

Supervision and Consultation

COUC-714

Summer J 2023 Section 361 05/15/2023 to 08/18/2023 Modified 05/02/2023

Contact Information

See detailed faculty information in Canvas.

Course Description

Theory, practice, and experience of supervision for counselors in training are reviewed. Students apply principles and theory while supervising other students, as well as being supervised themselves.

Note: Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision.

Requisites

Prerequisites

((COUN 699, CMHC 699, or COUC 699) and COUC 969)

Rationale

The purpose of this course is to help counselors become aware of and trained in the process of counseling supervision and consultation with the purpose of protecting counselors-in-training from making or practicing unethical decisions or techniques. Supervision and collaboration are first and foremost helping relationships which have as their foundation the dignity and respect of the parties involved. The importance and role of supervision and consultation in counselor education is evident. First, clinical organizations promote ethical principles and competencies within the profession of counseling and often provide supervision to junior professionals. Second, accreditation and licensing requirements mandate that trainees be given adequate supervision to assist and ensure their professional development. Hence, supervision and consultation training are core elements in counselor education and supervision. Graduates are expected to have the capability to (a) provide theoretical and empirically based supervision to counselor trainees and consultation to various organizations, (b) provide supervision training, (c) conduct supervision-related and consultation-related research inquiry, (d) evaluate ethical and competent practice, and (e) see technology as a tool to assist professionals and organizations.

Method of Instruction: This course is delivered using an in-person synchronous intensive format. Students attend 36-40 hours of classroom-based instruction at our campus in Lynchburg. In addition to the week of class time, students are expected to complete additional work online both pre and post intensive over the duration of this 16-week course.

Course Learning Outcomes

Upon completion of this course, students will demonstrate required knowledge, behavioral, and professional development objectives pertaining to supervision with diverse populations. Students will be able to do the following:

- A. Compare and contrast the theoretical frameworks and models of supervision and consultation.
- B. Understand and evaluate the roles and relationships related to supervision and consultation.
- C. Evaluate legal and ethical situations in counseling supervision and consultation and apply legal and ethical principles to situations, settings, and technology.
- D. Synthesize the counseling supervision and consultation literature and apply them with consideration of multicultural issues.

- E. Apply supervision theory and skills to counselor/supervisee cases and administrative issues.
- F. Demonstrate a personal style of counseling supervision with consideration of working with diverse populations.
- G. Evaluate counselor skills and apply the most appropriate supervisor response to noted skill deficits with gatekeeping responsibilities in view.
- H. Critically analyze and synthesize course content from a biblical worldview.

Doctoral Key Performance Indicator Matrix Assignments

Key Performance Indicator	Evidence: Course/Learning Experience
Supervision (DOC 6.B.2) Students demonstrate the ability to supervise master's level counseling students in an ethical and culturally sensitive manner within a defined theoretical approach (Measures PLO #1)	Benchmark Personal Supervision Model Paper Assignment Benchmark Video Submission: Second Session Assignment

Doctoral Matrix of Student Competencies

<i>CACREP Doctoral Standard</i>	<i>Performance Evidence/Assignments</i>
<i>6.B.2 Supervision</i>	
B.2.a. purposes of clinical supervision	Reading; Class Discussions Quizzes: Chapter Reflections (3)
B.2.b. theoretical frameworks and models of clinical supervision	Reading; Class Discussions Quizzes: Chapter Reflections (3)
B.2.c. roles and relationships related to clinical supervision	Literature-Based Model Presentation Assignment Benchmark Model of Supervision Paper Assignment Video Submission: Initial Session Assignment Benchmark Video Submission: Second Session Assignment Quiz: Supervision Videos (6)
B.2.d. skills of clinical supervision	Video Submission: Initial Session Assignment Benchmark Video Submission: Second Session Assignment Video Discussion: Final Self-Reflection Quiz: Supervision Videos (6)
B.2.e. opportunities for developing a personal style of clinical supervision	Benchmark Model of Supervision Paper Assignment Video Submission: Initial Session Assignment Benchmark Video Submission: Second Session Assignment Quiz: Supervision Videos (6) Quizzes: Chapter Reflections (3)

