



tamuct.edu

Department of Counseling and Psychology

COUN 5383-110 Consultation and Supervision

Fall 2020

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: *Jeremy Berry, Ph.D., LPC-S, NCC*

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Office Hours: *Tues and Wednesday 10-5*

Class Time: *Online*

Class Location: *Warrior Hall, Room 313*

Mode of instruction and course access:

This course is a fully online course. You will be required to maintain and recurring online presence.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

COURSE INFORMATION

Course Overview and description: Study application of psychological principles of consultation and supervision in selected settings. Emphasis is on analysis of client and consultee/supervisor behaviors, individual and group communications, program evaluation and possible intervention options in selected environments.

Prerequisite courses: COUN 5350 (Foundations) **and** COUN 5393 (Clinical Mental Health Practicum) or approval of department head.

Course Objective:

1. *Students will demonstrate an understanding of counseling supervision theories, skills & techniques, and practices consistent with ethical counseling supervision.*
2. *Students will demonstrate an understanding of counseling consultation theories, skills & techniques, and practices consistent with ethical counseling consultation.*

Required Reading and Textbook(s):

Bernard, J.M., & Goodyear, R. K. (2019). *Fundamentals of Clinical Supervision* (6th ed.). Boston: Pearson. ISBN: 0-13-283562-2

Brown, D., Pryzwansky, W.B. & Schulte, A.C. (2011). *Psychological Consultation and Collaboration: Introduction to Theory and Practice* (7th ed.). Boston: Pearson. ISBN: 0-13-706264-8.

Additional Readings through Canvas

Supported Readings/Texts (These readings are not currently assigned. These are great articles, books, and journals for referencing as you need them):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)

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.

Falvey, J. E. (2002). *Managing clinical supervision: Ethical practice and legal risk management*. Pacific Grove, CA: Brooks/Cole.

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: Guilford Press.

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

Todd, T. and Storm, C. (2002). *The complete systemic supervisor: Context, philosophy, and pragmatics*. Boston: Allyn and Bacon. (ISBN #0-595-26133-7)

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

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
Journal of Technology in Counseling
Journal of Counseling and Development

Articles

- (1) Bernard, J. M. (2005). Tracing the development of clinical supervision. *The Clinical Supervisor*, 24(1/2), 3–21.
- (2) Cobia, D. C., & Boes, S. R. (2000). Professional disclosure statements and formal plans for supervision: Two strategies for minimizing the risk of ethical conflicts in post-master's supervision. *Journal of Counseling & Development*, 78(3), 293–296.
- (3) Kerl, S.B., Garcia, J.L., McCullough, C.S., & Maxwell, M.E. (2002). Systematic evaluation of professional performance: Legally supported procedure and process. *Counselor Education and Supervision*, 41, 321–332.
- (4) Kerl, S. & Eichler, M. (2005). The loss of innocence: Emotional costs to serving as gatekeepers to the counseling profession. *The Journal of Creativity in Mental Health*, 1, 71–88.
- (5) McAdams, C.R., Foster, V.A., & Ward, T.J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision*, 46, 212–229.
- (6) Kress, V.E., & Protivnak, J.P. (2009). Professional development plans to remedy problematic counseling student behaviors. *Counselor Education and Supervision*, 48, 154–166.
- (7) Pearson, Q. M. (2006). Psychotherapy-driven supervision: Integrating counseling theories into role-based supervision. *Journal of Mental Health Counseling*, 28(3), 241–252.
- (8) Burkard, A. W., Knox, S., Hess, S. A., & Schultz, J. (2009). Lesbian, gay, and bisexual supervisees' experiences of lgb-affirmative and nonaffirmative supervision. *Journal of Counseling Psychology*, 56(1), 176–188.
- (9) Ober, A.M., Granello, D.H., & Henfield, M.S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision*, 48, 204–221.
- (10) Furtés, J.N. (2004). Supervision in bilingual counseling: Service delivery, training, and research considerations. *Journal of Multicultural Counseling and Development*, 32, 84–94.
- (11) Hoffman, M. A., Hill, C. E., Holmes, S. E., & Freitas, G. F. (2005). Supervisor perspective on the process and outcome of giving easy, difficult, or no feedback to supervisees. *Journal of Counseling Psychology*, 52(1), 3–13.
- (12) Nelson, M. L., Evans, A.L., Triggiano, P. J., & Barnes, K.L. (2008). Working with conflict in clinical supervision: Wise supervisors' perspectives. *Journal of Counseling Psychology*, 55, 172–184.
- (13) Lawson, G., Hein, S.F., & Getz, H. (2009). A model for using triadic supervision in counselor preparation programs. *Counselor Education and Supervision*, 48, 257–270.
- (14) Hein, S., & Lawson, G. (2008). Triadic supervision and its impact on the role of the supervisor: A qualitative examination of supervisors' perspectives. *Counselor Education and Supervision*, 48, 16–31.
- (15) Studer, J.R. (2005). Supervising school counselors-in-training: A guide for field supervisors. *Professional School Counseling*, 8, 353–359.
- (16) Nelson, M.D. & Johnson, P. (1999). School counselors as supervisors: An integrated approach for supervising school counseling interns. *Counselor Education and Supervision*, 39, 89–100.
- (17) Lambie, G.W., & Sias, S.M. (2009). An integrative psychological developmental model of supervision for professional school counselors-in-training. *Journal of Counseling and Development*, 87, 349–356.
- (18) Huhra, R.L., Yamokoski-Maynhart, C.A., & Prieto, L.R. (2008). Reviewing videotape in supervision: A developmental approach. *Journal of Counseling and Development*, 86, 412–418.
- (19) Estrada, D., Wiggins Frame, M., & Williams, C.B. (2004). Cross-cultural supervision: Guiding the conversation toward race and ethnicity. *Journal of Multicultural Counseling and Development*, 32, 307–319.
- (20) Berkel, L. A., Constantine, M. G., & Olson, E. A. (2007). Supervisor multicultural competence: Addressing religious and spiritual issues with counseling students in supervision. *Clinical Supervisor*, 26(1/2), 3–15.
- (21) Burkard, A. W., Johnson, A. J., Madson, M. B., Pruitt, N. T., Contreras-Tadych, D. A., Kozlowski, J., et al. (2006). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision. *Journal of Counseling Psychology*, 53(3), 288–301.
- (22) Dressel, J. L., Consoli, A. J., Kim, B. S. K., & Atkinson, D. R. (2007). Successful and unsuccessful multicultural supervisory behaviors: A delphi poll. *Journal of Multicultural Counseling & Development*, 35(1), 51–64.
- (23) Garrett, M. T., Borders, L. D., Crutchfield, L. B., Torres-Rivera, E., Brotherton, D., & Curtis, R. (2001). Multicultural supervision: A paradigm of cultural responsiveness for supervisors. *Journal of Multicultural Counseling & Development*, 29(2), 147–158.
- (24)

Additional Resources:

CES – June 2006 issue Special Section: Supervision in Schools

ACES "Ethical Guidelines for Counseling Supervisors": http://files.acesonline.net/doc/ethical_guidelines.htm

Chang, C.Y., Hays, D. G. & Milliken, T.F. (2009). Addressing social justice issues in supervision: A call for client and professional advocacy. *Clinical Supervisor*, 28, 20-35.

Aten, J. D., Madson, M. B., & Johnston Kruse, S. (2008). The supervision genogram: A tool for preparing supervisors-in-training. *Psychotherapy: Theory, Research, Practice, Training*, 45(1), 111-116.

Supervision Models:

Edwards, J. K., & Chen, M. (1999). Strength-based supervision: Frameworks, current practice, and future directions: A Wu-Wei method. *Family Journal*, 7(4), 349-357.

Freeman, S. C. (1992). C. H. Patterson on client-centered supervision: An interview. *Counselor Education & Supervision*, 31(4), 219-226.

Friedberg, R.D., Gorman, A. A., & Beidel, D.C. (2009). Training psychologists for cognitive-behavioral therapy in the raw world: A rubric for supervisors. *Behavior Modification*, 33, 104-123.

Granello, D. H., Kindsvatter, A., Granello, P. F., Underfer-Babalis, J., & Moorhead, H. J. H. (2008). Multiple perspectives in supervision: Using a peer consultation model to enhance supervisor development. *Counselor Education & Supervision*, 48(1), 32-47.

Holloway, E. L. (1987). Developmental models of supervision: Is it development? *Professional Psychology: Research and Practice*, 18(3), 209-216.

Lassiter, P. S., Napolitano, L., Culbreth, J. R., & Ng, K. (2008). Developing multicultural competence using the structured peer group supervision model. *Counselor Education & Supervision*, 47(3), 164-178.

Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *The Counseling Psychologist*, 10, 3-42.

Milliren, A., Clemmer, F., & Wingett, W. (2006). Supervision: In the style of Alfred Adler. *The Journal of Individual Psychology*, 62(2), 89-105.

Nelson, M. L., & Neufeldt, S. A. (1998). A pedagogy of counseling: A critical examination. *Counselor Education & Supervision*, 38(2), 70-88.

Presbury, J., Echterling, L. G., & McKee, J. E. (1999). Supervision for inner vision: Solution-focused strategies. *Counselor Education & Supervision*, 39(2), 146-155.

Rosenbaum, M., & Ronen, T. (1998). Clinical supervision from the standpoint of cognitive-behavior therapy. *Psychotherapy: Theory, Research, Practice, Training*, 35(2), 220-230.

Creative Supervision Modalities:

Carson, D. K. (1999). The importance of creativity in family therapy: A preliminary consideration. *The Family Journal*, 7, 326-334. doi:10.1177/1066480799074002

Carson, D. K., & Becker, K. W. (2004). When lightning strikes: Reexamining creativity in psychotherapy. *Journal of Counseling & Development*, 82, 111-115.

Edwards, D. (2010). Play and metaphor in clinical supervision: Keeping creativity alive. *The Arts in Psychotherapy*, 37, 248-254. doi:10.1016/j.aip.2010.04.011

Graham, M. A., & Pehrsson, D. E. (2009). Bibliosupervision: A creative supervision technique. *Journal of Creativity in Mental Health*, 4 (4) 366-374. doi: 10.1080/15401380903372661

Graham, M. A., & Pehrsson, D. E. (2008). Bibliosupervision: A multiple-baseline study using literature in supervision settings. *Journal of Creativity in Mental Health*, 3 (4) 428-440, doi: 10.1080/15401380802531052

Hinkle, M. G. (2008). Psychodrama: A creative approach for addressing parallel process in group supervision. *Journal of Creativity in Mental Health*, 3(4), 401-415. doi: 10.1080/15401380802527464

Higgins, J. A., & Dermer, S. (2001). The use of film in marriage and family counselor education. *Counselor Education & Supervision*, 40(3), 182-192.

Huhra, R. L., Yamokoski-Maynhart, C. A., & Prieto, L. R. (2008). Reviewing videotape in supervision: A developmental approach. *Journal of Counseling & Development*, 86(4), 412-418.

- Hundley, G., & Casado-Kehoe, M. (2007). The wisdom jar: A creative metaphor for terminating counseling supervision. *Journal of Creativity in Mental Health, 2*(2), 33-38. doi: 10.1300/J456v02n0204
- Jackson, S. A., Muro, J., Yueh-Tong, L., & DeOrnellas, K. (2008). The sacred circle: Using mandalas in counselor supervision. *Journal of Creativity in Mental Health, 3*(3), 201-211. doi:10.1080/15401380802369164
- Kindsvatter, A., Granello, D. H., & Duba, J. (2008). Cognitive techniques as a means for facilitating supervisee development. *Counselor Education & Supervision, 47*(3), 179-192.
- Koltz, R. L. (2008). Integrating creativity into supervision using Bernard's Discrimination Model. *Journal of Creativity in Mental Health, 3* (4), 416-427. doi: 10.1080/15401380802530054
- Ladany, N., Brittan-Powell, C. S., & Pannu, R. K. (1997). The influence of supervisory racial identity interaction and racial matching on the supervisory working alliance and supervisee multicultural competence. *Counselor Education and Supervision, 36*, 284-305.
- Ladany, N., Inman, A. G., Constantine, M. G., & Hofheniz, E. W. (1997). Supervisee multicultural case conceptualization ability and self-reported multicultural competence as functions of supervisee racial identity and supervisor focus. *Journal of Counseling Psychology, 44*, 284-293. doi: 10.1037/0022-0167.44.3.284
- Lahad, M. (2000). *Creative supervision: The use of expressive arts methods in supervision and self-supervision*. London: Jessica Kinglsey Publishers.
- Markos, P. A., Coker, J. K., & Jones, W. P. (2007). Play in supervision: Exploring the sandtray with beginning practicum students. *Journal of Creativity in Mental Health, 2* (3), 3-15. doi: 10.1300/J456v02n03-02
- McCurdy, K. G., & Owen, J. J. (2008). Using sandtray in Adlerian-based clinical supervision: An initial empirical analysis. *Journal of Individual Psychology, 64*(1), 96-112.
- Melnick, J., & Fall, M. (2008). A Gestalt approach to group supervision. *Counselor Education & Supervision, 48*(1), 48-60.
- Monroe, P. (2006). The art of counseling: Why interpersonal process is (almost) everything. Retrieved from <http://wisecounsel.wordpress.com>
- Mullen, J. A., Luke, M., & Drewes, A. A. (2007). Supervision can be playful, too: Play therapy techniques that enhance supervision. *International Journal of Play Therapy, 16*(1), 69-
- Neswald-McCalip, R., Sather, J., Strati, J. V., & Dineen, J. (2003). Exploring the process of creative supervision: Initial findings regarding the regenerative model. *Journal of Humanistic Counseling, Education and Development, 42*, 223-237.
- Scholl, M. B., & Smith-Adcock, S. (2007). Using psychodrama techniques to promote counselor identity development in group supervision. *Journal of Creativity in Mental Health, 2* (1) 13- 33. doi: 10.1300/J456v02n01_03

