COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course Number and Title:
CP 771 Counselor Supervision (3)

Counselor Supervision – Revision Spring 2012

THE COUNSELOR AS COMPETENT PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

Students will: become familiar with models of counseling supervision; provide individual and group supervision for Master’s level practicum/internship students; and be acquainted with the research in counselor training and supervision. Individual and group supervision is provided. Video-recording of individual and dyadic supervision sessions with practicum/internship students is required. 3 credit hours.

II. Prerequisite:

A. Completion of or currently enrolled in the Ed.S. Degree Program.
B. Two years of field experience as a counselor.
C. Full certification as a school counselor and/or a licensed professional counselor.
D. Permission of the instructor

III. Purposes or Objectives of the Course:

A. Explore models and approaches to counseling supervision.
B. Develop clinical competencies in counselor supervision, and apply helpful/appropriate supervisory interventions to counselors-in-training in a practicum/internship setting.
C. Understand legal and ethical concerns relevant to counselor supervision, and demonstrate appropriate sensitivity to these concerns. Be familiar with the ACES Code of Ethics, and LPC Approved Clinical Supervisor requirements.
D. Articulate preferred theory/model of supervision, including the link between theory and practice.

E. Demonstrate professional and ethical conduct.

IV. Student Learning Outcomes

A. The student will demonstrate clinical competencies in counselor supervision, and apply helpful/appropriate supervisory interventions to counselors-in-training in a practicum/internship setting.

B. The student will demonstrate an understand legal and ethical concerns relevant to counselor supervision, and demonstrate appropriate sensitivity to these concerns. Be familiar with the ACES Code of Ethics, and LPC Approved Clinical Supervisor requirements.

C. The student will articulate preferred theory/model of supervision, including the link between theory and practice.

V. Expectations of the Student:

A. Supervisors will schedule at least one hour of individual supervision weekly with each assigned supervisee and lead weekly group supervision for each practicum/internship class.

B. Individual supervision sessions and group supervision sessions are to be video-taped.

C. Supervision of supervisors will be in small groups which will meet with the instructor for at least one hour every week. Individual supervision of supervisors will also be scheduled as needed.

D. To enhance professional development, students are asked to subscribe to CESNET-L, a listserv for counselor educators and supervisors. Issues raised on this listserv will be discussed in class.

VI. Course Content or Outline:  

<table>
<thead>
<tr>
<th>A. Introduction to Clinical Supervision</th>
<th>Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Context and Importance of Supervision</td>
<td>2</td>
</tr>
<tr>
<td>2. Clinical Supervision in the Preparation of Mental Health Counselors</td>
<td></td>
</tr>
<tr>
<td>3. Definition of Supervision</td>
<td></td>
</tr>
</tbody>
</table>

| B. Evaluation Issues in Supervision | |
|-------------------------------------| 3 |
| 1. Criteria for Evaluation | |
2. Favorable Conditions for Evaluation
3. Impairment and Incompetence
4. The Process of Evaluation
5. Consequences of Evaluation

C. Legal and Ethical Issues in Supervision
   1. Due Process
   2. Informed Consent
   3. Dual Relationships
   4. Competence
   5. Confidentiality
   6. Malpractice
   7. Ethical Decision Making

D. Supervision Models
   1. Theory in Clinical Supervision
   2. Psychotherapy Models
      a. Psychodynamic
      b. Person-Centered
      c. Cognitive Behavioral
      d. Systemic
      e. Constructivist
   3. Developmental Models
      a. Integrated Developmental Model
      b. Ronnstadt and Scovhalt
      c. Loganbill, Hardy, and Delworth
   4. Social Role Models
      a. Discrimination Model
      b. Hawkins and Shohet
      c. Holloway Systems

E. The Supervisory Relationship
   1. Cognitive or Learning Styles
   2. Theoretical Orientation and Cognitive Style
   4. Developmental Constructs
   5. Multicultural Constructs, Cultural Differences
   6. The Supervisee in the Relationship
   7. The Supervisor in the Relationship

F. Organizing the Supervision Experience
   1. A Supervision Plan
   2. Foundational Tasks
   3. Ongoing Tasks
   4. Evaluation and Debriefing
G. Individual Supervision  
1. Criteria for Choosing Interventions  
2. Structured vs. Unstructured Interventions  
3. Methods, Forms, and Techniques  

H. Group Supervision  
1. Definition and Conceptualization  
2. Supervisor Roles, Tasks, and Strategies  
3. Variations of Group Supervision  

I. Live Supervision  
1. Methods and Interventions  
2. Implementation  
3. Team Supervision  

L. Teaching and Research in Supervision  
1. Supervisor Developmental Models  
2. Training and Supervising Supervisors  
3. Supervision Process and Outcome Research  

VII. Textbooks:  


VIII. Basis for Student Evaluation:  

A. Effectiveness in working with supervisees.  

B. Documenting one hour per week of supervision with each supervisee. Prior to each supervision session you will have listened to all of your supervisees’ counseling tapes, reviewed supervisees’ comments on their tapes, and completed a “Counselor-Trainee Feedback Form” for each tape (a copy of which will be given to both the supervisee and to me).  

C. Facilitating group supervision once a week.  

D. Demonstrating ethical behavior in every facet of the supervision experience.  

E. Narrative of self.  

F. Reflection on complexity.
G. Pictorial history or Reflections on a supervision topic.

H. Model of supervision.

IX. Method of Instruction

This course is experiential and didactic in structure. There will be some preliminary information presented, then group and individual supervision will enhance the on site learning experience.

X. Reasonable Accommodation for Students with Disabilities:

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please contact the Learning Enrichment Center, University Center, Room 302, 651-2273 or TDD 651-5927. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

XI. Adherence to the Academic Honesty Policy:

Students will be expected to abide by the Academic Honesty Policy in regard to plagiarism and academic honesty.

XII. Classroom Etiquette:

It is to be expected that the instructor will treat all students with dignity and respect -- it is also expected that the students will treat both the instructor and other students with this same respect. In order to more effectively facilitate this respect, I would ask the following things: 1) all pager and cell phones need to be turned off before class; 2) side conversations should be kept to a minimum; and, 3) interactions should be respectful.

XIII. Knowledge Base References:

**CP771 Knowledge Base**


**DEPARTMENTAL APPROVAL DATE**

**COLLEGE COUNCIL APPROVAL DATE**

*Note: Course Schedule will be added each semester by the instructor*

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts.