

COUNS 7510 — SUPERVISION IN COUNSELING AND SCHOOL PSYCHOLOGY

College of Health and Human Sciences
Counselor Education

Fall 2020

Thursdays: 4:00PM-7:40PM

Via Blackboard Collaborate

Semester Credit Hours: 4

Instructor Contact Information

Name: Tahani H. Dari, PhD, LSC, LPC, NCC

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Office Hours: By appointment

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Course Description

Training in supervision models, methods, roles, ethical issues, research and evaluation. Advanced training in consultation.

Course Student Goals and Outcomes:

1. Know and understand the models of supervision with the ability to implement them into practice.
 - a. Describe in detail core supervision models with clear interventions.
 - b. Ability to compare and contrast supervision models
 - c. Apply supervision models into practice with an explanation of clear fit.
2. Learn the evaluation process in supervision as it relates to counseling trainees and professional counselors.
 - a. Assess counseling methods and techniques of counseling trainees.
 - b. Discuss effective counseling approaches with trainees to better serve clients.
 - c. Model an effective therapeutic relationship through a healthy supervisory relationship.
3. Understand the role and ethical obligations of being a clinical supervisor as it pertains to clinical supervision
 - a. Explain the role and responsibilities of a clinical supervisor.
 - b. Know the ethical responsibilities and resources available to address any and all ethical dilemmas as a clinical supervisor.

Required Texts

Bernard, J. M., & Goodyear, R. K. (2019). Fundamentals of clinical supervision (6th ed.). Boston: Allyn and Bacon. ISBN: 9780134752518

Methods of Instructions

This course will be taught as an on-line via Blackboard Collaborate learning experience enhanced by Blackboard tools. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A highspeed Internet connection is strongly recommended. Finally, the latest versions of Microsoft Internet Explorer or Mozilla Firefox are recommended as these two browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, please contact Learning Ventures (419.530.8835) for assistance.

Content Areas

The course contributes to meeting the Council on Accreditation of Counseling and Related Educational Programs (CACREP) accreditation doctoral standards related (2016 CACREP Section 6.B.2). Specifically, this course addresses the following Doctoral Standards for Supervision:

Student Learning Outcomes	CACREP Standards	Evidence Text: <i>Fundamentals of Clinical Supervision (FCS)</i>	Method of Assessment
Supervision			
Know and understand the purposes of clinical supervision	6.B.2.a	<i>FCS</i> chapter 1, Introduction to clinical supervision, module & video	Course assessment techniques (CATs)
Apply theoretical frameworks and models of clinical supervision	6.B.2.b	<i>FCS</i> Chapters 1-3	Course assessment techniques (CATs) Student Discussion Leads Supervision Outcome–Assignment
Review roles and relationships related to clinical supervision	6.B.2.c	<i>FCS</i> Chapter 4 & Chapter 5	Course assessment techniques (CATs)
Demonstrate skills of clinical supervision	6.B.2.d	<i>FCS</i> Chapter 12	Course assessment techniques (CATs) Student Discussion Leads Supervision Outcome–Assignment
Develop opportunities for developing a personal style of clinical supervision	6.B.2.e	<i>FCS</i> Chapter 5	Course assessment techniques (CATs)
Describe assessment of supervisees' developmental level and other relevant characteristics	6.B.2.f	<i>FCS</i> Chapter 12	Course assessment techniques (CATs) Supervision Outcome–Assignment
Know and apply modalities of clinical supervision and the use of technology	6.B.2.g	<i>FCS</i> Chapter 8 & 9	Course assessment techniques (CATs) Supervision Outcome–Assignment
Discuss administrative procedures and responsibilities related to clinical supervision	6.B.2.h	<i>FCS</i> Chapter 7	Course assessment techniques (CATs)
Review evaluation, remediation, and gatekeeping in clinical supervision	6.B.2.i	<i>FCS</i> Chapter 10	Course assessment techniques (CATs)

Recognize and apply legal and ethical issues and responsibilities in clinical supervision	6.B.2.j	FCS Chapter 11	Course assessment techniques (CATs) Student Discussion Leads Supervision Outcome–Assignment
Identify and apply culturally relevant strategies for conducting clinical supervision	6.B.2.k	FCS Chapter 6	Course assessment techniques (CATs) Student Discussion Leads Supervision Outcome–Assignment

Requirements:

1. **Course assessment techniques (CAT's).** This is a discussion format doctoral level seminar course. Regular class attendance and participation in assigned in-class activities including all required weekly postings. Students are expected to prepare for seminar discussions by reading, reflecting, and critiquing the readings before class. Excused absences should be reported to the instructor ahead of time in person or by phone or email in accordance with The [University of Toledo Missed Class Policy](#). You are responsible for all materials covered in classes missed. *Missing a class or being late/posting late for class will result in the student receiving zero (0) points for that class week. 20% of Final Grade.*
2. **Supervision Outcome–Assignment Exercise.** Students will discuss supervision interventions to appropriately assess/measure effectiveness of supervisees. Interventions should be based on empirically-based counseling supervision models. Further discussion of assignment and rubric will be provided in class. **40% of Final Grade.**
3. **Student Discussion Leads.** Students will develop their knowledge and skills through interactive engagement. Further discussion of assignment and rubric will be provided in class. **40% of Final**
 - Supervision in a particular counseling setting (e.g., schools, residence halls, crisis intervention, mental health delivery, substance abuse treatment, play therapy, etc.)
 - Supervision of counselor working with particular clients (e.g., adolescents, older clients, families and/or couples, substance abuse clients, group work, etc.)
 - Multicultural issues in supervision (i.e., supervising international counseling students, racial identity development and supervision, etc.)
 - Peer supervision
 - Group supervision
 - Specific ethical and/or legal issues (e.g., vicarious liability, dual relationships, etc.)
 - Specific relationship or process issues (e.g., supervisor power, social influence in supervision, supervisee resistance, parallel process, etc.)
 - Current trends and issues in supervision

Written assignments will follow the general guidelines for written English and will comply with APA style. If problems with writing or communication style interfere with effective communication of your ideas, your written assignment will not receive credit. Therefore, it is important that you make sure your assignments are clearly written and free from multiple spelling and grammatical errors.

Class Policies:

Policy on late or unfinished assignments: Late assignments are subject to a penalty of 10% of the award for every day they are late up to no credit depending on the specific deadlines noted under each course requirement. A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor abreast of the situation. If all assignments are not received by the end of the examination period the student will be awarded an Incomplete. If the assignments are not received by the end of the next semester the Incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university. All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog.

Communications Policy:

In accordance with University of Toledo policy all official email communication will **only be sent to students' university email addresses**. It is expected that students will read their email in a timely manner. Students may use laptop computers to take notes in class, when appropriate. However, the instructor considers it disrespectful when students use laptops and/or cell phones to check email, surf websites, or text during class time. Students in violation of this policy will be asked to leave class to tend to their business.

Email:

The University of Toledo issues each student an official UT email address. This email address usually takes the [form of firstname.lastname@rockets.utoledo.edu](mailto:firstname.lastname@rockets.utoledo.edu). All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Grading Procedures/Methods of Evaluation:

Students submit assignments to the class website each week. They are graded and the grades are posted on the website. There are grading rubrics for each assignment posted on blackboard.

Grade Scale

A	96-100	C	70-72
A-	91-95	C-	67-69
B+	86-90	D+	63-66
B	81-85	D	60-62
B-	77-80	D-	57-59
C+	73-76	F	56 or less

A note about recent events: Over the past six months, the U.S. has experienced both the emergence of the global COVID-19 pandemic and the painful consequences of long-endured violence against the Black community in the United States. These events have caused (and continue to cause) fear, stress, and pain for many members of our community, and will continue to impact each of us in various ways throughout this term. Under these circumstances, it is completely normal to feel overwhelmed, anxious, and/or to have difficulty concentrating. I have designed this course with these challenges in mind and am committed to continuing to work with all of you to create a positive and supportive learning environment throughout the term. If recent events are impacting your health, well-being, or schoolwork, I encourage you to make use of the resources the University of Toledo provides, which I have included in this syllabus.