Multicultural Issues in Supervision:

- Ancis, J. R., & Marshall, D. S. (2010). Using a multicultural framework to assess supervisees' perceptions of culturally competent supervision. *Journal of Counseling & Development, 88*, 277-284.
- Constantine, M. G., & Kindaichi, M. M. (2009). Multicultural issues in counselor supervision. In C. C. Lee, D. A. Burnhill, A. L. Butler, C. P. Hiolito-Delgado, M. Humphrey, O. Munoz, & H. Shin, *Elements of culture in counseling* (pp. 211-225). Upper Saddle River, NJ: Pearson Education.
- Constantine, M., & Sue, D. (2007). Perceptions of racial microaggressions among Black supervisees in cross-racial dyads. *Journal of Counseling Psychology, 54*, 142-153. doi:10.1037/0022-0167.54.2.142
- Duan, C., & Roehlke, H. (2001). A descriptive "snapshot" of cross-racial supervision in university counseling center internships. *Journal of Multicultural Counseling and Development, 29*, 131-146.
- Lassiter, P. S., Napolitano, L., Culbreth, J. R., & Ng, K. (2008). Developing multicultural competence using the structured peer group supervision model. *Counselor Education & Supervision, 47*(3), 164-178.
- Leong, F. T., & Wagner, N. S. (1994). Cross-cultural counseling supervision: What do we know? What do we need to know? *Counselor Education and Supervision, 34*, 117-131.

Feminist Supervision:

- Szymanski, D. M. (2003). The feminist supervision scale: A rational/theoretical approach. *Psychology of Women Quarterly, 27*, 221-232.

Consultation Articles:

Lloyd-Hazlett, J. (2018): Enhancing student counselor program evaluation training through creative community service-learning partnerships, *Journal of Creativity in Mental Health*, DOI: 10.1080/15401383.2018.1500184

Murphy, T. M., Chang, C. Y., & Dispenza, F. (2018). Qualitative clinical mental health program evaluation: Models and implications for counseling practitioners and educators. *Journal Of Mental Health Counseling*, 40(1), 1-13. doi:10.17744/mehc.40.1.01

Chapter 5 B, P, & C

Dinkmeyer, Carlson, & Michel (2016). Chapter 10 Evaluating Consultation Effectiveness

COLLEGE MISSION STATEMENT

The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

Counseling Program Mission Statement

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master's in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth.

Counseling Program Objectives

1. Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
2. Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
3. Clinical Mental Health Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
4. Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.
5. Clinical Mental Health Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
6. Clinical Mental Health Counseling graduates will use leadership principles in their professional practice.

7. Clinical Mental Health Counseling graduates will advocate for clients and for their profession.
8. Clinical Mental Health Counseling graduates will incorporate the use of technology into their practice.
9. Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.

