

CNE 735 Practice of Counselor Supervision
*CNE 735 is a required course for Ph.D. Degree and Counselor Education
 Specialization Area*
Department of Educational Leadership and Counseling
College of Education

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Prerequisite: CNE 734 Theories of Counselor Supervision

Catalogue Description:

Supervised experience in supervision of counseling. Students meet for individual supervision of supervision and in a seminar group to assess their effectiveness in their supervisory relationships, to obtain feedback on tapes and observation, and to integrate these learnings into their supervisory process. (3 semester hours).

Course Description:

This course provides supervision of supervision in the SHSU Counseling Practicum and other approved settings. Students will supervise master's level counseling practicum interns. Special attention will be given to the relationship of theories of supervision to conceptualization and actual practice. Individual supervision of supervision, group supervision, self-supervision, direct observation of supervisee sessions, video- or audio-taping, selected readings, case presentations, teamwork, and reflection papers will be used to promote the integration of professional supervision skills, attitudes, and philosophy. At the end of the course the successful supervisor will have developed skills and attitudes commensurate with those of doctoral-level professionals. Necessary skills include those which reflect a coherent theory of supervision. Attitudes include willingness to learn from course methods, materials, supervisees and instructors, as well as from clients; professional and appropriate concern, demeanor and conduct toward clients and co-workers, and willingness to use experiences in the course to further grow as a person. The course is conducted in a seminar-discussion format. As part of the course, students will provide one or more supervisees with supervision, and will conduct group supervision with master's level counselors.

This course has six components: supervision practice, supervision of supervision, self-supervision of taped supervision sessions, assigned readings, class meetings, and personal/professional reflection. Class meetings focus on integration and application of didactic materials and personal reflections to ongoing cases. Most class sessions will include case presentations and consultation using a collaborative approach.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <u>State Standards</u> • <u>Specialty Organization Standards</u>
1. Students will be able to articulate a personal model of supervision and relate it to her or his preferred model of therapy and to existing models of supervision.	Course Requirement #1 and #2	Typed paper APA style	C2, C8
2. Students will be able to demonstrate observational skills in assessing progress in supervisee-client and supervisor/supervisee-client subsystems.	Course Requirement #2	10 page typed paper of case study APA style, class presentation of supervisee – case study	C2, D1
3. Students will be able to demonstrate conceptual skills used in monitoring, evaluating, and identifying problems in supervisee-client and supervisor-supervisee-client subsystems.	Course Requirement #3 and #4 Observe tapes, critique and provide feedback in a supervisor/supervisee role with master level students.	Complete supervision documentation, provide face-to-face supervision of master level students, and complete supervision documentation.	C1-2,
4. Students will be able to demonstrate the use of executive skills used in structuring supervision, problem solving, and in implementing supervisory interventions in different supervisory modalities e.g. live supervision and videotape supervision.	Course Requirement #2, #3 and #4 Lead processing group supervision for master's students in CNE 676.	Case study paper and class Presentation, self-evaluation of supervision sessions,	D2

5. Students will be able to demonstrate awareness of and sensitivity to the ethical and legal issues involved in supervision.	Course Requirement #3 and #4 Lead processing group supervision for master's students in CNE 676.	Class Presentation Live Supervision and complete supervision documents	D2
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* Learning Objectives for this course are paraphrased from Thomas Todd (1989). Learning objectives for supervision course. *The Commission on Supervision Bulletin*. 2, p. 2.

Required Text:

Bernard, J., & Goodyear, R. (2004). *The fundamentals of clinical supervision*. Boston: Pearson Education, Inc.

Recommended Books:

Bradley, L., & Boyd, J. (1989). *Counselor supervision: Principles, process, practice*. Muncie, IN: Accelerated Development.

Fall, M., & Sutton, J. (2004). *Clinical supervision: A handbook for practitioners*. Boston: Pearson Education, Inc.

Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide*. Pacific Grove, CA: Thomson Brooks/Cole.

Hess, A. (1980). *Psychotherapy supervision*. NY: John Wiley & Sons.

Liddle, H., Breunlin, D., & Schwartz, R., (1988). *Handbook of family therapy training and supervision*. NY: Guildford Press.

Stoltenberg, C., & Delworth, U. (1988). *Supervising counselors and therapists*. San Francisco: Jossey-Bass.

Storm, C., & Todd, T. (2002). *The reasonable complete systemic supervisor resource guide*. New York: Authors Choice Press.

Todd, T., & Storm, C. (1997). *The complete systemic supervisor: Context, philosophy, and pragmatics*. Boston: Allyn & Bacon.

Watzlawick, P. (1983). *The situation is hopeless, but not serious: The pursuit of unhappiness*. New York: W. W. Norton and Company.

Recommended Journals:

Counselor Education and Supervision
The Clinical Supervisor

Course Requirements:

Class Meetings: Attendance, preparation, and helpful participation are required.

Structure of this class:

From 6 - 7 p.m.: Students will observe clinical sessions of their supervisee in the practicum clinic. If their supervisee does not have a session during those hours, he or she will meet with the assigned supervisee for an hour of face-to-face supervision.

When students are not observing or meeting with their supervisee, they will be in the conference room processing supervision issues with other students or meeting with the professor for supervision of supervision.

If the supervisee is with a client during the 6-7 time period, supervision will need to be conducted outside of class time. This can be off campus as long as a confidential setting is used so that videotaping can occur. Students may want to arrive at 5pm for supervision if supervisee does not have a client scheduled at this time.

From 7 – 9:00 p.m.: The supervision class will meet in a seminar format and discuss supervision topics and process the observed sessions from that evening.

From 8 – 9:30: Students will take turns assisting the CNE 676 professor providing group supervision for the practicum group. This can be done by co-leading during this time period. Each student is expected to lead or co-lead the group supervision for two times.

Supervision and Total

Time Hours: Students need at least 14 supervision contact hours and approximately 60 hours of total time involvement to complete this course. All supervision hours will be documented weekly on the Supervisor Log sheet.

Videotaping: Students need two working DVD disk or videotapes so that a one is always available for taping the supervision session while the professor is reviewing the recording from the previous week. Students are expected to tape every supervisory session conducted in the Counseling Practicum or other setting and must be prepared to review their tape in the supervision class.

Supervision: Group supervision will be provided weekly and individual supervision will be scheduled with students on a rotation schedule or the professor will float between supervision session from 6-7

and group supervision will occur at 7. You are to bring your case files and your tape (cued to sections you wish to review) to the group meetings. **All tapes must be previewed and evaluated by students prior to submitting to professor.** Along with submitted tapes, student must include a completed Self Supervision and Reflection form. If preferred, students may submit the Self Supervision and Reflection form electronically. Supervision hours must be documented weekly on your Supervisor Log sheet. Attendance and cooperative participation are required.

Case Documentation: You need to have appropriately completed all documentation (e.g., notes, reports, summaries, etc.) for each supervision session, and secured necessary signatures before your grade will be released.

Evaluation: You and the instructor in a collaborative, ongoing manner will evaluate your knowledge and integration of supervisory skills and attitudes qualitatively. Evaluation will be based on skills and attitudes as described above. Please note that completing the required supervisory hours and paperwork is not sufficient to receive a passing grade; ultimately, it is the quality and professionalism of your work, as assessed by the judgment of the professor that matters most. Your grade will be determined by the end of the course.

Grading: This course is graded A, B, F. All of the course requirements must be met in order to receive a grade of A.

Course Assignments:

1. Students will update their paper from the Theory of Supervision class (CNE 734) that articulates their personal model of supervision and be prepared to discuss how it relates to their preferred model of therapy and to existing models of supervision. This personal model of supervision should consider goals of supervision, the nature of the supervisory relationship, the procedures used in supervision, and the methods used in evaluating supervisees. Students will discuss why previous personal model of supervision was revised. It is necessary for the profession to understand the model or theory that guides students' supervision with supervisee(s). Students will submit to paper from CNE 734 along with the updated paper. **100 points – Discussion of model and adherence to it during supervision.**
2. Students will write a case study focusing on the development of one practicum supervisee. The case study should describe the supervisee's level of development, supervision issues addressed and procedures used, and directions for future supervision. Each student will make a 30 minute presentation of this case to the class during supervision of supervision. This case study should be a minimum of 10 pages, typed and in APA style. Brief segment of DVD or video-tapes demonstrating supervisee's development will be shown during the presentation. **100 points for the Case Study and 50 points for the presentation.**

3. Students will supervise one or two CNE 676 Supervised Practice in Counseling intern(s). The professor in charge of the master's level CNE 676 will ultimately be responsible for these cases and may provide students enrolled in Practice of Counselor Supervision with additional supervision of their supervision. The interns to be supervised will be assigned by the professors in consultation with the CNE 676 instructor. All supervision sessions are to be taped. All tapes and accompanying paperwork are to be submitted to the professor for review and evaluation. **140 points for completion of 14 sessions of supervision**

4. Students will submit a Supervision Record and Reflection form, and the Supervision Goal/Objectives Log for the supervision conducted the previous week at the beginning of each class. Completed documentation for each session is worth 10 points for a total of **140 points**

Grading Criteria:

Revised Theory of Supervision Paper	100 pts.
Case Study Paper and Presentation	150 pts.
Supervision tapes (14 X 10 pts.)	140 pts.
Supervision Record & Reflection Form and Goal/Obj. Log (14 X 10 pts.)	140 pts.
Supervisee Evaluations (midterm and final)	<u>20 pts.</u>
Total points	550 pts.

Grading 495 – 550 points	A
440 – 494 points	B
Below 440	F

Tentative Schedule:

Aug. 20	Introduction to course, course requirements, supervisory assignments. Case consultation, review of Bernard & Goodyear, Discussion: The Supervision Contract, Proof of Disclosure Statement, recordkeeping
Aug. 27	Case consultation, review of Bernard & Goodyear, Chapter 1 Introduction to Clinical Supervision Discussion: Self-supervision
Sept. 03	LABOR DAY HOLIDAY
Sept. 10	Case consultation, review of Bernard & Goodyear, Chapter 4 Supervision Models
Sept. 17	Case consultation, review of Bernard & Goodyear Chapter 2 Evaluation
Sept. 24	Case consultation, review of Bernard & Goodyear, Chapter 3 Ethical and Legal Considerations

- Oct. 01 Case consultation, review of Bernard & Goodyear,
Chapter 5 The Supervisory Relationship: The Influence of Individual
and Developmental Differences
- Oct. 08 Case consultation, review of Bernard & Goodyear,
Chapter 6: Processes and Issues of the Supervisory Triad
- Oct. 16 Case consultation, review of Bernard & Goodyear,
Chapter 7: Supervisee and Supervisor Contributing Factors
Discuss Mid-Term Evaluation of Supervisee(s)
- Oct. 23 Case consultation, review of Bernard & Goodyear,
Chapter 8: Organizing the Supervision Experience
- Oct. 30 Case consultation, review of Bernard & Goodyear,
Chapter 9 Supervision Interventions: Individual Supervision
- Nov. 05 Case consultation, review of Bernard & Goodyear,
Chapter 10 Supervision Interventions: Group Supervision
- Nov. 12 Case consultation, review of Bernard & Goodyear,
Chapter 11 Supervision Interventions: Live Supervision
- Nov. 19 Case study presentation _____,
_____, Review of Bernard & Goodyear,
Chapter 12 Teaching and Researching Supervision.
- Nov. 26 Case study presentations _____,
_____, _____
- Dec. 03 Case study presentations _____,
_____, _____
- Dec. 10 Case study presentations _____,

Topics: Revise Practicum/Supervision Process
Review of progress, evaluations and termination of supervision
relationships, Finalize the supervision experience

Attendance Policy:

Regular and punctual attendance is expected. During the Fall and Spring semesters, the policy established by the Counseling Faculty is as follows: “(1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances

for both absences. The faculty will discuss the letter in a meeting and decide if the letter grade will drop or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence.”

The summer attendance policy is as follows: “A Student may miss up to 4 and ½ hours of class. Anything beyond that will result in a grade decrease. Each additional absence will result in a drop of a letter grade. The Counseling faculty will not be accepting any letters of appeal during the summer.”

Disability statement:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720. Any student with a disability that affects their academic performance is expected to arrange for a conference with the instructor in order that appropriate strategies be considered to insure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by phone, extension (936) 294-1720.

Student Absences on Religious Holy Days Policy:

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.