The University of North Carolina at Charlotte
Department of Counseling
CSLG8110 Clinical Supervision
Fall 2011, Wednesday, 2:00 – 4:45 p.m.
COED 246

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Office hours: Monday: 2 – 5 p.m.   704.526-5705 (C)
        Tuesday: 9:30 – 12 noon; 2 – 5 p.m.   COED 257
        Wednesday: 9:30 – 12 noon.   kokmunng@uncc.edu

Course Description

This course provides a critical overview of the conceptual and empirical literature on clinical supervision, including models, approaches, techniques, relationship and process issues, and ethical and legal considerations. Students will develop conceptual knowledge, skills, and self-awareness concerning these topic areas through readings, seminar discussions, and application via supervising master's level students. Students will also develop conceptual knowledge and understanding on the principles and practice of consultation in educational and psychological settings.

The purpose of this course is to help the supervisors-in-training to formulate the knowledge and skills necessary for the administration and supervision of the practice of counseling. Emphasis will be given to the supervisory relationship and process for individual and group supervision. Students will be expected to apply and manage a supervisory process under the supervision of a faculty instructor. Practical application of these skills will be acquired, under supervision, by supervising master's level students in the counseling program. Learning will also take place through observing and critiquing recorded supervision sessions of fellow classmates.

Course Rationale

The importance and role supervision plays in counselor education is rather evident. Supervision, in some shape and form, is provided and required by various mental health related training programs and licensure. Accreditation and licensing requirements mandate that trainees be given adequate supervision to assist and ensure their professional development. Also, most mental health professionals eventually end up providing some form of supervision to more junior professionals. Hence, supervision training is a core element in our doctoral program in counselor education and supervision. Graduates of our program are expected to have the capability to (a) provide theoretical and empirically based supervision to counselor trainees, (b) provide supervision training, and (c) conduct supervision-related research inquiry.

Course Co-requisites

CSLG 8100 Advanced Theories
Course Textbooks

Bernard, J. M., & Goodyear, R. H. (2009). *Fundamentals of clinical supervision* (4th ed.).
        Upper Saddle River, NJ: Pearson Education.
Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision*.
        Mahwah, NJ: Lawrence Erlbaum Associates.

Required Journal Article/Book Chapter Readings

Baker, S. B., Dietrich, V. C. W, Wells, S. C., & Schreck, R. E. (2009). School counselor consultation: A pathway to advocacy, collaboration, and leadership. *Professional School Counseling, 12*(3), 200-212.

Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling & Development, 69,* 248-252.

Borders, L. D. (1992). Learning to think like a supervisor. *The Clinical Supervisor, 10*(2), 135-148.

Caplan, G. (1995). Types of mental health consultation. *Journal of Educational and Psychological Consultation, 6*, 7-21.

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*, 3-13.

Inman, A. G., & Ladany, N. (2008). Research: The state of the field. In A. K. Hess, K. D. Hess, & T. H. Hess (Eds.), *Psychotherapy supervision: Theory, research, and practice* (pp. 500-517). Hoboken, NJ: John Wiley & Sons.

Kagan, N., & Kagan, N. I. (1997). Interpersonal process recall: Influencing human interaction. In C. E. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp. 296-309). New York: John Wiley & Sons.

Koenig, T. L., & Spano, R. N. (2003). Sex, supervision, and boundaries violations: Pressing challenges and possible solutions. *The Clinical Supervisor, 22*(1), 3-19.

Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *The Counseling Psychologist, 10*(1), 3-42.

Luke, M., & Bernard, J. M. (2006). The school counseling supervision model: An extension of the Discrimination Model. *Counselor Education & Supervision, 45*, 282-295.

Patterson, C. H. (1997). Client-centered supervision. In C. E. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp. 134-146). New York: John Wiley & Sons.

Raichelson, S. R., Herron, W. G., Primavera, L. H., & Ramirez, S. M. (1997). Incidence and effects of parallel process in psychotherapy supervision. *The Clinical Supervisor, 15*(2), 37-48.

Ramos-Sanchez, L., Esnil, E., Goodwin, A., Riggs, S., Touster, L. O., Wright, L. K. … Rodolfa, E. (2002). Negative supervisory events: Effects on supervision satisfaction and supervisory alliance. *Professional Psychology: Research and Practice, 33*, 197-202.

Rando, R. A. (2001). Adaptive supervision in counselor training. *The Clinical Supervisor, 20*(1), 173-181.

Robinson, B., Bradley, L. J., & Bret, C. (2000). Multicultural counselling supervision: A four-step model toward competency. *International Journal for the Advancement of Counselling, 22*, 131-141.

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

Rutter, P. A. (2010). Couples counseling for a transgender-lesbian couple: Student counselors' comfort and discomfort with sexuality counseling topics. *Journal of GLBT Family Studies, 6*, 68-79.

Sansbury, D. L. (1982). Developmental supervision from a skills perspective. *The Counseling Psychologist, 10*(1), 53-57.

Selekman, M. D., & Todd, T. C. (1995). Co-creating a context for change in the supervisory system: The solution-focused supervision model. *Journal of Systemic Therapies, 14*(3), 21-33.

Toporek, R. L., Villabobos, L. R., & Pope-Davis, D. B. (2004). Critical incidents in multicultural

supervision: Exploring supervisees' and supervisors' experiences. *Journal of Multicultural Counseling and Development, 32*, 66-83.

Vespia, K. M., Heckman-Stone, C., & Delworth, U. (2002). Describing and facilitating effective supervision behavior in counseling trainees. *Psychotherapy: Theory, Research, Practice, and Training, 39*, 56-65.

Watkins, C. E. (1993). Development of the psychotherapy supervisor: Concepts, assumptions, and hypotheses of the supervisor complexity model. *American Journal of Psychotherapy, 47*(1), 58-74.

Recommended Readings

Bernard, J. M. (1997). The discrimination model. In C. E. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp. 310 – 327). New York: John Wiley & Sons.

Butler, K. S. (2003). Multicultural sensitivity and competence in the clinical supervision of school counselors and school psychologists: A context for providing competent services in a multicultural society. *The Clinical Supervisor, 22,* 125-141.

Cooper, J. B., & Ng, K.-M. (2009). Trait emotional intelligence and perceived supervisory working alliance of counseling trainees and their supervisors in agency settings. *International Journal for the Advancement of Counselling, 31*, 145-157.

Cooper, J. B., & Ng, K.-M. (2010). On becoming an emotionally intelligent counseling supervisor. In J. R. Culbreth & L. L. Brown (Eds.), *State of the art in clinical supervision* (pp. 207-227). New York: Routledge Taylor & Francis.

Culbreth, J. R., & Brown, L. L. (Eds.). *State of the art in clinical supervision.* New York: Routledge Taylor & Francis.

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

Fernando, D. M., & Hulse-Killackey, D. (2005). The relationship of supervisory styles to satisfaction with supervision and the perceived self-efficacy of master's level counseling students. *Counselor Education & Supervision, 44*, 293-304.

Heckman-Stone, C. (2003). Trainee preferences for feedback and evaluation in clinical supervision. *The Clinical Supervisor, 22*(1), 21-33.

Hess, A. K., Hess, K. D., & Hess, T. H. (Eds.). (2008). Psychotherapy supervision: Theory, research, and practice. Hoboken, NJ: John Wiley & Sons.

Holloway, E. (1997). A framework for supervision training. In E. Holloway & M. Carroll, *Training counseling supervisors* (pp. 8-43). London, UK: Sage.

Holloway, E., & Carroll, M. (Eds.). (1999). *Training counseling supervisors.* London: Sage.

Magnuson, S., Norem, K., & Wilcoxon, A. (2000). Clinical supervision of prelicensed Counselors: Recommendations for consideration and practice. *Journal of Mental Health Counseling, 22*, 45-58.

Stoltenberg, C. D., McNeill, B. W. (1997). Clinical supervision from a developmental perspective: Research and practice. In C. E. Watkins, Jr. (1997), *Handbook of psychotherapy supervision* (pp. 184-202). New York: John Wiley & Sons.

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

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. (n.d.). Clinical supervision and professional development of the substance abuse counselor Part 3: A review of the literature: Treatment improvement protocol (TIP) series 52. Retrieved August 20, 2011, from http://kap.samhsa.gov/products/manuals/tips/pdf/TIP52_LitRev.pdf

Watkins, C. E. (Ed.). (1997). *Handbook of psychotherapy supervision.* New York: John Wiley & Sons.

Course Objectives

- To learn definitions and purpose of counseling supervision. CACREP IV.A.1
- To learn a variety of supervision approaches (e.g., psychotherapeutic, behavioral, integrative, developmental, etc.). CACREP IV.A.2.
- To learn appropriate supervisory interventions in dyadic and group supervision settings. CACREP IV.A.1, A.3
- To learn ethical/legal issues involved in supervising therapists in training and consulting with individuals or organizations. CACREP IV.A.4
- To acquire needs assessment skills, both individual and organizational, necessary in the practice of supervision. CACREP IV.B.1, B.2
- To learn to use technological aids in facilitating supervision. CACREP II.IV.B.1, B.2
- To understand evaluation procedures and instruments to determine supervisee goal attainment. CACREP IV.A.2, B.1, B.2
- To develop supervision approaches sensitive to age, gender, and cultural diversity. CACREP IV, A.4
- To learn basic conflict resolution skills appropriate for issues with supervisees.
- To become knowledgeable about current research trends in supervision.
- To become a reflective supervisor.
- To learn to work effectively at various levels in a counseling training program that involves multiple participants.
- To learn concepts and practice of consultation in educational and psychological settings.

Link to the Conceptual Framework of the College of Education

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness,** and **commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: **Knowledge relevant to life in the 21st century**
K2: **Specialty area knowledge**
K3: Pedagogical knowledge
K4: **Knowledge of learners/clients/supervisees and their contexts**
K5: **Self-awareness**
K6: **Knowledge of policies, laws, standards, and issues**

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

E1: **21st century skills**
E2: **Planning, implementation, and evaluation**
E3: **Research-based practice**

E4: **Research skills**
E5: **Culturally competent practice**
E6: **Response to diverse learners/clients/supervisees**
E7: **Reflective practice**

Core Proficiency: Commitment. Candidates will demonstrate their **commitment** to transforming the lives of others through their actions in areas such as:

C1: **Positive impact on learners/clients/supervisees**
C2: **Ethics**
C3: **Leadership**
C4: **Collaboration**
C5: Advocacy
C6: **Professional identity and continuous growth**

The core proficiencies of **knowledge, effectiveness,** and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

North Carolina Professional School Counseling Standards (2008): 1) Demonstrate leadership, advocacy, and collaboration; 2) Promote a respectful environment for a diverse population of students; 3) Understand and facilitate the implementation of a comprehensive school counseling program; 4) Promote learning for all students; 5) Actively reflect on their practice.

Student Assignments and Performance Expectations

1. **Seminar Discussions**

   This is a discussion format doctoral level seminar course. Students are expected to prepare for seminar discussions by reading, reflecting, and critiquing the readings before class. Each student will be responsible to lead an assigned discussion topic. It is critical that all students participate in the learning process through active involvement. In order to fully participate, **you must be present for each class**.

   When leading the assigned discussion, students are expected to prepare a list of discussion questions to guide the seminar. Be creative. Treat the discussion like a roundtable session in a professional conference. This assignment affords students the opportunity to further fine tune their leadership skills in a professional learning setting.

2. **Reflection Paper**

   In working toward becoming a reflective supervisor, students are expected to turn in four (4) reflection papers (no more than two pages). Reflection papers should entail personal responses to the experiential elements of the course. They are aimed at tracking students' personal development as supervisors-in-training. Students are expected to demonstrate the ability and willingness to be reflective practitioners in these papers. The final reflection paper is expected to be a synthesis of students' experience through the semester. This final entry may exceed two pages, but not more than four (4). Grades will be given based on reflection and not factual report.

Follow APA 6th edition format such as not using contractions, appropriate sentence construction, and paragraphing. However, title page and abstract are not required for this assignment. Submit your journals on the Course Moodle homepage.

3. **Experiential Component**

Students are expected to participate in the teaching of CSLG 6110, the Counseling Techniques course, under the supervision of Techniques instructor. In this role, students will supervise master's level students in their learning of basic counseling techniques. Students are expected to consider themselves as part of an instructional team. Attendance is required. The Techniques instructors count on your presence and assistance each class day. So, you need to inform them in case of emergency or when you are late or cannot make it to the class. You are expected to conduct yourself professionally when in the class.

Students are expected to have a high level of counseling skills, be able to provide feedback, and guide master's students in their skill acquisition. Students are expected to provide formative but NOT summative feedback to master's students. Specific instructions for this assignment will be given in class. Maintain a close working relationship with the Techniques instructor.

Instructors from the Techniques classes will provide formative and summative evaluations for student supervisors regularly. Students are expected to evidence integration of feedback into their supervisory development. At the end of the semester, instructor from the Techniques class will provide a written evaluation on student supervisors' (a) disposition in conducting themselves as supervisors, (b) interaction with students, (c) interaction with the instructor (e.g., giving and receiving feedback), (d) effectiveness in supervising master's students, and (e) other relevant matters. Feedback from the instructor in the Techniques class will contribute to your overall grades for this experience.

Students will be processing their experiences in the CSLG6110 course as part of the course. They will receive feedback and guidance from both course instructors (6110 and 8110). They will also participate in peer feedback.

Each student will conduct **case presentation** of a supervision session in class. The case study will be prepared based on a recent work in the Techniques class. This will provide students an opportunity to promptly integrate feedback into subsequent work with supervisees. See the case study presentation format for more details.

Students are required to videotape/record their instruction/supervision for the case presentation. Permission to videotape the session should be obtained from the supervisees involved. **Please develop a personalized informed consent for this purpose.**

4. **Clinical Supervision Research Paper**

Students will explore in-depth a clinical supervision area of interest. The paper should be based on careful reading of **a minimum of 8** current journal articles/book chapters that are conceptual or empirical. The paper should include (a) a statement of the importance of the topic to the supervision field, (b) critical questions about the topic, (c) what

answers are available and the merits (validity) of these answers (i.e., a critique of the literature reviewed), (d) implications for the practice of supervision, (e) what questions need to be addressed by researchers, and (f) how one might go about answering those questions. The **minimum 15-page paper**, following APA 6th edition format guidelines, should be publishable quality. See the term paper grading rubric for more details on how the paper will be graded. Through this assignment students will develop their knowledge and skills in writing a publishable article. Such knowledge and skills will also prepare the students for the comprehensive exams.

Sample of topic areas to consider:

- 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

5. **Supervision Research Study Prospectus**

Students will design a research study addressing a question about some aspect(s) of clinical supervision. The proposed study should be based on a careful reading of **a minimum of 10** journal articles/book chapters, conceptual and/or empirical. This paper should include (a) a statement of the problem with supporting literature, (b) research questions, and (c) a description of the methodology for the proposed study (i.e., proposed participants, instruments, procedures, and data analysis). This prospectus will be **12-15 pages long**, follow APA 6th edition format guidelines, and be of publishable quality.

Students **may work** on this prospectus in teams of **no more than two members**. When submitting a team paper, use two different color fonts to indicate each person's share of the work. **The distribution of the work between the two team members will be a grading criterion.** As such, team members may receive different grades. See the term paper grading rubric for more details on how the paper will be graded. Knowledge and skills developed through this assignment will prepare students for the comprehensive exams and future research and scholarly writing.

6. **Supervision Contract Packet**

Students are to prepare a supervision contract packet that include: (a) a supervisor professional disclosure statement following the guidelines provided by the North Carolina Board of Licensed Professional Counselors (http://www.ncblpc.org/application-info/professional-disclosure), (b) a copy of the Supervisee's Bill of Rights, (c) a

statement on how formative and summative feedback for supervisee will be conducted along with applicable assessment instruments, and (d) any other materials you deem essential for the first supervision meeting. Compile this packet with a view toward getting yourself ready to provide individual supervision to master's level practicum students in the spring and subsequent supervisees.

7. Because of the comprehensive nature of this course, *students* are also responsible for learning the material in the texts and readings which may not be covered in class discussions.

8. **Attendance is required**. Your attendance in the Techniques class is expected. Attendance also implies punctuality. Because we have plenty of work to accomplish, class will start promptly at 2 p.m. on Wednesday. Frequent lateness will affect your final grades.

   Because of the amount of time commitment this course requires, other than a **scheduled field/research day (October 26), students will also be given an excused absence. Students may also have one excused absence from the Techniques class, if they need one.** But, students need to work with the Techniques instructor in advance so arrangements can be made to accommodate your absence. However, students with **more one unexcused absence** in the Techniques class and/or this class **will not** earn more than a "**B**" letter grade for the class.

9. **Assignments that are late for up to two hours** will receive a 10% deduction of the points allocated. Submissions that are late for more than 2 to 24 hours will receive 20% of deduction of the points assigned. Submissions more than 24 hours late will not be accepted. I would be more than glad to work with students in dire circumstances such as severe illness and personal and family emergency.

   Early submission is a very good way to avoid disappointment. **All assignments are due their respective deadlines specified in Moodle.** Submit all assignments on Moodle, expect for the Supervision Contract Packet if it contains materials which you are unable to turn into softcopies.

10. The University requires that classes meet on the **final exam** day. In lieu of the final exams, students will schedule a 30-minute individual appointment with the instructor of this course between **December 13 and 15** to discuss their experience and performance. I prefer to meet with students in person; however, you can also schedule an online meeting via Wimba. I will not be able to schedule this meeting with students on other dates.

Structure of the Class

The format of the class includes lectures, discussion, experiential learning, and seminar discussion led by students.

Grading   **Assignment Due Date**

Experiential Component - **25%**
  - Feedback from Techniques Instructor (15%)
  - Case presentation (10%)

Reflection papers - **5%**   #1   September 7th
  - 1% per paper   #2   October 12th
                                                                              #3   November 7th
                                                                              #4   December 7th

Supervision Research Paper – **25%**   October 19th
Supervision Contract Packet – **10%**   November 30th
Research Study Prospectus – **25%**   December 7th
Participation – **10%**

A – 90 to 100 points **and** no more than one unexcused absence in either the Techniques
    or the Supervision class
B – (a) 80 to 89 points **or** (b) 90 to 100 points and more than one unexcused absence in
        either this class or the Techniques class.
C – 74 to 79 points
F – 73 points and below

I – incomplete – is given only in cases of illness, death in family, or other extreme
circumstances. Proper documentation is required for an incomplete grade.

      Grading expectations. Because this is doctoral level work, it is expected that students
will hand in papers that are grammatically correct, have correct spelling, and conform to APA 6th
edition format guidelines. Other than the monthly reflective journals, **do not** write papers as if
talking to me. Even for the journals, do not use contractions (i.e., isn't, doesn't, didn't). On each
written assignment, points will be deducted from the final score based on writing and
composition skills and APA formatting. Normally, paper that has five or more types of APA
format problems (e.g., heading level, grammatical error, citation, etc.) will result in a grade
reduction. If these are your weak areas, utilize the services of the University Writing Center.
They are more than prepared to help with writing, composition, and research skills.

      Many people wonder what constitutes a particular grade in a course. I believe a B grade
indicates the student has completed standard, average work on the assignment. A grade of an "A"
denotes exceptional work beyond the basic and/or minimal expectations.

Use of Electronic Devises in Class

      As a courtesy to all of the students in class and to the instructor, turn off cell phones or
other communication devices during class. Do not merely change the ringer to vibrate, as the
vibrating phone is still very audible in book bags, packs, and purses. Turn the ringer off
completely. Breaks are good opportunities to check messages if necessary. If you're using the
laptop computer for note taking, do not work on other projects, access your emails, Facebook, or
online chat rooms. Students are expected to observe similar professional behavior when they are
present in the Counseling Techniques class.

University Policies

Important Dates

Please refer to the University's calendar (http://registrar.uncc.edu/calendars/index.asp) for fall 2011 for various deadline dates such as Drop/Add, Withdraw, and so forth.

Academic Integrity

Students have the responsibility to know and observe the requirements of the UNCC Code of Student Academic Integrity (http://legal.uncc.edu/policies/ps-105.html). This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

Policy on a Grade of Incomplete
"The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (UNC Charlotte Course Catalogs)

Accommodations for Students with Disability

The university has an office of Disability Services that provides educational opportunities for persons with disabilities through accessible programs services and insures a campus environment that complies with disability rights legislation. Services include (but are not limited to): testing accommodations, note taking services, interpreter services for students who are deaf, taped textbooks, Braille and/or enlarged print for visually impaired students, assistive technology loans, priority registration, and adaptive furniture.

