COURSE SYLLABUS

DIVISION: TBF
PROGRAM AREA: Counselor Education

COURSE: CED 9120 Seminar & Internship: Supervising Counselors

CALL NUMBER: 16792

COURSE CREDIT: 3 hours

TERM/YEAR: Fall 2016

COURSE LOCATION: 155 Education Building

TIME: Tuesday, 4:30 - 7:15 p.m. (as assigned-see class schedule)

INSTRUCTOR: Arnold Coven, Ed.D., LPC, LP
Associate Professor
Licensed Professional Counselor
Licensed Psychologist

OFFICE: College of Education, Room 329

OFFICE HOURS: Tuesdays 2:00 p.m. - 4:30 p.m.
Wednesdays 2:00 p.m. - 4:30 p.m.
other times by appointment

OFFICE PHONE: (313) 577-1655 Cell (Preferred): (248) 875-3244

FAX: (313) 577-5235

E-MAIL: acoven@wayne.edu

WEBSITE: www2.coe.wayne.edu/tbf/counseling

COUNSELING AND TESTING CENTER: (313) 577-1681

COUNSELOR EDUCATION PROGRAM SECRETARY: Lei Juan Stewart-Walker
Phone: (313) 577-1613
COURSE DESCRIPTION:

Seminar and internship supervising counselors in training. Theory and practice of supervision. Students supervise Master level Techniques and Practicum student counselors under staff guidance.

LEARNING GOALS:

1. Students will oversee the student counselor’s work for the purpose of:
   a. Facilitating personal and professional development of master level students as reflective, innovative professionals who have the commitment and competence to help people acquire knowledge, skills and understanding necessary to participate in and contribute to the quality of life in a complex, changing urban society.
   b. Increasing master level students’ competencies and promoting accountability in counseling.

2. Students will become knowledgeable and skilled in various supervision techniques and activities including:
   a. Consultation
   b. Evaluation
   c. Counseling
   d. Training
   e. Instruction

3. Students will become knowledgeable of the different theoretical supervision approaches common to counselor education programs.

4. Students will become aware of the research (historical and current) in the counseling supervision field.

5. Students will become more aware and knowledgeable of the process of supervision.

6. Students will become more aware and knowledgeable of the different stages of the development of counselors and supervisors.

7. Students will become more aware and knowledgeable of how personality affects both the counselor and supervisor’s development and functioning.

8. Students will increase counselors’ and supervisors’ competence in the interpretation and application of the legal requirements and ethical codes related to the practice of counseling.

9. Students will help counselors and supervisors learn how to be sensitive to cultural, ethical, gender, physical disability and socioeconomic client issues.

CED 9120
ASSESSMENT CRITERIA

1. This goal will be measured by students’ attendance, class participation, and observations of individual counseling sessions, and complete basic skills observation forms for each counseling session observed.

2. This goal will be measured by observation and reporting of students consultation sessions, evaluation reports and counseling, training and instructional skills.

3. This goal will be measured by students’ theory paper and presentation of 2 book chapters.

4. This goal will be measured by students’ theory paper and in class participation, and in students’ basic skills observation reports.

5. This goal will be measured by students’ report of supervision process and theory paper.

6. This goal will be measured by students’ basic observation reports, theory paper, class presentations, and master’s students evaluation.

7. This goal will be measured by students’ class presentations, class interactions, theory paper and description of the stages of developing counselors and how their supervision personality affects the counseling and supervision processes.

8. This goal will be measured by supervisors and counselors competence about the legal requirements and ethical codes demonstrated in session observations, basic observation reports, and class presentations.

9. This goal will be measured by students’ interaction with their supervisees, basic observation reports, theory paper, and class interactions.

STANDARDS EXPECTED LEARNING OUTCOMES

1. Students will be able to begin supervision process effectively.

2. Students will be able to use various supervision techniques effectively in consulting, evaluation, counseling training and instruction with their supervisees and other professionals.

3. Students will be able to use different theoretical supervision approaches common in counselor education programs.

4. Students will be able to present and cite current and past research in their supervision role.

5. Students will be more aware and knowledgeable of the supervision process demonstrated in their supervision sessions, basic reports and theory paper.

CED 9120
6. Students will be more aware and informed of the different supervision stages demonstrated in their supervision session, basic reports and theory paper.

7. Students will demonstrate their knowledge of personality in supervisory sessions, basic observations forms, and theory paper.

8. Students will demonstrate effectively the interpretation and application of the legal requirements and ethical codes related to the practice of supervision.

9. Students will help counselors and supervisors be sensitive to cultural, ethnic, gender, physical disabilities, and socio economic client issues by modeling this sensitivity in supervisory sessions, basic observation reports and theory paper.

These learning outcomes were designed to meet CACREP CMHC STANDARDS: C.2.5, C.2.6, C.2.7, C.3, C.5, D.1, D.2, D.3, D.4, D.5, D.6, D.7, D.8, D.9, E.1

These learning outcomes were designed to meet CACREP SC STANDARDS: C.1, C.3, C.5, D.1, D.2, D.3, D.4, D.5, M.2., N.4., O.1

REQUIRED TEXT:


RECOMMENDED TEXT:


REFERENCES:

Books


ASSIGNMENTS:

SUPERVISION AND PRACTICE:
This course combines an experiential laboratory approach with a seminar/discussion format. Students will serve as Supervisors for Master’s level students who are taking the CED 7040 Techniques of Counseling or CED 7150 Practicum in Counseling. **NOTICE: Conjoint enrollment in CED 8020 Advanced Practicum or CED 9020 Doctoral Internship credit(s) is required for this course.**

CED 7040 Supervisors:
1. Attend all class sessions and observe all individual counseling sessions as listed on the schedule for your assigned course section.
2. Complete a Basic Skills Observation form or write session notes for each counseling session you observe.
3. Assist faculty instructor in monitoring written assignments (i.e., weekly interview summary, weekly basic skill observation, tape script analysis, dyad reports, etc.)

CED 7150 Supervisor:
1. Serve as direct supervisors in the Counseling Testing Center and consult with the Faculty Instructor regarding their supervisee’s progress.
2. Meet with students on both an individual and group basis. All supervisors are required to meet with your assigned CED 7150 supervisees on a prescheduled individual basis for a minimum of one (1) hour per week. Due to the number of people (i.e., clients, supervisees, supervisors, etc.) space limitations and time schedules involved, individual supervision sessions are scheduled by the faculty instructor and this schedule must be maintained throughout the semester.
3. Complete a CED 7150 Practicum Formal Evaluation Report for each of your assigned CED 7150 supervisees at mid-term and at the end of the semester.

SUPERVISION THEORY PAPER:
Describe one theory/approach of counseling supervision. Incorporate, add or extend to reflect your views and approach, demonstrating how this and your theory is specifically and explicitly translated into practice (use examples and illustrations). You can use one or several as “case” examples (7-10 pages maximum, APA style).

1. Discuss/describe the following areas:
   a. The philosophical assumptions of the theory/approach
   b. The key concepts/characteristics that define the theory/approach

CED 9120
c. The major contributor(s) to the theory/approach

d. The relevant research investigation(s)/experiment(s) associated with theory/approach

e. The historical development of the theory/approach

f. The key terms associated with theory/approach

g. The basic supervision goals of the theory/approach

h. The major role(s) and function(s) of the supervisor

i. The major technique(s) and intervention strategy(ies) associated with the theory/approach; discuss the rationale underlying the/these technique(s) and intervention strategy(ies)

j. The experience of the supervisee in the supervision process

k. The issue of the supervisor/supervisee relationship

2. Mention some applications of the theory/approach. What are the advantages of the theory/approach? Disadvantages? With what kind of supervisee is it the most effective? Least effective? What do you see as the major contribution(s) and the major limitation(s) of the theory/approach?

3. From the perspective of supervising culturally diverse supervisees, what are some of the contributions and the limitations of the theory/approach.

Due: See Class Schedule

SUPERVISION THEORY PRESENTATION:

Each student will present a theory (same theory as used for paper) to the group. Be sure to use case study examples, specific theoretical techniques, and general knowledge of theory as stated in the paper. The presentation should be in PowerPoint format and emailed to instructor at least 24 hours before presentation. The presentation will be further discussed in class with the assignment of presentation dates.

Due: As Assigned in Class

CHAPTER PRESENTATIONS:

Each student will be assigned two (2) chapters from required text to present in class. No official write up is required, but, a PowerPoint presentation is required. The presentation should summarize chapter(s) and illustrate student’s learning.

Due: As Assigned in Class

GUIDELINES FOR FINAL EVALUATIVE REPORT

1. The final evaluative report should reflect advanced level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.
2. The final evaluative report must be typed and comply with current APA standards for publication.


4. A summary of your professional/personal growth (i.e., your critique of your counseling, supervising, teaching, researching, and consulting skills), objectives accomplished and/or objectives to be pursued further, internship experiences and activities, your reaction to seminars and assignments, and any other information which might facilitate re-examination of the internship experience.

5. Your reactions, views, and way of interpreting in regard to the internship experience extremely crucial.

6. Case examples and illustrations to show understanding and to make paper alive, desirable, and important are essential.

7. All work that is not your own MUST be cited. See “PLAGIARISM” section.

**EVALUATION & GRADING:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Supervision and Practice</td>
<td>100 points</td>
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<tr>
<td>Chapter presentations (2)</td>
<td>100 points (50 points each)</td>
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<tr>
<td>Supervision Theory Paper</td>
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<td>Supervision Theory Presentation</td>
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<td>Oral Case(s) Presentation</td>
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**TOTAL 400 Points**

**GRADING SCALE:**

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<td>380-400</td>
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<td>360-379</td>
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<td>340-359</td>
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<td>299 or below</td>
<td>below graduate standards</td>
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**CLASS POLICIES:**

1. Attendance at all scheduled seminars and/or individual conferences is mandatory.

2. Assignments are expected to be completed on time. If an assignment due date cannot be met, it must be discussed and agreed to by instructor prior to due date. Extension may, if granted, result in loss of points for grading.
ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only; phone for hearing impaired students only).

Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore it is in your best interest to get your accommodation letters as early in the semester as possible.

There are also several scholarships, which are administered by this office.

PLAGIARISM:

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

PROFESSIONAL AND PERSONAL RETENTION POLICIES DIVISIONAL MONITORING PROCESS

Students will conduct themselves in a responsible and professional manner. The American Counseling Association's (ACA) codes of ethics must be adhered to by the student as a professional-in-training.

It is considered inappropriate and unethical to obtain complementary textbooks, instructor's manuals and/or supporting materials from a publisher for a course you are enrolled in and/or for courses in a program of study you are completing.

Due to the nature of the counseling profession, the personal behavior and development of students will be considered and reviewed by faculty through its monitoring committee. Personal behavior, characteristics and/or problems should NOT interfere with the professional helping capacity of the student.

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If a student's professional integrity, skill level or professional development is alleged as inappropriate (e.g. excessive unsolved personal problems, anger, major prejudice, lack of relationship building skills, misrepresentation of credentials/training, etc.) a review will be conducted by the CED monitoring committee comprised of a minimum of two faculty members.

If the committee determines that the student's professional or personal behavior is professionally inappropriate and would be a detriment in working with others, the student will be denied continuance in the program. Such action protects the profession and the eventual consumers of counseling services by Wayne State University, Counselor Education program graduates.
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<tr>
<th>Seminar #</th>
<th>Date</th>
<th>Time</th>
<th>Topic(s)</th>
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<tr>
<td></td>
<td>09/06</td>
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<td>GROUP SUPERVISION SEMINAR Introduction to Clinical Supervision (Orientation-Introduction-Syllabus)</td>
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<td>Chapter 1 (Bernard &amp; Goodyear)</td>
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<td>09/20</td>
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<td>Chapter presentation and group discussion</td>
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<td>Practice of Clinical Supervision</td>
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<td>Addressing Personal Factors in Supervision</td>
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<td>GROUP SUPERVISION Theory Presentation and discussion Theory Paper Due Case Presentations</td>
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<td>Alliance in Therapeutic &amp; Supervisory Relationship</td>
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