

# THE UNIVERSITY OF ALABAMA

## Course Inventory

Date 9.17.17 Department ESPHMIC College COE

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BCE 619

Add \_\_\_\_\_ Change  Inactivate \_\_\_\_\_

Type of modification:

Title  Description \_\_\_\_\_ Credit hours \_\_\_\_\_

Type \_\_\_\_\_ Grade \_\_\_\_\_

Number BCE 619 Old  New \_\_\_\_\_

Classification of Instructional Programs (CIP) # 13.1101

Title Supervision in Counselor Education (new requested title)

Short Title (30 characters or less) \_\_\_\_\_

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

**DESCRIPTION:**

n/a - existing course

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1. Credit Hours \_\_\_\_\_

2. Prerequisites \_\_\_\_\_

3. Corequisites \_\_\_\_\_

4. Cross Listed (Equivalent Courses) \_\_\_\_\_

*Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.*

5. Slash Listed (Equivalent Courses) \_\_\_\_\_

*Slash listed courses refer to the courses offered by the same department at different levels.*

.., Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade \_\_\_\_\_

(b) Pass/fail \_\_\_\_\_

7. Indicate one of the following types of instruction:

(a) Seminar \_\_\_\_\_

(c) Independent Study \_\_\_\_\_

(e) Thesis/Dissertation \_\_\_\_\_

(g) Recitation/Discussion/Quiz \_\_\_\_\_

(i) Activity/Performance/Studio \_\_\_\_\_

(k) Research \_\_\_\_\_

(m) Blended \_\_\_\_\_

(b) Lecture \_\_\_\_\_

(d) Laboratory \_\_\_\_\_

(f) Field Experience \_\_\_\_\_

(h) Lecture/Laboratory \_\_\_\_\_

(j) Clinic \_\_\_\_\_

(l) Online \_\_\_\_\_

(n) Lec w/Recitation/Discussion/Quiz \_\_\_\_\_

8. Attributes

(a) Service Learning \_\_\_\_\_

(b) Honors \_\_\_\_\_

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

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10. Maximum Repeat: \_\_\_\_\_ (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

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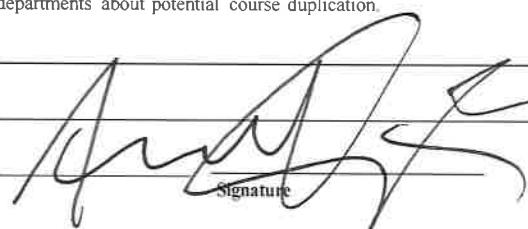
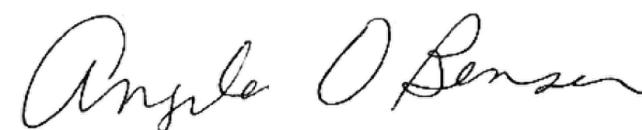
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Department Head: \_\_\_\_\_

Signature \_\_\_\_\_

9.17.17

Date

AIC Chair  
9/25/17

## COURSE SYLLABUS

### BCE 619: Supervision in Counselor Education

Fall 2019

<b>Department:</b> Educational Studies	<b>Instructor:</b> Joy J. Burnham, Ph.D.
<b>Program:</b> Counselor Education	<b>Office Hours:</b> Posted/304 Graves Hall
<b>Course:</b> Supervision in Counselor Education	<b>Office Phone:</b> 205-348-2302
<b>Course Number:</b> BCE 619	<b>Email:</b> jburnham@ua.edu
<b>Credit Hours:</b> 3.0 hours	<b>Fax:</b> 205-348-7584

### MISSION OF THE COLLEGE OF EDUCATION

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

### VISION OF THE COLLEGE OF EDUCATION

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

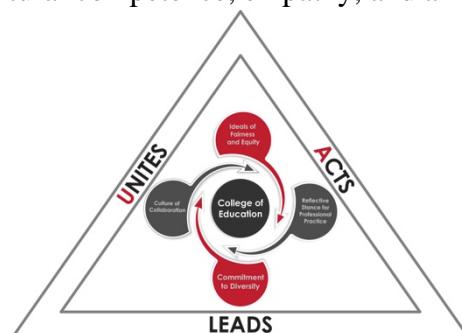
The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

**UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

**ACT** to develop the full potential of all learners to be excellent professionals in their fields; and

**LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education



leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

## **DISPOSITIONS**

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

## **PREREQUISITES**

This course is limited to enrollment by only specialist or doctoral students in Counselor Education.