Safety and Health Services for University of Toledo Students*

Please use the following links to access more information on campus safety and health services:

- Campus Safety: <https://www.utoledo.edu/publicsafety/>
- Counseling Center: <https://www.utoledo.edu/studentaffairs/counseling/>
- University Health Centers: <https://www.utoledo.edu/healthservices/student/>

Nondiscrimination Policy:

According to policy number 3364-50-02, “The University of Toledo does not discriminate on the basis of race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation, or participation in protected activities in its provision of employment and educational opportunities.”

Discrimination of any sort **WILL NOT BE TOLERATED UNDER ANY CIRCUMSTANCE**. Evidence of discrimination may result in dismissal from class or program.

Policy Statement on Academic Dishonesty:

Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor’s advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one’s own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g., the use of calculator, computer, text materials, etc.). Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:

- The student may be assigned an F for the work in question.
- The student may be assigned an F for the course. In this case the instructor should inform the Dean and the student of this action. The Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
- The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the respective colleges. The procedures for making a final appeal to the Student Grievance Committee may be found in the Student Handbook.

Electronic Devices:

Students have the instructor's permission to record lectures as long as this can be done unobtrusively. Ringing and beeping pagers and cell phones are disruptive to the classroom learning environment. As a courtesy to others, I expect students will turn off audible signals for these devices while attending class. Students may use laptop computers to take notes in class, when appropriate. The instructor considers it disrespectful, however, when students use laptops, PDAs, and/or cell phones to check email, surf websites, or send/receive text messages during class time. Any student who experiences the need to surf the web, text, or email during class time should leave class until such time as the student is able to fully participate in and contribute to the learning process. Students in violation of this policy will be asked to leave class to tend to their business. "Ability to return" will be determined by conference between the student and the instructor.

Confidentiality:

Given the nature of counselor education, there will be the need to use examples or demonstrations during the course of instruction. Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. In addition, test security will be honored since there will be demonstrations of actual instruments.

Drop/Withdrawal:

Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Weather:

In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research. It is also the University's policy that the hospital never closes.

Student Evaluations:

At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

Course Changes:

The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

Student Accommodations:

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the [Student Disability Services Office](#)

ADA Compliance: The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 (“the Rehabilitation Act”) and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

Contact Information:

Office of Accessibility; Rocket

Hall Room 1820

Phone: 419.530.4981

TTY/VP: 419.530.2612

Fax: 419.530.6137

Email: OfficeOfAccessibility@utoledo.edu

Course Schedule

Date (Assigned Week)	Topic
Week 1 Aug 20	Review of the Syllabus for COUN 7510 Expectations in Supervision
Week 2 Aug 27	Introduction to Clinical Supervision Ethical and Legal Foundations for Supervision Practice (B&G, Ch. 1 & 11)
Week 3 Sep 3	Multicultural Supervision (B&G, Ch. 6)
Week 4 Sep 10	Supervision Models (Part I): Psychotherapy-Based and Developmental Models (B&G, Ch. 2)
Week 5 Sep 17	Supervision Models (Part II): Process Models and Second-Generation Models (B&G, Ch. 3)
Week 6 Sep 24	Supervisory Relationships: Triadic and Dyadic Systems (B&G, Ch. 4)
Week 7 Oct 1	Supervisory Relationships: Supervisee and Supervisor Factors B&G, Ch. 5)
Week 8 Oct 8	Organizing the Supervision Experience (B&G, Ch. 7)
Week 9 Oct 15	Individual Supervision B&G, Chs. 8)
Week 10 Oct 22	Group Supervision and Live Supervision (B&G, Chs. 9)
Week 11 Oct 29	All Ohio Counselors Conference October 28-30 th 2020 *Write a summary about a session you attended related to clinical supervision Or *Find a peer reviewed article related to clinical supervision (published in 2020) and write a summary about the article
Week 12 Nov 5	Facilitating Career-Long Professional Development (B&G, Ch. 12)
Week 13 Nov 12	Dr. Dari Review of Supervision Resources and Tools

Week 14 Nov 19	Supervision Outcomes Assignment Due/Presentations of Project Mihkaya, Ellie, Rayan
Week 15 Nov 26	Thanksgiving-No Class
Week 16 Dec 3	Presentations of Project Tyler, Alex, Ronee

****The above schedule and procedures are subject to change at the discretion of the instructor.**