B.2.f. assessment of supervisees' developmental level and other relevant characteristics	Video Submission: Initial Session Assignment Benchmark Video Submission: Second Session Assignment Video Discussion: Final Self-Reflection Quiz: Supervision Videos (6)
B.2.g. modalities of clinical supervision and the use of technology	Reading Class Discussions Literature-Based Model Presentation Assignment Ethics Informed Consent and Agreement Assignment
B.2.h. administrative procedures and responsibilities related to clinical supervision	Video Submission: Initial Session Assignment Benchmark Video Submission: Second Session Assignment Quiz: Supervision Videos (6)
B.2.i. evaluation, remediation, and gatekeeping in clinical supervision	Video Submission: Initial Session Assignment Benchmark Video Submission: Second Session Assignment Video Discussion: Final Self-Reflection Quiz: Supervision Videos (6) Quiz: ASERVIC
B.2.j. legal and ethical issues and responsibilities in clinical supervision	Class Discussions Literature-Based Model Presentation Assignment Benchmark Model of Supervision Paper Assignment Video Submission: Initial Session Assignment Benchmark Video Submission: Second Session Assignment Ethics Informed Consent and Agreement Assignment Quiz: Supervision Videos (6)
B.2.k. culturally relevant strategies for conducting clinical supervision	Literature-Based Model Presentation Assignment Research Proposal Paper or ACES Presentation Assignment Benchmark Model of Supervision Paper Assignment Quiz: ASERVIC

Course Resources

Required Resource Purchases

Bernard, J. M., & Goodyear, R. K. (2013). *Fundamentals of clinical supervision* (5th ed.) Boston, MA: Allyn & Bacon. ISBN: 9780132835626.

Borders, L. D., & Brown, L. L. (2019). *New handbook of counseling supervision (6th ed)*. New York, NY: Routledge. ISBN: 9780134752518.

Scott, D. A., Royal, C. W., & Kissinger, D. B. (2015). *Counselor as consultant*. Thousand Oaks, CA: SAGE. ISBN: 9781452242187.

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Additional Materials for Learning

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Canvas [recommended browsers \(https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66\)](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)
- D. Microsoft Word

Course Assignments

Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the student will complete the related checklist found in the Course Resources.

Professionalism and Participation Assignment

Students are expected to attend the entire intensive (all day, each day) and be prepared to actively participate. Students will complete a self-assessment at the close of the intensive week based on their attendance, participation and professionalism (CLO: B, E, F, G, H)

Literature-Based Model Presentation Assignment

The student will be paired with another student to present a particular counseling supervision model or consultation that will be assigned to each pair of students. Students should be creative with their presentation. As part of the presentation, students will submit their PowerPoint slides and formal notes via Canvas prior to the presentation with clarity over which content each student developed. The presentation will occur during the course intensive. Time limit for each presentation dependent upon the number of students in the class (may range from 45 minutes to one hour and 30 minutes). A rubric is available on Canvas to aid students in understanding expectations. (CLO: A, D, F)

Research Proposal Paper or ACES Presentation Assignment

The student will create a research proposal for a specific topic in counseling supervision or consultation. The paper will be approximately 4 pages (not including title, abstract, & references) and formatted according to the APA current edition publication manual. (CLO: A, B, C, D, H)

Benchmark Personal Supervision Model Paper Assignment

Students will prepare an 8-page paper that describes their personal philosophy and model of counseling supervision. The paper needs to reflect definition of supervision, role of the supervisor, philosophy and process of evaluation, theory of counselor development, and relationship to counseling theory. It is permissible to incorporate other models of supervision into the paper but the model should reflect the student's own thoughts. The paper should be approached as a research paper in the sense that the student's model should interact with the literature, but still convey his or her own thoughts regarding supervision. Students are encouraged to develop their own title for their model. See the rubric on Canvas to aid students in understanding expectations related to this assignment. (CLO: A, B, D, F, H)

Video Submission: Initial Session Assignment

Students will video at least seven (6) face-to-face sessions, two (2) of which will be submitted in the course as the **Video Submission: Initial Session Assignment** and the **Video Submission: Second Session Assignment**. In addition to the video submissions, students will submit a reflection.

It is critical that students immediately seek and secure a master's level or post-master's level counselor-in-training or counselor to provide counseling supervision (should students find it very difficult to find a supervisee who meets the prior requirements, other arrangements must be discussed with the professor for approval). (CLO: E, F, G)

Benchmark Video Submission: Second Session Assignment

Students will video at least seven (6) face-to-face sessions, two (2) of which will be submitted in the course as the **Video Submission: Initial Session Assignment** and the **Video Submission: Second Session Assignment**. In addition to the video submissions, students will submit a reflection.

