

## **COUN 620: Supervision in Counseling and Human Development Spring 2013**

**Instructor:** Steve Armstrong, Ph.D., LPC (Board Approved Supervisor), RPT-S

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**Office Hours:** Tues 3:00-4:30 (Commerce); Metro: Wed 3:00-4:30, Thur 4:00-7:00

**Course Description:** A didactic and experiential course for post-graduate and doctoral students who wish to assume the role of supervisor. Goals include the assimilation and application of major theoretical/conceptual models and supervision approaches in counseling and human development.

Prerequisite: Doctoral status or consent of the instructor.

**General Course Information:** Students will be encouraged to talk, think, and act in a supervisory role so that they might create and/or define their own personal identities as supervisors. The most important goal of this class is to prepare you to become a supervisor. Everything we do will be focused on facilitating the process of shifting from counselor to supervisor.

### **Textbooks:**

Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision (4<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.

Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision*. Mahwah, NJ: Lahaska Press.

### **Required Reading (supplied by instructor):**

Bernard, J. M. (1997). The discrimination model. In C. E. Watkins, *Handbook of psychotherapy supervision* (pp. 310-327). New York: Wiley.

Borders, L. D. (1992). Learning to think like a supervisor. *The Clinical Supervisor*, 10(2), 135-148.

Kagan, H. K., & Kagan, N. I. (1997). Interpersonal process recall: Influencing human interaction. In C. E. Watkins, *Handbook of psychotherapy supervision* (pp. 296-309). New York: Wiley.

Ronnestad, M. H., & Skovholt, T. M. (2003). The journey of the counselor and therapist: Research findings and perspectives on professional development. *Journal of Career Development*, 30, 5-44.

Stoltenberg, C. D., & McNeill, B. W. (1997). Clinical supervision from a developmental perspective: Research and practice. In C. E. Watkins, *Handbook of psychotherapy supervision* (pp. 184-202). New York: Wiley.

### **COURSE OBJECTIVES include, but are not limited to, the following:**

The student will:

1. demonstrate knowledge and understanding of the roles, functions, issues, theoretical models, types, and techniques of clinical supervision;
2. acquire and demonstrate initial skills involved in the practice of supervision;
3. demonstrate knowledge and understanding of ethical/legal considerations in supervision;
4. evaluate objectively the performance of a supervisee;
5. identify and describe the student's preferred model and techniques of supervision;
6. engage in supervision of the student's supervision;
7. demonstrate competency as a counselor;
8. demonstrate self-awareness as a supervisor; and
9. demonstrate the ability to focus on the counselor as well as the client.
10. identify his/her own personality preferences and how these preferences influence the supervisory relationship

**CONTENT AREAS include, but are not limited to, the following:**

- I. Models of counselor supervision
- II. Supervision techniques
  - A. Live supervision
  - B. IPR
  - C. Reflecting teams
- III. ACES Supervision Standards
- IV. Ethical and legal issues in supervision
- V. ACES Curriculum Guidelines
- VI. Gender, race, and ethnicity issues in supervision
- VII. Supervisee evaluation

**Counseling Student Competency Evaluation (CTSE)**

The Dept of Counseling is obligated by professional ethics (see ACA Code of Ethics, 2005) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The Counseling Student Competency Evaluation will be used as a basis for assessment. Copies of the CSCE are available from the Departmental website or by contacting the Department of Counseling Office.

**Attendance, Professional Conduct and Late Assignment Policies**

Students are expected to attend all classes and come to class prepared. More than one absence from class will result in a deduction of one letter grade from your final grade. Arriving habitually late to class is unacceptable and will adversely affect your grade.

In general, late assignments (one week late or less) will result in a 10-point deduction. Assignments turned in later than one week will not be accepted.

**Digital devices:** It is inappropriate to text, check email, or go online during class time. Laptops will not be used during this class. Turn off your phone during class time. Confine your use of digital media to breaks.

**Students with Disabilities:**

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library Rm 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

**CONDUCT AND ACADEMIC HONESTY**

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

**UNIVERSITY CLOSING DUE TO WEATHER**

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and Television channels 4, 5, and 8 (channel 7 for Tyler & Longview area).