Student Learning Outcomes:

1. *Students will demonstrate understanding of the current models, methods, and principles of clinical supervision as well as the current research related to consultation and supervision*
2. *Students will demonstrate understanding of counseling issues that presented in the supervision session as well as limitations, insights, needs for referral, and other awareness's had during the supervision process.*
3. *Students will demonstrate competence in the how the conceptualize consultation and supervision cases in a logical and factual manner to share with fellow students and professionals.*
4. *Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes.*

COURSE REQUIREMENTS

Grading Criteria Rubric and Conversion

Student Learning Outcomes (SLOs) Grading Rubrics

(SLOs 1 & 4)			Competence		
Consultation Experience & Write Up	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
The role of counseling supervision in the profession (IIF1m);					
The importance of multicultural competencies (IIF2c)					
The effects of crisis, disaster, ad trauma on diverse individuals across the lifespan. (IIF3g)					
The strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e)					
Strategies for career development program planning, organization, implementation, administration and evaluation. (IIF4f);					
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g)					

Use of assessments relevant to academic/educational, career, personal, and social development and use of environmental assessments and systematic behavioral observations (IIF7j & k);					
The importance of research in advancing the counseling profession (IIF8a);					
Identification of evidence-based counseling practices (IIF8b)					
The role of needs assessments (IIF8c)					
The development of outcome measures (IIF8d)					
The evaluation of counseling interventions and programs (IIF8e)					
The designs used in program evaluation (IIF8g)					
The mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks CMHC: VC2c)					

(SLO2)			Competence		
Professional Disclosure Statement	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Methods of effectively preparing for and conducting initial assessment meetings (IIF7b);					

(SLO3)			Competence		
Interview of Supervisor	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Methods of effectively preparing for and conducting initial assessment meetings (IIF7b)					
The roles and settings of clinical mental health counselors (CMHC; VC2a)					

Competency Goals Statements (CACREP Standards):

CACREP Standard	Activity	SLOs
1. The role of counseling supervision in the profession (IIF1m);	Interview of Supervisor and paper	SLO1

CACREP Standard	Activity	SLOs
1. The importance of multicultural competencies (IIF2c);	Consultation Experience	SLO1
1. The effects of crisis, disaster, ad trauma on diverse individuals across the lifespan. (IIF3g);	Consultation Experience	SLO1
1. The strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);	Consultation Experience	SLO4
1. Strategies for career development program planning, organization, implementation, administration and evaluation. (IIF4f);	Consultation Experience	SLO4
1. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g);	Consultation Experience	SLO4
1. Methods of effectively preparing for and conducting initial assessment meetings (IIF7b);	Professional Disclosure Statement and Interview of Supervisor and paper	SLO2 & 3
1. Use of assessments relevant to academic/educational, career, personal, and social development and use of environmental assessments and systematic behavioral observations (IIF7j & k);	Consultation Experience	SLO1
1. The importance of research in advancing the counseling profession (IIF8a);	Consultation Experience	SLO1
1. identification of evidence-based counseling practices (IIF8b);	Consultation Experience	SLO1 & 4
1. The role of needs assessments (IIF8c);	Consultation Experience	SLO4
1. The development of outcome measures (IIF8d);	Consultation Experience	SLO4
1. The evaluation of counseling interventions and programs (IIF8e);	Consultation Experience	SLO4
1. The designs used in program evaluation (IIF8g);	Consultation Experience	SLO4
CMHC Standards	Activity	SLOs

CACREP Standard	Activity	SLOs
1. The roles and settings of clinical mental health counselors (CMHC; VC2a)	Interview of Supervisor and paper	SLO3
3. The mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks CMHC: VC2c).	Consultation Experience	SLO1 & 4

Instructional Methods, Activities and Format:

Methods and activities may include, but are not limited to: lecture, video/audio tapes, and class activities including discussion and role plays, online activities.

Attendance and Participation:

1. Class attendance is critical to your success as much of the material presented in class will come from sources other than the text.
2. Students are permitted to miss one class period (3 hours) with no penalty, but a call or email to the professor is expected beforehand.
3. 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 the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
4. A drop of a letter grade will occur for each subsequent absence.
5. Repeated lateness or leaving early will count towards an absence.

INSTRUCTOR POLICIES

Late Work

Late work is accepted with penalty. You will receive a letter grade drop for each day the assignment is late regardless of circumstance. If Canvas is under construction and you are unable to load your assignment, you are expected to email the assignment on or before the due date. Once Canvas is up, I will ask you to resubmit your assignment.

Professionalism (Confidentiality & Ethics)

In this course, you are entering an experience that involves a fair amount of role-laying and supervision practice. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. Homework assignments should disguise the nature of any person whom you have interviewed. When videotaping, ensure that you have permission on tape for the interview to proceed. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the Association for Counselor Education and Supervision (2011) Best Practices in Clinical Supervision, the American School Counselor Association (2016) Ethical Standards for School Counselors, International Association of Marriage and Family Counselors (2017) Code of Ethics, and the National Association of School Psychologists (2010) Principles for Professional Ethics, also see Texas A & M Central Texas (2018) Student Conduct.

Assignments

Online Discussions (15% of grade)

Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. All initial posts have to be submitted by Friday and responses to other students be submitted by Sunday.

Note: Students will receive half credit for their initial response and the other half for responding to another student. The responses must be substantive in nature. Please have your initial response posted no later than Friday at midnight, this gives classmates the opportunity to respond in a timely manner.

Supervision Interview & Paper (20% of grade)

Identify someone who is supervising counselors in a school, agency, or private practice setting. You need to find an LPC or LPC-S (preferable) or an LSSP (If you are in the LSSP program). It doesn't do you any great benefit to interview someone who does not have your desired credential.

Ask them about their:

- Preferred Model of Supervision
- Supervision Style (i.e., how they describe themselves as a supervisor)
- Supervision Structure
- Supervision Skills and Interventions
- Supervisee Expectations
- Supervisee Evaluations
- Supervision Training

Supervision Interview Paper Format

I ***highly recommend*** you request that the session be audio recorded so that you can refer back to it when writing your paper. Following the interview, record your findings in an ***APA style paper*** consisting of at least 5-7 pages (double-spaced). Make each point a heading (e.g., Preferred Theory of Supervision) in your paper. Within each section, compare and contrast the supervisor's answers to the ACES (2011) Best Practices in Supervision ensuring you note the specific best practice and sub-standard in the best practices (i.e., #1, 2, 3, 4, etc. = Best Practice, i, ii, iii, iv = Sub-standard).

Case Supervision and Reflection (10% of grade)

You are to complete one observation of a clinical counseling session. Pre-Covid, this was done with the clinic on campus, but this is not possible with current safety guidelines in the clinic. Therefore, this assignment will require to you few sample sessions online. You can choose any session, provided it is a counseling session. I have provided some examples in Canvas. The assignment involves observing the session and writing a reflection paper.

Reflection papers should entail personal responses to the session observed – *what did you see, what did you learn?* Prepare to comment on the following elements: observations

about the client-counselor relationship, multicultural considerations, counseling theory used, skills and interventions delivered. Follow APA 7th edition format. A grading rubric will be posted on Canvas. Submit your papers via Canvas.

Professional Disclosure Statement and Philosophy of Supervision (20% of Grade):

Each student will prepare supervision documentation in order to demonstrate their understanding of a supervision contract. The disclosure statement will include a brief philosophy of supervision statement of how you will use the Discrimination Model and IDM Model for facilitating supervision. The documents should be professionally drafted and representative of the students' understanding of the documentation necessary in a supervisory relationship.

Consultation/Advocacy Experience - Paper (35% of grade)

Advocacy Paper: All students will be required to submit a scholarly paper focused on advocating for a group served by counselors. Students will choose an advocacy focus they feel strongly about and write a paper that sensitizes the reader to the challenges faced by the group as well as how they as a counselor can serve as an advocate. Research papers must be written following APA Style (6th ed.) guidelines and be double-spaced, well organized (with headings and sub-headings as appropriate), appropriately referenced, and show clarity of thought. Papers should be a minimum of 8 pages (not including your title and reference pages), and have a minimum of 10 references, only 3 of which may be websites.

References must include refereed journal articles.

Students may visit <http://www.apa.org/journals/faq.html> for additional information on APA Style. In addition, students may utilize the TAMUCT Writing Lab for assistance in preparing their papers.

This paper must be prepared for this course. In other words, you may not submit a paper you have written for another course you are taking. If you believe that your topics are similar and may meet the requirements for both courses, you may use the same topic. If you choose to use the same topic, you MUST clear it with BOTH instructors first. However, the papers submitted MUST NOT be the same. Any violation of this policy will be considered plagiarism, result in a grade of zero for the assignment, and be reported.

All papers should include the following sections:

- *Introduction
- *Advocacy Plan
- *Review of Relevant Literature
- *Conclusion
- *Implications for Counselors
- *References

To complete this assignment, you must interview (phone/face to face/email consultation) one individual who is in a position of influence within your chosen advocacy group. This will help you to narrow your focus on an advocacy plan. This consultation should help to determine steps that could impact/benefit your chosen group/demographic. If you need suggestions on a potential consult, please reach out to the instructor via email.

