students in the role of a clinical supervisor. Students in this course gain their first practical experience as a supervisor under the supervision of faculty. This course meets the 2016 accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Learning Objectives
This course is designed to meet 2016 CACREP standards included in Section 6 (doctoral professional identity). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

CACREP Standard 6-B-2-a purposes of supervision [Students will successfully complete this learning objective by achieving a score of 80% or higher on the midterm and final examinations]

CACREP Standard 6-B-2-b theoretical framework and models of clinical supervision [Students will successfully complete this learning objective by achieving a score of 80% or higher on the midterm examination and the students’ Supervision Theory and Style of Supervision paper]

CACREP Standard 6-B-2-c roles and relationships related to clinical supervision [Students will successfully complete this learning objective by achieving a score of 80% or higher on the proficiency midterm examination]

CACREP Standard 6-B-2-d skills of clinical supervision [Students will successfully complete this learning objective by achieving a score of 80% or higher on the video or live in-class supervision sessions]

CACREP Standard 6-B-2-e opportunities for developing a personal style of clinical supervision [Students will successfully complete this learning objective by achieving a score of 80% or higher on the in class video supervision session with an 80% rating on the Clinical Skills Demonstration rubric and an 80% rating on rubrics evaluating students’ written paper on personal style & theory of supervision]
CACREP Standard 6-B-2- f. assessment of supervisees’ developmental level and other relevant characteristics [Students will successfully complete this learning objective by assessment of the supervisee’s (practicum students) developmental level and characteristics relevant to a counselor on The Supervisee Assessment Index with an 80% rubric rating]

CACREP Standard 6-B-2- g. modalities of clinical supervision and the use of technology. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the proficiency final examination and article reviews]

CACREP Standard 6-B-2- h. administrative procedures and responsibilities related to supervision. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Supervisor Administrative Procedures and Responsibilities paper]

CACREP Standard 6-B-2- i. evaluation, remediation, and gatekeeping in clinical supervision. [Students will successfully complete this learning objective by achieving a score of 80% on the final examination using rubrics focusing on evaluation, remediation, and gatekeeping in clinical supervision and article reviews]

CACREP Standard 6-B-2- j. legal and ethical issues in clinical supervision. [Students will successfully complete this learning objective by achieving a score of 80% on the final examination using rubrics focusing on legal and ethical issues in clinical supervision and article reviews]

CACREP Standard 6-B-2- k. cultural relevant strategies in clinical supervision. [Students will successfully complete this learning objective by achieving a score of 80% on the final examination using rubrics measuring cultural relevant strategies in clinical supervision and article reviews]

Major course requirements

1) Proficiency Demonstration (40 points) Final Supervision Video

Supervision proficiency is demonstrated throughout the semester by supervision of master’s students enrolled in practicums. Supervision of supervision occurs in each class as students’ share their experiences, challenges, and progress as a supervisor. Two video tapes are completed by students, with the end-of-semester video of supervision graded through the use of a rubric. Assignments are provided throughout the semester in increase students’ proficiency as a supervisor. for this course requirement is 120.

2) Knowledge-Base Papers and article reviews (140points @ 20 points each)

Throughout the semester, students are assigned research papers for the purpose of informing their knowledge of supervision practices and increasing their proficiency as a supervisor. The required papers and article reviews are graded with the use of rubrics.
3) Examinations (60 points; 2 examinations @ 30 points each)

There will be two (2) examinations administered, a midterm and a final. The examinations will emphasize lecture material, assigned readings, issues in supervision, and overall proficiency. Examinations are constructed using multiple choice and short answer questions. The maximum number of points to be earned on each examination is 30.

<table>
<thead>
<tr>
<th>REQUIRED PAPERS AND ARTICLES</th>
<th>The Supervisee Assessment Index</th>
<th>Theory and style paper</th>
<th>Professional Article reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing CACREP Standards</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Supervisor Administrative Procedures Report</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examinations</td>
<td>Mid-term exam</td>
<td>Final exam</td>
<td></td>
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<tr>
<td>30</td>
<td>30</td>
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<tr>
<td>TOTAL POINTS</td>
<td>240</td>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td>216-240</td>
<td>192-240</td>
<td>168-240</td>
<td>144-240</td>
<td>Below 144</td>
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<tr>
<td>90%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
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</tbody>
</table>
Required textbook


Additional readings -- articles

Counselor Education & Supervision

The Clinical Supervisor

The following references support course content:


State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.

TExES Competencies

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.