## COURSE REQUIREMENTS AND GRADING

- 1. Supervision:** You will be assigned one or two supervisees from a master's practicum for this semester. You will schedule your sessions with the supervisee at a time that is mutually acceptable. All supervision sessions will be videotaped. You will submit three taped sessions to be graded. You will be allowed to choose what you think are the three best tapes to be graded. A detailed analysis of the supervision session will be turned in with the tapes. In addition, you will use your tapes in your presentation (below) to the class. Arrangements with practicum instructors will be made to supervise master's students.
- 2. Observation of Group Supervision:** You will attend a master's level practicum class to observe a group supervision session and write a brief summary of your observations. Details about this assignment will be provided.
- 3.** You will write a **personal supervision theory paper** (APA format, 6<sup>th</sup> ed.) that is based upon the discrimination model and a developmental theory of supervision. This assignment will help you prepare for your comprehensive exam. A detailed explanation of this assignment will be provided.
- 4. You are required to supervise a master's level practicum Fall 2013.** You will sign a contract indicating that you understand that you will be required to supervise practicum in Fall 2013. Failure to complete this requirement will result in a failing grade in this course. In other words, if you do not complete the requirement to supervise a practicum in Fall 2013, your grade in this course will be changed to a failing grade. In addition to supervising five students, you will be required to attend the practicum class and assist the instructor.
- 5. You will write three summary papers** that cover the additional reading for the course. These papers will be informal and brief (4 pg. minimum- 6 pg. max, double-spaced, no cover sheet needed). You will write at least three pages summarizing the material and at least one page of your reaction to the reading.
- 6. Presentation:** At the end of the semester, you will choose one of your supervisees and make a presentation about you and your supervisee that demonstrates development over time. This assignment will be discussed in detail.
- 7. Supervision of supervision:** Throughout the semester you will attend supervision sessions. You are required to attend all sessions. Failure to do so will adversely affect your grade.

### Grade Assignment

Attendance/participation	30 points
Group Observation and summary	20 points
Supervision tape 1	50 points
Supervision tape 2	50 points
Supervision tape 3	50 points
Personal theory paper	50 points
Summaries (10 pts. each)	30 points
<u>Presentation</u>	<u>20 points</u>
Total	300 points

A	90%	270 points
B	80%	240 points
C	70%	210 points
D	60%	180 points

## Flexible Schedule

- Jan 15** Introductions, Syllabus, Opening activity, Prepare for first session  
Read chapters 1 & 2 in both texts **prior to next class on Jan 29**
- Jan 22 Out of class assignment- Intro to Supervision, Supervisory relationship, Read chapter 4 & 5 in Bernard, and Bernard handout **prior to next class**
- Jan 29** Discrimination model, Supervisory relationship, Evaluation  
**Sum 1 Due** Read chapters 3 & 6 in Bernard and chapter 6 in Borders and Stoltenberg handout **prior to next class on Feb 12**
- Feb 5 Process individual supervision sessions (arranged)
- Feb 12** Stoltenberg and other developmental models, ethical issues, liability, supervisory  
**Sum 2 Due** alliance, Read chapter 7 & 9 in Bernard & chapter 3 in Borders and **prior to next class**
- Feb 19 Process individual supervision sessions (arranged), Read Ronnestad & Skovholt article & IPR handout **prior to next class**
- Feb 26** Ronnestad and Skovholt, IPR, Process individual supervision sessions  
**Sum 3 and Tape 1 Due**
- Mar 5 Process individual supervision sessions (arranged), Read chapter 10 in Bernard, chapter 4 in Borders, Learning to think like a supervisor **prior to next class**
- Mar 12 Spring Break
- Mar 19** Thinking like a supervisor, Process individual supervision sessions, Group and triadic supervision  
**Group supervision summary due**
- Mar 27 Process individual supervision sessions (arranged)
- Apr 3 Process individual supervision sessions
- Apr 9** Presentations  
**Tape 2 Due**
- Apr 16 Process individual supervision sessions (arranged)
- Apr 23** Presentations
- Apr 30  
**Tape 3 Due**

COUN 620 Information Sheet

Name \_\_\_\_\_

Cell: \_\_\_\_\_

Email most frequently used: \_\_\_\_\_

Other classes you are taking this semester and corresponding times of these classes:

GA assignments \_\_\_\_\_

Describe your experience as a counselor (e.g., Yrs experience, license status, settings in which you have counseled, ages and types of clients, etc.). Write on back if necessary.

Describe your theoretical orientation to counseling. Write on back if necessary. Be honest. If you're eclectic, please say so.

Describe any experiences that you have had in supervision (for example. practicum, internship, LPC supervision, work setting supervision, etc.). Be sure to include both positive and negative experiences. Write on back if necessary.

## Supervision Contract

I understand that one of the requirements of this course, COUN 620 Supervision in Counseling, is to assist a practicum instructor by attending the instructor's COUN 551 class and supervising five practicum students in Fall 2013. By signing this contract I am agreeing to fulfill this requirement. In addition, I understand that if I fail to meet this requirement, my grade in COUN 620 will be dropped to a failing grade.

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Student signature

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Date

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Printed name