Date	<p style="text-align: center;">Topics</p> <p style="text-align: center;"><i>Readings and Chapters are due on the date listed (e.g., Chapter 1 is due on Day 1 of class.</i></p>	Readings Covered	Assignments Due (by Sunday Mid-night of week indicated)
Week 1	<p><i>Supervision</i></p> <p>Introductions Review of Syllabus & Course Expectations, Syllabus/Introductions Intro to Supervision “The Supervisor’s Toolbox”</p>	<p>Pearson (2004) Getting the most out of supervision: Strategies for mental health. <i>Journal of Mental Health Counseling</i>, 26(4). 361-373</p> <p>Chapter 1: Introduction to Clinical Supervision B & G</p> <p>Borders, L.D. (1992). Learning to think like a supervisor. <i>The Clinical Supervisor</i>, 10, 135-148.</p>	
2	<p><i>Supervision</i></p>	<p>Chapters 2: Supervision Models: Psychotherapy Based and Developmental Models B & G</p> <p>Bernard (1979) Supervisor Training: A Discrimination Model</p>	
3	<p><i>Supervision</i></p> <p>Best Practices PowerPoint</p>	<p>Chapter 5: Supervisory Relationships: Supervisee and Supervisor Factors- B & G</p> <p><i>ACES (2011) Best Practices in Supervision</i></p> <p><i>B & G pgs. 349-354</i> <i>Ethical Supervision</i></p>	
4	<p>Supervision</p>	<p>Chapter 9 Live Supervision pgs. 207-219</p>	
5		<p>Chapter 7: Organizing the Supervision Experience B & G</p> <p>Chapter 8: Individual Supervision B & G</p>	
6	<p><i>Supervision</i></p>	<p>Crunk, E., Barden, S. (2017)The Common Factors Discrimination Model, <i>The Professional Counselor</i>, 7(1), 62-75</p> <p>Borders (2009) Subtle Messages in Supervision</p>	
7	<p><i>Supervision</i></p> <p>Professional Disclosure and Socratic Questioning</p>	<p>Chapter 10 Evaluation B & G</p> <p>Osborn 1996 Making it Perfectly Clear</p>	

		Overholser (1993) Elements of Socratic Questioning	
8	Supervision Creative Supervision Sandtray Assessment Sandtray Discrimination Model	Graham, Scholl, Smith-Adcock & Elaine Wittmann (2014) Three Creative Approaches to Counseling Supervision, <i>Journal of Creativity in Mental Health</i> , 9:3, 415-426, DOI: 10.1080/15401383.2014.899482 Carnes-Holt, K., Meany-Walen, K., & Felton, A. (2014). Utilizing sandtray within the discrimination model of counselor supervision. <i>Journal of Creativity in Mental Health</i> , 9, 497-510. doi: 10.1080/15401383.2014.909298	
9	Consultation	Chapters 1-2 Intro, Mental Health Consultation B, P & S	Supervisor Interview and Interview Paper Due
10	Consultation	Chapter 12: Carlson, Watts, & Maniaci (2006) Adlerian Consultation	
11	Consultation	Chapter 2: Dinkmeyer, Carlson, & Michel (2016): <i>A Consultation Theory</i> (These will be posted on Canvas) Chapter 7: Goals and Techniques in Adlerian Therapy	Case Supervision & Reflection Due
12	Consultation	Chapter 4: Dinkmeyer, Carlson, & Michel (2016): <i>Individual Consultation</i> (These will be posted on Canvas)	
13	Consultation	Chapter 6: Multicultural Supervision B & G Genogram Basics Genogram Detailed Cultural Genogram	Professional Disclosure Statment
14	Consultation	Chapter 6: Consultation Stages and Process B, P & S	Advocacy/Consultation Experience Paper

15	<i>Consultation</i>	Chapter 11: Data-based decision making	
16	Exam Period:	Course Make-up Day	

***I reserve the right to amend this syllabus at any time.**

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

Please contact Dr. McClendon if you are unable to access any video recording devices for your role play assignment.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

Note: To ensure that appropriate accommodations can be provided, students in this class who have registered with the Office of Access and Inclusion (OAI) and are in need of accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due.”

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online

tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].