## **COURSE DESCRIPTION**

Supervision of practicum students within a structured pedagogical course. This course involves an application of theory with a goal of developing supervision skills and professional behavior in the practice of clinical counseling services. The course provides a critical overview of conceptual and empirical research on counseling supervision, including models and theories, techniques and interventions, relationship issues, and ethical and legal issues. Research is infused throughout the course.

## **REQUIRED TEXTS**

***Required:***

Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Additional readings, as noted on the calendar in the syllabus, will be available online in the *Course Readings* folder of Blackboard. It is possible that further readings, as topics emerge in class, will be assigned and will be made available to you.

***Recommended:***

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson

## **COURSE OBJECTIVES**

Students will articulate their enhanced understanding of counseling supervision through reading of the textbook, outside readings, online activities, and class presentations. Students will be able to discuss and write critically and scientifically about the various theories. Student will discuss their personal counseling orientation and will construct a conceptual framework for counseling research.

## **STUDENT LEARNING OUTCOMES**

**SUPERVISION (CACREP 2016 Standards):**

- a. purposes of clinical supervision
- b. theoretical frameworks and models of clinical supervision

- c. roles and relationships related to clinical supervision
- d. skills of clinical supervision
- e. opportunities for developing a personal style of clinical supervision
- f. assessment of supervisees' developmental level and other relevant characteristics
- g. modalities of clinical supervision and the use of technology
- h. administrative procedures and responsibilities related to clinical supervision
- i. evaluation, remediation, and gatekeeping in clinical supervision
- j. legal and ethical issues and responsibilities in clinical supervision
- k. culturally relevant strategies for conducting clinical supervision

## **OTHER COURSE MATERIALS**

Additional readings, as noted on the calendar in the syllabus, will be available online in the *Course Readings* folder of Blackboard. It is possible that further readings, as topics emerge in class, will be assigned and will be made available to you.

## **LIVETEXT SUBMISSIONS FOR CACREP-ACCREDITED TRACKS**

Students in the Clinical Mental Health Counseling, Rehabilitation, and School Counseling, and Counselor Education and Supervision (Doctoral) tracks have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) turn in all assignments as directed by faculty, per course syllabi; and, (2) upload specific coursework from CACREP-affiliated courses to LiveText - the data management system used to track all CACREP Standards by the date designated by faculty. Failure to submit assignments to faculty or to upload graded rubrics to LiveText will lead to a grade of "incomplete" for the student's final grade.

## **OUTLINE OF TOPICS**

See Calendar for full details. Discussions include these:

1. Introduction and overview History and definition of supervision
2. Supervisor roles Professional standards
3. Theory-based models Developmental models Transtheoretical model
4. *Present your chosen readings (10min) w/ handout of highlights*
5. Complete presentations/discussions of supervision models. Research in counseling supervision
6. Supervision interventions
7. Supervision interventions (continued)
8. Supervision interventions (continued)
9. Supervisory relationship and process
10. Multicultural issues in supervision

11. Supervisory relationship and process
12. Group and triadic supervision
13. Ethical and legal issues
14. Evaluation and administrative issues
15. Supervision projects due – informal presentations to class
16. Course wrap-up

## **EXAMS AND ASSIGNMENTS**

See Tentative Calendar (below) for all assignments and due dates. There are no exams in BCE 619

### **Course Requirements:**

1. **Class Attendance and Participation:** This course is designed as a field experience and a seminar format that emphasizes participation of each person in the course. You are responsible for reading critically and preparing for class. Preparing for class is defined operationally as arriving to class on time and prepared to ask questions and to make comments based on the reading and the course material for that week. In addition to the assigned textbooks, professional journal articles and websites may be available on Blackboard Learn for this class. For some class meetings, you will be responsible for leading portions of the discussion. Because your involvement is crucial to this course, any absences should be discussed with me in advance. At my discretion, any absences beyond one (1) absence may affect your final grade.
2. **Supervision Project:** In this project, you will explore an in-depth topic/area of interest in clinical supervision. I recommend reading the Goodyear et al. (2016) article on Blackboard to generate ideas for a topic. The purposes of this project are to familiarize yourself with supervision research, to critique the research you review, to identify challenges in researching your topic, to identify 3 research questions that need to be addressed related to your topic, and to translate research findings into implications for supervision practice.

This project should be based on a *minimum* of 8 journal articles on your chosen topic, at least 5 of which should be empirical studies. There are 3 products for this project:

- a. Provide a *synthesized* review and critique of the journal articles in a scholarly paper that highlights themes of and contradictions in the results, strengths and weaknesses of methodologies, implications for supervision practice, and at least 3 research questions that need to be addressed around this topic (and briefly explain why they are important [e.g., significance/purpose of the study]). This is *not* to be written just as a research paper, but as a scholarly paper that potentially could be submitted for publication as a conceptual manuscript to a refereed journal (see the article by Watts (2011) on Blackboard for guidance). Accordingly, this paper should not stop at summarizing and critiquing the information, but should also offer a new way of thinking about your topic. **Due by \_\_\_, 4pm** (uploaded to Blackboard). The paper should include the following elements:
  - i. Title Page: title of the paper; author name, affiliation, and contact info
  - ii. Abstract Page: 50 words max that captures central idea of the paper in nontechnical language; also provide 3-5 keywords related to the paper
  - iii. Main Document and References: 18 pages maximum, including references. Direct quotes should be used sparingly, if at all. The main document should include an introduction, literature review, presentation of new

concept/procedure/position, and discussion/implications

- b. Write a brief report about the articles you read/critiqued (or if necessary, an appropriate subset of articles) that is focused on implications for practice. This report will be posted on UA's Counselor Education social media page to be made available to stakeholders of the Counselor Education program. You also will be able to add it to your CV! Accordingly, this report should be written for practitioners in practitioner (i.e., nontechnical) language, but should still reflect your critical conclusions about the research on your topic. You may wish to include a bulleted list of recommendations. Use few, if any, citations, and include references under "For Further Reading." This report should be about 2 pages (not including the reference list). **Due by \_\_, 4pm** (uploaded to Blackboard).
  - c. Prepare a professional conference presentation proposal based on your topic. **Due by \_\_, 4pm** (uploaded to Blackboard). Include the following information:
    - i. Presentation title (100 characters with spaces max)
    - ii. Presenter information (name, institutional affiliation, educational credentials, licensing/certifications)
    - iii. Presenter biography/qualifications related to presentation (75 words max)
    - iv. Synopsis of your proposed presentation that includes a rationale, an overview of content, and the presentation format (assume you are proposing a 50 minute education session, so speak to how you would structure your time) (500 words max). Include references as appropriate
    - v. Program abstract – an abbreviated version of your synopsis that would appear in a conference program (50 words max)
    - vi. Three learning objectives or outcomes (25 words max each) that identify what attendees can learn or take away from your presentation. These should be specific, behavioral, and measureable/demonstrable.
3. **Supervision Professional Disclosure Statement:** You will have the opportunity to create a preliminary statement of your individual philosophy regarding the practice of counseling supervision. The supervision professional disclosure statement will be prepared for use in future supervision that you may be involved in. I will provide examples. *An ungraded rough draft is due by \_\_, 4pm (emailed to me). The final draft is due by \_\_, 4pm (uploaded to Blackboard).*

Your PDS should address the following topics: name, address, contact info (phone, email); your degrees, credentials and licenses; your areas of competency for which you are qualified to provide supervision (e.g., addictions counseling, career counseling); your training and experience in supervision; your model of or approach to supervision (e.g., role of the supervisor, objectives and goals of supervision, and modalities [tape review, live observation, etc.]); description of the evaluation procedures you use in the supervisory relationship; the limits and scope of confidentiality and privileged communication within the supervisory relationship and with your own supervisor if applicable; fees or statement of free service; emergency contact information where your supervisee can reach you in the event of an emergency; statement that you follow the ACA and ACS ethical codes.

4. **Supervision Field Experience:** You will provide individual supervision to a minimum of three master's-level students who are completing practicum (BCE 516) or the counseling skills course (BCE 514). The field experience is worth 25% of your grade, and points are assigned based on satisfactory/unsatisfactory completion (S/U). See Appendix B (p. 14) in this syllabus for detailed information on the field experience.

## **GRADING POLICY**

See Tentative Calendar (below) for all assignments and due dates.

### **Grading**

Class Attendance & Participation .....	100 points
Supervision Project	
Product 1 – Scholarly Research Paper.....	250 points
Product 2 – Practitioners Summary .....	150 points
Product 3 – Conference Presentation Proposal.....	100 points
Supervision Professional Disclosure Statement.....	150 points
Supervision Field Experience.....	250 points
<hr/>	
<b>Total .....</b>	<b>1000 points</b>

900 – 1000 = A 800 – 899 = B

700 – 799 = C

<700 = F

### **Rubrics for BCE 619: (See below)**

## **POLICY FOR MISSED EXAMS AND COURSEWORK.**

**POLICY REGARDING LATE ASSIGNMENTS:** Assignments are distributed throughout the semester and all due dates are published in this syllabus and provided during the first class meeting. Any assignment that is not submitted on time (defined as the beginning of the class period or the time set on Blackboard) will be penalized at a rate of 50% of total points per day. Remember that this course is a core doctoral program requirement and a grade below B will require repeating the course. If by some unexpected circumstance that Blackboard Learn is problematic, please contact Tech Support (see pg. 1), and then email me immediately at [jburnham@ua.edu](mailto:jburnham@ua.edu)

## **ATTENDANCE POLICY**

**Class Attendance and Participation:** This course is designed as a field experience and a seminar format that emphasizes participation of each person in the course. You are responsible for reading critically and preparing for class. Preparing for class is defined operationally as arriving to class on time and prepared to ask questions and to make comments based on the reading and the course material for that week. In addition to the assigned textbooks, professional journal articles and websites may be available on Blackboard Learn for this class. For some class meetings, you will be responsible for leading portions of the discussion. Because your involvement is crucial to this course, any absences should be discussed with me in advance. At my discretion, any absences beyond one (1) absence may affect your final grade.

## **STATEMENT ON ACADEMIC MISCONDUCT**

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not

limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:

- Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
- Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
- Fabrication: Presenting as genuine, any invented or falsified citation or material.
- Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”
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## **STATEMENT ON DISABILITY ACCOMMODATIONS**

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

## **SEVERE WEATHER PROTOCOL**

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

## **UACT STATEMENT**

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

## **STATEMENT ON ACADEMIC WORK DUPLICATION**

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

## **ELASTICITY STATEMENT**

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*

## RUBRICS

### APPENDIX A: ASSIGNMENT GRADING RUBRICS

#### Supervision Project – Product 1 (Scholarly Research Paper) Rubric

	4 Mastering	3 Achieving	2 Developing	1 Emerging	0 Not Evidenced
Formal writing: APA style, accurate grammar, adheres to paper pg. limit					
Addresses relevant supervision theoretical frameworks and models					
Addresses cultural considerations in critiques and summaries					
Identifies study types and purposes, including research questions					
Concisely and comprehensively summarizes main points of studies					
Identifies elements of research methodology, including sampling, constructs and measures, hypotheses, and analyses					
Concisely and comprehensively summarizes research results					
Identifies implications for research and practice, including limitations					
Paper provides scholarly synthesis and critique of the article summaries					
Paper addresses at least 3 research questions from article critiques					
<i>Column totals:</i>					
<i>Sum score:</i>					

Score transformations

Rubric score	Points earned	Letter grade
36-40	225-250	A
32-40	200-224	B
28-31	175-199	C
24-27	150-174	Not passing
20-23	125-149	
16-19	100-124	
12-15	75-99	
8-14	50-74	
4-13	25-49	
0-3	0-24	

Supervision Project – Product 2 (Practitioner Summary) Rubric

	4 Mastering	3 Achieving	2 Developing	1 Emerging	0 Not Evidenced
Non-technical professional writing, accurate grammar, adheres to page limit					
Synthesizes critical conclusions on research in practical language					
Connects research to the purposes and modalities of supervision					
Connects research to roles and relationships in supervision					
Provides clear recommendations for culturally relevant supervision strategies based on research					
<i>Column totals:</i>					
<i>Sum score:</i>					

Score transformations

Rubric score	Points earned	Letter grade
18-20	135-150	A
16-17	120-134	B
14-15	105-119	C
12-13	90-104	Not passing
10-11	75-89	
8-9	60-74	
6-7	45-59	
4-5	30-44	
2-3	15-29	
0-1	0-14	

Supervision Project – Product 3 (Conference Presentation Proposal) Rubric

	4 Mastering	3 Achieving	2 Developing	1 Emerging	0 Not Evidenced
Formal writing: APA style, grammar					
Appropriate presentation title					
Presenter name, institution, credentials, licensing					
Presenter biography and qualifications					
Synopsis: provides convincing rationale for proposal that highlights purposes and roles in supervision					
Synopsis: provides clear and concise overview of presentation content					
Synopsis: provides specific and concise presentation format for 50 minute education session					
Concise and comprehensive program abstract					
Three specific, behavioral, measureable learning objectives					
Proposal addresses cultural diversity					
<i>Column totals:</i>					
<i>Sum score:</i>					

Score transformations

Rubric score	Points earned	Letter grade
36-40	90-100	A
32-40	80-89	B
28-31	70-79	C
24-27	60-69	Not passing
20-23	50-59	
16-19	40-49	
12-15	30-39	
8-14	20-29	
4-13	10-19	
0-3	0-9	

Supervision Professional Disclosure Statement Rubric

	4 Mastering	3 Achieving	2 Developing	1 Emerging	0 Not Evidenced
Accurate use of grammar, professional writing and formatting					
Name, address, contact info, emergency contact info, degrees, credentials, licenses					
Discloses areas of supervision competency					
Discusses supervision training and experience					
Discusses the purposes, objectives, and goals of supervision					
Describes supervisor role, style, administrative duties, fees					
Describes role and expectations of supervisee					
Discusses limits of confidentiality and privileged communication, adherence to relevant ethical codes					
Describes approach to evaluating supervisee development					
Describes culturally appropriate modalities of clinical supervision, including technology if relevant					
<i>Column totals:</i>					
<i>Sum score:</i>					

Score transformations

Rubric score	Points earned	Letter grade
36-40	135-150	A
32-40	120-134	B
28-31	105-119	C
24-27	90-104	Not passing
20-23	75-89	
16-19	60-74	
12-15	45-59	
8-14	30-44	
4-13	15-29	
0-3	0-14	

## **APPENDIX B: SUPERVISION FIELD EXPERIENCE INFORMATION**

BCE 619 consists of pedagogical and applied supervision field experience (SFE) components. This Appendix details the SFE component of this course.

### **Individual Supervision**

You will provide individual supervision to a *minimum* of three master's-level students who are completing practicum (BCE 516) and/or the counseling skills course (BCE 514). The number of supervisees assigned to you will vary based on the number of students receiving supervision. Please consult the instructors' syllabi for BCE 514 and 516, as well as the CMHC/SC Student Handbook for guidelines regarding supervisee guidelines and requirements.

### **Group Supervision of Supervision**

We will meet weekly for 1 ½ hours. Group supervision of supervision will consist of the following: procedural issues and updates, immediate and/or general concerns you need to discuss with group members, discussion of the supervision experience. Additionally, each supervisor will present 2 case presentations over the course of the semester. Each presentation should include the following:

1. A write-up that contains contextual information (e.g., work with the supervisee to date, goals for this particular supervision session, specific reasons for presenting this case, specific feedback requested). The write-up should give adequate information, but should protect confidentiality. Bring write-ups to share with peers when you present your case.
2. 5-15 minute portion of the videotaped supervision session that illustrates the issues presented for feedback and discussion.

Additionally, Dr. McKibben may select, randomly or otherwise, additional videotaped sessions to show for discussion. Dr. McKibben also may spot-check supervision tapes throughout the semester.

### **Individual Supervision of Supervision**

Minimally, we will meet twice during the semester for 1 hour in lieu of group supervision. These individual meetings will consist of midterm and final evaluations. We also will consult as needed in person, by phone, or by email. Remember to protect supervisee confidentiality by avoiding identifying information in emails.

### **Case Notes**

Case notes in DAP format must be written for each supervision session. **Case notes are due no later than 48 hours after the completion of each supervision session.** This deadline is firm given our ethical and legal responsibilities for client and student welfare. Failure to adhere to this deadline will affect your evaluation and grade for SFE. You can upload case notes via Blackboard by clicking "Case Notes" on the left toolbar, clicking "Create Journal Entry," and either copying/pasting a case note into the "Entry Message" field or by uploading a .docx or .pdf file, then clicking "Post Entry." Only you and I will have access to your case notes in Blackboard. Use supervisee initials to protect confidentiality. Your case notes will be submitted to a Counselor Education file at the end of the semester, so also keep your notes stored securely.

### **Supervision Log**

You will keep a log of all hours related to supervision activities, including supervision sessions with students, time spent reviewing videos and preparing for supervision, supervision of supervision sessions and related consultation. There is a sample log at the end of this Appendix.

### **Informed Consent**

Consistent with ethical and legal guidelines, you will provide each supervisee with a copy of your supervision professional disclosure statement in your first supervision sessions. You should also obtain a signed informed consent to tape supervision sessions in the counseling clinic lab. Video recordings should **not** leave the counseling clinic lab area. In case of emergency, you should notify Dr. McKibben and/or

another faculty member or advanced doctoral student immediately. Request additional supervision from Dr. McKibben beyond the minimum required if needed.

#### Professional Behavior

You are expected to follow all counseling clinic lab rules procedures (e.g., scheduling during lab hours). You also are expected to be professional in all respects, including protecting confidentiality of counselors and clients; dress; preparation; and interactions with supervisees, faculty, and counseling clinic lab staff.

#### Evaluation

The SFE component is worth 25% of your grade and is assigned based on satisfactory/ unsatisfactory completion (S/U). Satisfactory completion of the SFE is based on the criteria described above in Appendix B, as well as the Supervisor Evaluation Form at the end of this Appendix. In supervision of supervision, evaluation consideration is given to the following:

- Quality and punctuality of case notes
- Depth and openness of self-reflection
- Preparation for supervision sessions and supervision of supervision sessions
- Willingness to take risks and challenge yourself
- Participation in supervision of supervision, including support and challenge to peers in a constructive manner

## **Supervision Case Note**

**Supervisee Initials:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

<b>Data</b>	Note objective information here: supervisee initials and demographics; supervision session number, date, time, location; issues discussed in session.
<b>Assessment</b>	Note your impression of supervisee needs
<b>Plan</b>	Note your plan for future sessions, as well as steps to be completed by supervisor and supervisee between supervision sessions, as appropriate.

## **BCE 619 SFE SUPERVISION LOG**

Name of Doctoral Supervisor  
                         (Semester/Year)

Total Hours: \_\_\_\_\_

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## Doctoral Supervisor

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Date

## **Supervisor-of-Supervision**

Date

BCE 619 SFE Supervisor Feedback Form

Supervisor Name: \_\_\_\_\_

Evaluation:  Midterm  Final

	Score	Comments
Provides appropriate and ongoing informed consent (written and verbal), including expectations and limits of confidentiality/privacy	1 2 3 4 5 N/A	
Communicates parameters for conducting supervision	1 2 3 4 5 N/A	
Establishes a collaborative and open supervisory working alliance	1 2 3 4 5 N/A	
Processes the supervisory relationship with supervisees	1 2 3 4 5 N/A	
Invites and initiates conversations about multicultural considerations	1 2 3 4 5 N/A	
Demonstrates culturally-sensitive supervision approaches	1 2 3 4 5 N/A	
Develops specific and developmentally appropriate supervision goals with each supervisee	1 2 3 4 5 N/A	
Addresses and evaluates goals regularly in supervision sessions	1 2 3 4 5 N/A	
Prioritizes supervisee needs, issues, and skills to be addressed in supervision	1 2 3 4 5 N/A	
Reviews supervisee progress with supervisees on regular basis	1 2 3 4 5 N/A	
Provides regular, specific feedback that is manageable for supervisees	1 2 3 4 5 N/A	
Balances challenge and support	1 2 3 4 5 N/A	
Provides formative and summative feedback	1 2 3 4 5 N/A	
Scaffolds feedback to supervisees' developmental levels	1 2 3 4 5 N/A	
Processes feedback with supervisees	1 2 3 4 5 N/A	
Adequately prepares for supervision sessions	1 2 3 4 5 N/A	
Draws in multiple sources of feedback for supervisees (e.g., clients, peers, supervisors, instructors)	1 2 3 4 5 N/A	
Adheres to ethical, legal, and professional standards	1 2 3 4 5 N/A	

BCE 619 SFE Supervisor Feedback Form (cont.)

	Score	Comments
Proficient in providing individual, triadic, and group supervision	1 2 3 4 5 N/A	
Addresses personal and professional areas of supervisee growth	1 2 3 4 5 N/A	

Adapts supervision approach as needed	1 2 3 4 5 N/A	
Demonstrates effective use of a variety of supervision interventions	1 2 3 4 5 N/A	
Addresses supervisee counseling skills, cognitive skills, case conceptualization, self-awareness, professional behaviors	1 2 3 4 5 N/A	
Uses technology in ways that enhance the supervisory process	1 2 3 4 5 N/A	
Is appropriately available to supervisees	1 2 3 4 5 N/A	
Responds to supervisee resistance productively	1 2 3 4 5 N/A	
Responds to conflict productively	1 2 3 4 5 N/A	
Elicits feedback from supervisees	1 2 3 4 5 N/A	
Addresses parallel process and transference/countertransference issues	1 2 3 4 5 N/A	
Minimizes power differential in supervision while maintaining authority	1 2 3 4 5 N/A	
Takes remediation steps as necessary	1 2 3 4 5 N/A	
Demonstrates appropriate personal and professional boundaries	1 2 3 4 5 N/A	
Demonstrates self-awareness and self-reflection	1 2 3 4 5 N/A	
Open and responsive to constructive feedback	1 2 3 4 5 N/A	
Seeks consultation and supervision of supervision appropriately	1 2 3 4 5 N/A	
Engages in and models self-care	1 2 3 4 5 N/A	
Prioritizes client welfare	1 2 3 4 5 N/A	
Maintains accurate, professional, and timely case note documentation	1 2 3 4 5 N/A	
Demonstrates professional identity as a counselor, counselor educator, and clinical supervisor	1 2 3 4 5 N/A	

#### BCE 619 SFE Supervisor Feedback Form (cont.)

What does the supervisor do well?

What does the supervisor need to work on/improve?

What steps can the supervisor take to improve?

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Doctoral Supervisor

Date

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Supervisor-of-Supervision

Date

Development of this form guided by the ACES Best Practices in Supervision (Borders et al., 2011)

## Weekly CALENDAR

Course Schedule (tentative and subject to change)		
Date	Topic	Readings
8/17	Introduction and overview History and definition of supervision	
8/24	Supervisor roles Professional standards	<b>Borders &amp; Brown p. 1-12, 104-130</b> <i>Choose one:</i> Colburn et al. (2016), Kemer et al. (2014), Neufeldt (2007)
8/31	Theory-based models Developmental models Transtheoretical model  <i>Be prepared to present your chosen readings (10min) w/ handout of highlights</i>	<b>Borders &amp; Brown p. 12-17</b> <i>Choose two:</i> Blocher (1983), Loganbill et al. (1982) p. 14-36, Ronnestad & Skovholt (2003), Skovholt & Ronnestad (1992), Stoltenberg (1981), Stoltenberg & McNeill (1997)
9/7	Complete presentations/discussions of supervision models Research in counseling supervision	<i>Choose one:</i> Borders (2005), Ladany & Muse-Burke (2001), Watkins (2011)
9/14	Supervision interventions	<b>Borders &amp; Brown CH 2 &amp; 3 (read to “microtraining” on p. 42 in CH 3)</b> Huhura et al. (2008)
9/21	Supervision interventions (continued)	<b>Borders &amp; Brown CH 3 &amp; 8</b> Kagan & Kagan (1997)
9/28	Supervision interventions (continued)	<b>Borders &amp; Brown CH 3 &amp; 8</b> Kagan & Kagan (1997)
10/5	Supervision (continued)	
10/12	Supervisory relationship and process	<b>Borders &amp; Brown CH 5</b> Muse-Burke et al. (2001)
10/19	Supervisory relationship and process Multicultural issues in supervision	<b>Borders &amp; Brown CH 5</b> McNeill & Worthen (1989) <i>Choose one:</i> Ancis & Marshall (2010), Falender (2009), Satterly & Dyson (2008)
10/26	Group and triadic supervision	<b>Borders &amp; Brown CH 4</b> <i>Choose one:</i> Avent et al. (2013), Borders et al. (2012), Lawson et al. (2009)
11/2	Ethical and legal issues	<b>Borders &amp; Brown CH 6 and pp. 124-130</b> ACA Code of Ethics (2014) – Section F ACS Code of Ethics (2016)
11/9	Evaluation and administrative issues	<b>Borders &amp; Brown CH 7</b>
11/16	Supervision projects due – informal presentations to class	
11/23	NO CLASS – THANKSGIVING BREAK	
11/30	Course wrap-up	<b>Borders et al. (2014)</b>

