



Course Information

Course Title, Number, Section, Number: Counseling Supervision Theory, Practice, and Research: COUN 745-001

Term & Year:

Number of Credits: 3 Credits

Course Location: Synchronously via Zoom

Dates & Times (Class via zoom)

Wednesdays 6:00 -9:00 PM and Supervision sessions & Supervision of Supervision by arrangement

Instructor Information

Name:

Office:

Office Phone:

Cell Phone:

Email:

Instructor Preferred Method/Times for Student Contact: Wed. 4:30 6:00 PM. If you this time does not work into your schedule or if you wish to meet via zoom please reach out to me through my email.

This course is scheduled to meet in synchronously every Wednesday via zoom. Please see the below schedule for additional information on the specific dates, assignments and activities. If you are unable to attend class for any reason, or if you cannot complete as assignment, please reach out to the course instructor. Every effort will be made to accommodate your learning needs but open and honest communication will be important.

Course Description

Addresses issues in training supervisors as well as supervisory research practices. Focuses on the synthesis of the theories of supervision including opportunities to provide culturally competent supervision to master's practicum students. In combination with COUN 715, the completion of this course will meet the clock hour requirements of the Approved Clinical Supervisor credential from the Center for Credentialing and Education (National Board of Certified Counselors). Currently 15 states recognized this credential as the "gold standard" in supervision training. Please review the CCE eligibility for additional requirements at:

<https://www.cce-global.org/credentialing/acs>

Required Course Materials

Required Texts

- Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). Upper Saddle River, NJ: Pearson Education
- NOTE: ADDITIONAL JOURNAL ARTICLES WILL BE POSTED ON MOODLE.

Recommended Texts

- Falender, C. A. & Shafranske, E. P. (2016). *Supervision essentials for the practice competency-based supervision*. New York: APA
- Guiffrida, D. A. (2015). *Constructive clinical supervision in counseling and psychotherapy*. New York: Routledge

Course Student Learning Outcomes

This course is designed to address the following Counselor Education and Supervision program outcomes.

1. Students will develop a supervisory professional disclosure statement.
2. Students will demonstrate the ability to form a supervisory working alliance with a supervisee.
3. Students will demonstrate the ability to assess student developmental level, develop supervision goals and apply supervision interventions for supervisee growth.
4. Students will be able to articulate and demonstrate an example of supervisee growth during the semester.
5. Students will demonstrate accurate and timely clinical record keeping.
6. Students will develop knowledge of the research issues and methodologies related to clinical supervision.
7. Students will develop an understanding of the CACREP clinical requirements and clinical coordination.
8. Students will understand, design and incorporate the elements of a clinical training program.

COUN 745 Standards/Assignment Alignment Chart

This course is aligned to meet the requirements of the Council for Accreditation of Counseling and Related Educational Program (2016) CACREP Standards and the Guidelines.

Student Learning Outcomes	Standards (CACREP)	Assignments
1. Students will develop a supervisory professional disclosure statement.	<i>6.B.2.c roles and relationships related to clinical supervision.</i>	Supervisory Professional Disclosure
2. Students will demonstrate the ability to form a supervisory working alliance with a supervisee	<i>6.B.2.e opportunities for developing a personal style of clinical supervision</i>	Pre-Internship Supervision Experience and Supervisory Contract
3. Students will demonstrate the ability to assess student developmental level, develop supervision goals and apply supervision interventions for supervisee growth	<i>6.B.2.e opportunities for developing a personal style of clinical supervision 6.B.2.f assessment of supervisees' developmental level and other relevant characteristics</i>	Pre-Internship Supervision Experience Supervisee Assessment Evaluation
4. Students will be able to articulate and demonstrate an example of supervisee growth during the semester.	<i>6.B.2.d Skills of Clinical Supervision 6.B.2.e opportunities for developing a personal style of clinical supervision</i>	Pre-Internship Supervision Experience Reflection

5. Students will demonstrate accurate and timely clinical record keeping	<i>6.B.2.h administrative procedures and responsibilities related to clinical supervision</i>	Clinical record keeping
6. Students will develop knowledge of the research issues and methodologies related to clinical supervision.	<i>6.B.4.h professional writing for journal and newsletter publication</i>	Research Paper and Presentation
7. Students will develop an understanding of the CACREP clinical requirements and clinical coordination.	<i>6.B.2.h administrative procedures and responsibilities related to clinical supervision</i>	Small Group clinical assignment
8. Students will understand, design and incorporate the elements of a clinical training program	<i>6.B.2.h administrative procedures and responsibilities related to clinical supervision</i>	Small Group clinical Assignment

Methods of Instruction

This course is a mix of both didactic and experiential learning. Students will learn via lecture, reading, reflection, analysis, discussion, and demonstration. Emphasis will be on practical applications of clinical supervision techniques with a Master's level student. In addition, you will have an opportunity to understand and learn about the role of research in Clinical Supervision.