It is critical that students immediately seek and secure a master's level or post-master's level counselor-in-training or counselor to provide counseling supervision (should students find it very difficult to find a supervisee who meets the prior requirements, other arrangements must be discussed with the professor for approval). (CLO: E, F, G)

Video Discussion: Final Self-Reflection

This assignment will allow students to complete 1 Video Discussion reflecting on the course including significant takeaways, growth experienced with supervisees, clinical skill development, etc. The student will post one thread of at least 3 – 5 minutes by 11:59 p.m. (ET) on Thursday of the assigned Module. The student must then post 2 video replies of at least 2 – 3 minutes by 11:59 p.m. (ET) on Sunday of the assigned Module. Please strive to reply to those who have not received feedback. (CLO: E, F, G, H)

Ethics Informed Consent and Agreement Assignment

As part of the student's supervision session, he/she will develop an "Informed Consent" that he/she will have the supervisee sign. Ensure that it addresses all the necessary information. (CLO: B, C, D)

Quiz: Supervision Video (6)

Students will submit each of the recorded supervision sessions completed throughout the course of the semester. (CLO: E, F, G)

Quiz: Dispositions Reflection

This Dispositions Reflection quiz will ask the student to rate his or herself on the nine dispositions required for this program by our accrediting bodies using the following scale:

- Exceeds expectations – I believe I do this exceptionally well.
- Clearly meets expectations – I believe I am able to do this in an appropriate way as expected for graduate students at my current position in the program.
- Adequately meets expectations – I believe I do this but could use improvement and growth in this dispositional area.
- Does not meet expectations – I believe I do not do this well and could use improvement.

Quiz: Chapter Reflections (3)

Students will answer reflective essay questions based on Module Read items. (CLO: A, B, E, G)

Quiz: ASERVIC

Students will review the ASERVIC website and complete this quiz. (CLO: B, D, F)

✓ Course Grading

Course Requirements Checklist	10
Professionalism and Participation Assignment	150
Literature-Based Model Presentation Assignment	175

Research Proposal Paper or ACES Presentation Assignment	160
Benchmark Personal Supervision Model Paper Assignment	200
Video Submission: Initial Session Assignment	75
Benchmark Video Submission: Second Session Assignment	75
Video Discussion: Final Self-Reflection	80
Ethics Informed Consent and Agreement Assignment	25
Quiz: Supervision Videos (6 at 5 pts ea)	30
Quiz: Chapter Reflections (3 at 5 pts ea)	15
Quiz: ASERVIC	5
Quiz: Dispositions Reflection	10
Total	1010

Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://wiki.os.liberty.edu/display/IE/Liberty+University+Discrimination,+Harassment,+and+Sexual+Misconduct+Policy) (<https://wiki.os.liberty.edu/display/IE/Liberty+University+Discrimination,+Harassment,+and+Sexual+Misconduct+Policy>) or the [Student Disability Grievance Policy and Procedures](https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf) (<https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf>).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance) (<https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance>) can be found in the [Academic Course Catalogs](https://www.liberty.edu/academics/course-catalogs/) (<https://www.liberty.edu/academics/course-catalogs/>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://wiki.os.liberty.edu/display/IE/Unofficial+Withdrawals) (<https://wiki.os.liberty.edu/display/IE/Unofficial+Withdrawals>)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes) (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <https://www.liberty.edu/students/honor-code/> (<https://www.liberty.edu/students/honor-code/>).

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist Advising Acknowledgement Quiz
Intensive Module	Learn	Read: 3 items
	Apply	Literature-Based Model Presentation Assignment Professionalism and Participation Assignment
Module 1	Learn	Read: 4 items Watch: 1 item
	Apply	Quiz: Chapter 1 Reflection
Module 2	Learn	Read: 3 items Watch: 2 items
	Apply	Ethics Informed Consent and Agreement Assignment
Module 3	Learn	Read: 1 item Watch: 1 item
	Apply	Quiz: Chapter 3 Reflection
Module 4	Learn	Read: 3 items Explore: 1 item
	Apply	Quiz: ASERVIC
Module 5	Learn	Read: 2 items Watch: 2 items
	Apply	Quiz: Supervision Video 1
Module 6	Learn	Read: 3 items Listen: 1 item
	Apply	Quiz: Supervision Video 2 Video Submission: Initial Session Assignment Research Proposal Paper or ACES Presentation Assignment
Module 7	Learn	Read: 2 items
	Apply	Quiz: Supervision Video 3
Module 8	Learn	Read: 1 item Watch: 1 item
	Apply	Quiz: Supervision Video 4 Benchmark Personal Supervision Model Assignment

When	Topic	Notes
Module 9	Learn	Read: 2 items
	Apply	Quiz: Supervision Video 5
Module 10	Learn	Read: 1 item Watch: 1 item
	Apply	Quiz: Chapter 9 Reflection
Module 11	Learn	Read: 2 items
	Apply	Quiz: Supervision Video 6
Module 12	Learn	Read: 2 items
	Apply	Benchmark Video Submission: Second Session Assignment
Module 13	Learn	Read: 2 items Listen: 1 item
	Apply	Video Discussion: Final Self-Reflection
Module 14	Learn	Read: 3 items
	Apply	Quiz: Dispositions Reflection