## Learning Outcomes CROSSWALKS

CACREP COURSE OBJECTIVE CROSSWALKS				
Standards	Description/ Curriculum Area	Course Number	Evidence	Outcome Measures
CACREP Section 6.B.2.a.	Demonstrate an understanding of the purposes of clinical supervision	BCE 619	Professional disclosure statement (PDS), Sup. project product 2 (SP2), Sup. project product 3 (SP3), Sup. field experience (SFE)	PDS score ≥ 120 SP2 score ≥ 120 SP3 score ≥ 80 SFE score 250
CACREP Section 6.B.2.b.	Demonstrate an understanding of theoretical frameworks and models of clinical supervision	BCE 619	Sup. project product 1 (SP1), Sup. field experience (SFE)	SP1 score ≥ 200 SFE score 250
CACREP Section 6.B.2.c.	Demonstrate an understanding of roles and relationships related to clinical supervision	BCE 619	Professional disclosure statement (PDS), Sup. project product 2 (SP2), Sup. project product 3 (SP3), Sup. field experience (SFE)	PDS score ≥ 120 SP2 score ≥ 120 SFE score 250
CACREP Section 6.B.2.d.	Demonstrate skills of clinical supervision	BCE 619	Sup. field experience (SFE)	SFE score 250
CACREP Section 6.B.2.e.	Engage in opportunities for developing a personal style of clinical supervision	BCE 619	Professional disclosure statement (PDS), Sup. field experience (SFE)	PDS score ≥ 120 SFE score 250
CACREP Section 6.B.2.f.	Demonstrate the ability for assessment of supervisees' developmental level and other relevant characteristics	BCE 619	Sup. field experience (SFE)	SFE score 250
CACREP Section 6.B.2.g.	Demonstrate an understanding of modalities of clinical supervision and the use of technology in supervision	BCE 619	Professional disclosure statement (PDS), Sup. project product 2 (SP2), Sup. field experience (SFE)	PDS score ≥ 120 SP2 score ≥ 120 SFE score 250
CACREP Section 6.B.2.h.	Demonstrate knowledge and understanding of administrative procedures and responsibilities related to clinical supervision	BCE 619	Professional disclosure statement (PDS), Sup. field experience (SFE)	PDS score ≥ 120 SFE score 250
CACREP Section 6.B.2.i.	Demonstrate an understanding of evaluation, remediation, and gatekeeping in clinical supervision	BCE 619	Professional disclosure statement (PDS), Sup. field experience (SFE)	PDS score ≥ 120 SFE score 250
CACREP Section 6.B.2.j.	Demonstrate basic knowledge of legal and ethical issues and responsibilities in clinical supervision	BCE 619	Professional disclosure statement (PDS), Sup. field experience (SFE)	PDS score ≥ 120 SFE score 250
CACREP Section 6.B.2.k.	Demonstrate the abilities and skills to use culturally relevant strategies for conducting clinical	BCE 619	Professional disclosure statement (PDS), Sup. project product (SP1), Sup. project product 2 (SP2),	PDS score ≥ 120 SP1 score ≥ 200 SP2 score ≥ 120 SP3 score ≥ 80

	supervision		Sup. project product 3 (SP3), Sup. field experience (SFE)	SFE score 250
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