Competency 004 (Counseling): Counselors develop a clear understanding of his/her role and responsibilities in the practicum setting.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.
Course policies

Attendance

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.

For absences that are not excused, the follow attendance policies are in place:

• The first unexcused absence will result in a 5% reduction in the student’s final grade.
• A second unexcused absence will result in a 10% reduction in the student’s final grade.
• Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
• Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
• Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

NOTE 3: Please note, unexcused absences may adversely affect your performance as examinations missed or failure to submit assignments by their due date will result in a grade reduction.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days, late assignments will no longer be accepted and a grade of zero will be issued.
**Extra Credit**

Generally, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Academic Integrity and Plagiarism**

**TAMUCC Graduate Catalogue (please refer to current version)**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.
Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high-quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Course schedule and CACREP Standards

<p>| January 17 | Course Orientation accreditation requirements, fundamentals of clinical supervision, the rationale for supervision, assignments with practicum students, Pre assessments |
| January 24 | Administrative procedures, assessment of supervisees, supervision modalities, modal of supervision—video on supervision |
|           | <strong>CACREP Standard 6-B-2-a</strong> |
|           | <strong>CACREP Standard 6-B-2-b, f, h</strong> |
|           | <strong>Proficiency Demonstration #1: Administrative Procedures Report Due Feb. 14 4:20</strong> |
| February 7 | Supervisor Administrative Procedures discussion, examples, Check on supervision, arrangements with supervisee, legal and ethical issues of supervision, beginning supervision of practicum students, discussion of video on supervision models |
|           | <strong>CACREP Standard 6-B-2-h, d, j</strong> |
| February 14 | Review of supervision, Journal reviews, Proficiency Demonstrations #2&amp;3 discussion |
| February 21 | Individual supervision sessions, supervisee assessment, modalities and technology in supervision |
|           | <strong>CACREP Standard 6-B-2-g</strong> |
|           | <strong>Proficiency Demonstrations #2 Supervisee Assessment Index paper and #3 Article critique on the Modalities and use of Technology in Supervision Due Feb. 19, 4:20</strong> |
|           | <strong>CACREP Standard 6-B-2-g</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
<th>Relevant Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 19</td>
<td>Review of supervision cases, theory and style of supervision, Review midterm examination concepts <strong>CACREP Standard 6-B-2-b, e</strong></td>
<td></td>
</tr>
<tr>
<td>February 28</td>
<td>Discussion of culture and cultural relevant strategies in clinical supervision Discussion and completion of Multicultural Supervision Competencies Measure, article reviews, <strong>CACREP Standard 6-B-2-k</strong></td>
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</tr>
<tr>
<td>March 7</td>
<td>MIDTERM EXAMINATION <strong>Proficiency Demonstration #4</strong> Cultural relevant strategies in clinical supervision <strong>Due March 21, 4:20</strong> <strong>CACREP Standard 6-B-2-k</strong></td>
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<tr>
<td>March 14</td>
<td>NO CLASS SCHEDULED – Spring Break</td>
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<tr>
<td>March 21</td>
<td>Counseling supervision cases reviewed, ethical issues in supervision reviewed <strong>Proficiency Demonstration #5</strong> Legal and Ethical Issues in Supervision, <strong>Due date March 28</strong> <strong>CACREP Standard 6-B-2-j, e</strong></td>
<td></td>
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<tr>
<td>March 28</td>
<td>Individual supervision sessions, supervision theory and style discussion <strong>Proficiency Demonstration # 6</strong> Supervision Style and Theory, <strong>Due date April 4</strong> <strong>CACREP Standard 6-B-2-b, d, e</strong></td>
<td></td>
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<tr>
<td>April 4</td>
<td>Supervision reviews, video tapes, <strong>Proficiency Demonstration # 7</strong> Evaluation, Remediation, and Gatekeeping in Supervision, <strong>Due date April 11</strong> <strong>CACREP Standard 6-B-2-i</strong></td>
<td></td>
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<tr>
<td>April 11</td>
<td>Supervision videos reviewed Counseling cases <strong>CACREP Standard 6-B-2-b, c, d, e, f, g, h, I, j, k</strong></td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>Supervision videos reviewed Supervision case reviews <strong>CACREP Standard 6-B-2-b, c, d, e, f, g, h, I, j, k</strong></td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Supervision videos reviewed Supervision case reviews <strong>CACREP Standard 6-B-2-b, c, d, e, f, g, h, I, j, k</strong></td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>Supervision videos reviewed Supervision case reviews Post surveys, Class review <strong>CACREP Standard 6-B-2-b, c, d, e, f, g, h, I, j, k</strong></td>
<td></td>
</tr>
<tr>
<td>May 9</td>
<td>FINAL EXAMINATION</td>
<td></td>
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</tbody>
</table>
# RUBRIC FOR Personal Style & Supervision Theory Paper (20 POINTS)

**Student __________________**

1. **Knowledge/Background of theory**

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>minimal</td>
<td>excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Structure/Coherence of theory**

   | 1 | 2 | 3 | 4 | 5 |

3. **Clarity of supervision style**

   | 1 | 2 | 3 | 4 | 5 |

4. **Comprehensiveness of style**

   | 1 | 2 | 3 | 4 | 5 |

   _____ of 20 POINTS

**Comments:**
Supervision Style and Theory Paper (1-3 pages)
(Please turn in electronically and on due date, graded with rubrics)

Name ____________________

STYLE OF SUPERVISION

THEORY OF SUPERVISION
SUPERVISION OF SUPERVISION RATING RUBRIC

Range: 1-5

STUDENT ________________________

PROFESSOR ________________________

In class supervision of supervision

1 = minimal skills demonstrated
5 = expert skills demonstrated

RELATIONSHIP SKILLS: SUPERVISOR AND SUPERVISEE _____
Genuineness, authenticity, concrete, caring, congruent,

ADMINISTRATION: GOAL SETTING AND STRUCTURING OF SUPERVISION _____
Plan of supervision, goals, direction, and closing

FOCUS _____
Attentive, listening, clarity, stays on topic,

OPENNESS(ALLOWANCE FOR SPONTANEITY _____
Immediacy, reactive, energy, humor, nonverbal skills

SUPPORTIVE/ENCOURAGING _____
Supportive statements, hope, compliments

DIRECTION/PLANNING _____
Keeps on track, uses hunches, ties things together, a beginning, middle, and end

ETHICAL PRACTICES _____
Exhibits respect, professionalism, ethical behavior

CLOSING _____
Summary, hope, support

_____ of 40 points

Comments:
CLINICAL SUPERVISION ARTICLE REVIEW  
(article reviews are completed electronically and turned in on due dates, graded with rubrics)

Student Name___________________________________________ Date_________________

Article topic ___________________________________________ 20 points possible

Article Reference (APA style)____________________________________________________

______________________________________________________________________________

1. Importance of article topic as related to clinical supervision

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. Key concepts learned about the topic

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. Suggestions of how to apply in supervision what was learned from this article

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4. Additional comments or critique of the article covering this topic

______________________________________________________________________________
RUBRIC FOR ARTICLE REVIEWS

Student ___________

Rationale for article; appropriate to content area

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>minimal</td>
<td>excellent</td>
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</table>

Coherence of review

| 1 | 2 | 3 | 4 | 5 |

Clearly identified knowledge gained from the article

| 1 | 2 | 3 | 4 | 5 |

Discussion of how information obtained can be used in supervision

| 1 | 2 | 3 | 4 | 5 |

_____ of 20 POINTS

Comments:
RUBRIC FOR ASSESSING ESSAY RESPONSES ON EXAMS

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>
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<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>

(graded on exams using rubric)
Supervisor Administrative Procedures and Responsibilities 20 POINTS
(Please turn in electronically and on due date, graded with rubrics)

Supervisor ____________________  Supervisee ____________________

ADMINISTRATIVE PROCEDURES

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

SUPERVISOR RESPONSIBILITIES

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

20 POINTS
The Supervisee Assessment Index (1-3 pages)
(Please turn in electronically and on due date, graded with rubrics)

Supervisor ___________________________  Supervisee ______________________________

DEVELOPMENTAL LEVEL OF SUPERVISEE

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
______________________________________________________________________________
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SUPERVISEE CHARACTERISTICS RELATED TO COUNSELING

______________________________________________________________________________
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______________________________________________________________________________
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______________________________________________________________________________
______________________________________________________________________________
Rubric for the Supervisor Administrative Procedures and Responsibilities paper

Student____________________

Clarity of procedures’ and responsibilities

Coherence of procedures and responsibilities

Significance of procedures and responsibilities

Comprehensive procedures and responsibilities

_____ of 20 POINTS

Comments:
Rubric for The Supervisee Assessment Index

Student____________________

1 2 3 4 5 Identified developmental level

1 2 3 4 5 Provided support for developmental assessment (citations)

1 2 3 4 5 Identified relevant characteristics germane to counseling

1 2 3 4 5 Provided support for identified characteristics (citations

_____ of 20 POINTS

Comments: