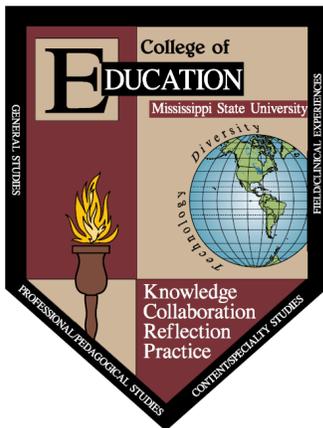


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	COE 9013
<b>Course Title:</b>	Counseling Supervision
<b>Credit Hours:</b>	Three (3) semester hours
<b>Course Type:</b>	Lecture/Lab
<b>Catalog Description:</b>	The theory and practice of providing counseling supervision for practicing counselors and student development professionals.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## Course Objectives:

Student will:

- Understand the purposes of clinical supervision. (DLO.S.A.1; CFPOs #2, 4, 8; InTASC 4)
- Understand theoretical frameworks and models of clinical supervision. (DLO.S.A.2; CFPO #4; InTASC 4, 5).
- Understand the roles and relationships related to clinical supervision. (DLO.S.A.3; CFPO #3, 4; InTASC 4, 5).
- Understand legal, ethical, and multicultural issues associated with clinical supervision. (DLO.S.A.4; CFPO # 12; InTASC 9)
- Demonstrate the application of theory and skills of clinical supervision. (DLO.S.B.1; CFPOs # 1, 2; InTASC 4, 5)
- Develop and demonstrate a personal style of supervision. (DLO.S.B.2; CFPOs # 1, 2; InTASC 4, 5)
- Demonstrate professional writing skills necessary for journal and newsletter publication. (DLO.F.S/P.3; CFPOs # 1, 2; InTASC 4, 5)

## Topics covered in course: (45 clock hours)

Supervision Ethics

Models of Supervision

Developmental Supervision

Research in Supervision

Supervisory Relationship

Supervision and Consultation

## Texts:

Bernard, J., & Goodyear, R. (2008). *Fundamentals of clinical supervision*. (4<sup>th</sup>) New York, NY: Allyn & Bacon.

Campbell, J. (2006). *Becoming an effective supervisor: A workbook for counselors and psychotherapists*. New York, NY: Routledge, Taylor & Francis Group.

## Methods of Instruction:

Lecture, discussion, small group activities, experiential learning activities, and supervision of supervision.

## Suggested Student Activities:

### Supervision Portfolio:

1. **Supervision Philosophy:** The student will develop his or her personal philosophy of supervision based on readings in supervision, research in supervision, and experience as a supervisor. This philosophy should have APA 6<sup>th</sup> style references and should be written in a

scholarly and formal style. Students should not attempt this assignment until later in the semester. Students should examine materials from the ACS website related to supervision philosophy and the Mississippi LPC website for supervision.

**2. Supervision Contract:** Students will be given an activity to design a supervision contract for a fictitious supervisor. The supervisor description will be provided by the instructor. Students will then be asked to develop a supervision contract for themselves. Students should include a section that explains their qualifications and limitations as a supervisor. Students should also include information about their role as a supervisor and their responsibilities to the supervisee. Information that explains the supervisee's role and responsibilities are also essential. Please refer to the code of ethics and research on ethical issues in supervision when developing your contract.

**3. Professional Growth Activity:** Complete a "*professional growth experience*" during the semester. This might be to attend a professional workshop or conference, complete a study of a specific technique with a noted professional, complete a research project, or paper based on a research activity. This experience be documented and turned in at the end of the semester.

**4. Personal Growth Activities:** Complete a "*personal growth experience*" during the semester. The experience might be to attend a personal growth workshop, attend a retreat, or other therapeutic experience. This experience must foster the personal development of the student involved. This experience should be documented and turned in at the end of the semester.

#### Supervision Practice:

Supervision students are expected to provide clinical supervision to master's level students who are students. The master's level students will be beginning students in counseling skills development and at least one student will be an advanced student. Each week during the semester the student will meet with the supervisor for individual supervision. Supervisors will be asked to tape sessions.

During the period that their supervisee is providing counseling to client(s) the student supervisors must meet with their supervisees for an hour of individual clinical supervision. Students are required to supply a DVD of each individual counseling session. Supervisees and supervisors must review the supervisee's session tape prior to the supervision session. Supervisors should provide appropriate feedback based on work done in the supervisee's session. Student supervisors are expected to confer with their instructor supervisor during the time they are providing supervision. Triadic supervision is not acceptable for this class requirement.

A written log of each supervision session is required. Each log entry should be dated and should include: goals for the session, content of the sessions, the supervisee's personal themes and issues, and supervisor's personal reactions to the session. Each entry should be no less than one typed page.

#### Supervision Research:

Supervisors will be required to do readings and research in supervision. The student will develop a review of the literature on a specific topic in supervision. This topic must be approved by the instructor and cannot duplicate other student's choices of research. This review of the literature will be no less than 25 pages and review current research. Each review should be in APA 6<sup>th</sup> style and include a minimum of 20 references from current journals or dissertations. More contemporary

references should predominate, as should journal articles. Older references should be included when necessary, but should not dominate the above research. For example students have researched gender issues in supervision, the efficacy of cyber-supervision, creative arts in supervision, and other topics.

#### Examination:

At the end of the semester, students will receive set of essay questions to be researched and prepared as a “take home” final examination. This examination should be research and presented in APA 6<sup>th</sup> style. A reference page for each question should accompany the examination. The final examination will be returned on the day set by the University schedule.

#### **Academic Integrity/Honor Code Policy:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit:

<http://www.honorcode.msstate.edu/>

#### **Cell Phone and Technology Policy:**

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

#### **Nondiscrimination Policy:**

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

### **Accommodations for Persons with Disabilities:**

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

### **Incomplete Grades:**

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

### **Department Retention Policy:**

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

[http://www.cep.msstate.edu/handbooks/pdf/2010\\_Graduate\\_Student\\_Handbook.pdf](http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf)

### **Academic Programs Standards Policy:**

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit:

[http://www.cep.msstate.edu/handbooks/pdf/2010\\_Graduate\\_Student\\_Handbook.pdf](http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf)

## **Course Instructor Policies:**

### **Absences**

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

### **Written Assignment Policy**

Students are expected to adhere to the APA style guidelines (6th ed.) for written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of grammar and punctuation errors, and organized to flow smoothly for the reader. In addition, all work submitted should be the result of the student's original efforts.

### **Email Policy**

Students at MSU may access an individual E-mail account through the university e-mail system. Students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course.

## **Evaluation of Student Progress:**

<u>Assignments</u>	<u>Points</u>
Signature Assignment	200 points
Supervision Research	100 points
Supervision Practice	500 points
<u>Final Examination</u>	<u>200 points</u>
Total	1000 points