Students have the responsibility to inform the instructor regarding any disabilities that might prevent them from fulfilling the above requirements.

Accommodation for Religious Observances

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at http://legal.uncc.edu/policies/ps-134.html.

Diversity

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual

orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. *Approved by the College of Education Faculty l/11/05*

Inclement Weather Policy

The University is rarely closed because of bad weather. When such a closing occurs, it will be announced over local television and radio stations. There may be times when the University remains open officially, but bad weather in the region makes it unsafe or unwise for faculty or students to travel, particularly in the evening. If I am unable to make a class for weather or any other reason, I will notify the Departmental Office (704-547-2531); office staff will try to notify you. If you are uncertain if the class will meet, please call the Departmental Office. As always, if class is conducted, it is the student's responsibility to obtain information from missed classes from fellow students.

Tentative Course Outline

Date	Wk	Topics	Readings
8.24	1	**Introduction** Course Overview Discussion Topic Assignment Importance, Scope, & Definition Supervising Techniques students	Bernard &Goodyear (B&G) – Ch. 1 Borders (1992).
8.31	2	**Supervision Interventions – Getting Started**	B&G Ch. 8 Borders & Brown (B&B) – Ch. 2 Vespia et al. (2002)
9.7	3	**Theoretical Models** Cognitive-Behavioral & Psychodynamic: _____ Person-centered & Systemic: _____ Solution-Focused Supervision Model: Ng	B&G – Ch. 4; B&B – Ch. 1 Patterson (1997) Rosenbaum & Ronen (1998) Selekman & Todd (1995)
9.14	4	**Developmental Models** Loganbill, Hardy, & Delworth: _____ Ronnestad and Skovholt Model and IDM: _____ Supervisor's Development: Ng	Loganbill et al. (1982) Sansbury (1982) Watkins (1993)
9.21	5	**Social Role Models** Discrimination: Ng Adaptive: Ng IPR: Ng	Kagan & Kagan (1997) Luke & Bernard (2006) Rando (2001) B&G – Ch. 6

		The Supervisory Relationship: _____	
9.28	6	**The Supervisory Relationship**: _____	B&G – Ch. 7; B&B Ch. 5 Raichelson et al. (1997) Ramos-Sanchez et al. (2002)
10.5	7	**The Supervisory Relationship -** Individual, Cultural, and Developmental Difference	B&G – Ch. 5 Robinson et al. (2000) Toporek et al. (2004) Rutter (2010)
10.12	8	**Supervision Interventions – Individual**: _____ **Supervision Interventions – Group:** _____	B&G Chs. 9, 10, &11 B&B Chs. 3, 4, & 8 Borders (1991)
10.19	9	Peer Feedback: _____ Peer Feedback: _____ Peer Feedback: _____	Supervision Research Paper - Due
10.26	10	**Field/Research Day**	
11.2	11	Peer Feedback: _____ Peer Feedback: _____ Peer Feedback: _____ Peer Feedback: _____	
11.9	12	Peer Feedback: _____ Peer Feedback: _____ Evaluation of Supervisees: _____	B&G Ch. 2; B&B Ch. 7 Hoffman et al. (2005) Koenig & Spano (2003)
11.16	13	Supervision Ethics and Risk Management: _____ **Supervision for Specific Settings and Counselors**: Ng	B&G Ch. 3; B&B Ch. 6 Luke & Bernard (2006) Rutter (2010) Magnuson et al. (2000) – Optional U.S. Department of HHS – SAMHSA – TIP 52 – Optional

11.23	14	**Thanksgiving Recess – No Class**	
11.30	15	**Trends: Ng**	B&G Ch. – 12 Inman & Ladany (2008) Supervision Contract Packet – Due
12. 7	16	**Consultation**: Ng Course Wrap-Up	Baker et al. (2009) Caplan (1995) Research Study Prospectus – Due
12.14	17	Final Exam	