Course Expectations

Learning Context and Stance

This course is not based on a set of absolute truths, but rather founded on the idea that personal meaning is constructed in proximity with other committed learners. Given that the world around is always in flux, students (and instructors) are encourage to keep an open mind about the contexts in which new information (novelty) may be useful, with an alertness to distinction, awareness to multiple perspectives, and an awareness to the present. It is expected that all members of this learning community will embrace both knowledge and uncertainty with curiosity, openness, acceptance, and kind regard. These are essential learning competencies of multicultural counseling and supervision as well as advocating for social justice.

Student Expectations

1. Regular attendance to class lectures and discussions. Students are expected to attend all classes as well as arrange and complete individual counseling supervision sessions with a master level counseling intern. Missing classes/appointments will impact the students' evaluation, and missing the equivalent of more than two classes will result in a No Credit evaluation.
2. Active participation in class discussions and exercises at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners). In particular this course is, in part, about processing your experiences as a supervisor.
3. Completion of assigned readings (see Course Outline).

4. Completion of written assignments with intermediate competency or above (see Appendix A: Graduate Writing Rubric). Students may submit papers electronically through Moodle or via email (preferred).
5. Students are expected to demonstrate advanced graduate level analytical thinking as well as self-reflection and self-critique.
6. Assignments are expected to be on time. Assignments that receive “partial credit” or “no credit” should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Students will have the opportunity for one revision. Further revisions are at the discretion of the instructor.
7. **Confidentiality:** As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the session. Do not discuss supervisees in public places where your conversation could be overheard. Do not discuss your supervisees with persons outside the class such as spouses, family members, etc. Do not play your tape recorder when audio privacy is not possible. A private earphone is recommended when listening to tapes, even at home where family members might overhear.

Evaluation Method

Grading Criteria

Supervision Professional Disclosure Statement	Supervision Research Paper	Supervision Poster Presentation	Supervision Pre-Internship Experience	CES Seminar
10	35	15	100	20

180 Total points available in this course

Grading Scale:

A = 95–100%
 B = 84–88%
 C = 74–78%
 D = 64–68%

AB = 89–94%
 BC = 79–83%
 CD = 69–73%
 F = <64%

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. In addition, unsolicited use of course content is not allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

COVID-19

Student Health: Students are expected to monitor daily their temperature and enter it in the Viterbo Involvio app (<https://appadvice.com/game/app/viterbo-university/1315582792>). A green status will be required for entry into all courses. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Attendance (for face-to-face courses): Realizing that this academic year will be different both in how we gather and the effect of COVID-19 on course attendance, Viterbo University is adopting an attendance policy addendum for the 2020-2021 academic year. The goal of this policy is to accommodate students who are ill or are required to quarantine during the semester. This temporary university-wide policy relies on the honor, good faith and mutual trust of all university community members. According to the new policy, when students are unable to attend class due to physical or mental health concerns related to COVID-19, they are asked to report the reason for their absence truthfully to their instructor. Instructors are asked to track students' attendance in their classes and to trust their students when they say they are ill or in self-quarantine. For specifics on what to do if you are experiencing symptoms related to COVID-19 please see the full policy in the academic catalog:

- Undergraduate Catalog: <https://www.viterbo.edu/node/23866#Attendance%20Policy>
- Graduate Catalog: <https://www.viterbo.edu/node/28556#Attendance>

Zoom Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to show up on time, be prepared for our collective work, and try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom. Keep your video on, mute yourself when not speaking and focus your attention on the speaker. Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

Zoom Technology: This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Here are tips for participating in a Zoom session:

- Join the meeting early and test speaker, microphone, and camera settings
- Keep speakers away from microphones to avoid feedback
- Use a headset with microphone if possible
- Do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at:

<https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf>

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual

harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.