



Counselling Supervision: Theory and Practice

DRAFT COPY - REFER TO FINAL VERSION PROVIDED IN MOODLE

**EDUC 5850, Section OLA
Fall 2018**

University of Lethbridge, Faculty of Education

Instructor:	Jenny L. Rowett	jen.rowett@uleth.ca	
Teaching Assistant:	Meg Kapil	meg.kapil@uleth.ca	
Graduate Programs:	Kevin Matis	matis@uleth.ca	403.329.2256
Office Hours:	By email to set up a phone call.		

Territorial Acknowledgement

We recognize and respectfully acknowledge that the University of Lethbridge is located on Treaty 7 territory, and the Traditional territory of the Niitsitapi (Blackfoot), Nakoda (Stoney), and Tsuut'ina.

Course Description

Counselling Supervision: Theory and Practice is an entry level course that focuses on fundamental issues in the theory and practice of clinical supervision, including: models of supervision, the supervision relationship, the impact of culture and diversity and personal factors on supervision, supervision techniques and practices, evaluation, and legal/ethical considerations in supervision. Students will develop supervisory attitudes and knowledge that will support their role in supervisory relationships.

Course Objectives

- Distinguish between supervision and therapy
- Identify the roles and functions of a clinical supervisor and supervisee
- Develop a clinical supervisory contract and a supervisory professional disclosure statement
- Demonstrate understanding of different models of supervision
- Formulate a personal model of supervision
- Review the ethical and legal considerations in supervision
- Develop familiarity with a range of supervision methods for assessing and working with supervisees
- Examine potential relationship issues in the supervisory relationship
- Examine cultural and diversity issues in clinical supervision
- Define the advantages and disadvantages of group supervision and individual supervision
- Identify the role and function of evaluation in the supervisory process
- Demonstrate a supervision session

Required Texts

Shepard, B., Robinson, B., & Martin, L. (Eds.). (2016). *Clinical Supervision of the Canadian Counselling and Psychotherapy Profession*. Ottawa, ON: Canadian Counselling and Psychotherapy Association.

Shepard, B. & Martin, L. (2012). *Supervision of counselling and psychotherapy handbook: A handbook for Canadian certified supervisors and applicants*. Ottawa, ON: The Canadian Counselling and Psychotherapy Association.

This handbook can be bought online from the Canadian Counselling and Psychotherapy Association at <http://www.ccpa-accp.ca/en/publications/>.

The following reference materials, such as the *CCPA Code of Ethics* and *Standards of Practice*, will complement the required course readings. These documents are available at **no cost**:

1. The *CCPA Code of Ethics* is available at http://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

2. The *CCPA Standards of Practice for Counsellors* is available at http://www.ccpa-accp.ca/wp-content/uploads/2015/07/StandardsOfPractice_en_June2015.pdf

Supplementary Readings

Supplementary resources (i.e. articles, handouts) will be posted on the course Moodle site.

Aasheim, L. (2012). *Practical clinical supervision for counsellors. An experiential guide*. New York, NY: Springer.

Bernard, J. M., & Goodyear, R. K. (2013). *Fundamentals of supervision* (5th ed.). Toronto: Pearson.

Falender, C. A., & Shafranske, E. P. (2008). *Casebook for Clinical Supervision: A Competency Based Approach*. Washington, DC: APA.

Ladany, N., & Bradley, L. J. (Eds.). (2010). *Counselor supervision: Principles, process, and practice* (4th ed.). New York: Routledge.

Pelling, N., Barletta, J., & Armstrong, P. (Eds.). (2009). *The practice of clinical supervision*. Bowen Hills, AU: Australian Academic Press.

Materials

- External microphone (optional)
- Camera and/or computer (with camera built in or external) to video record

Assignment Overview

Course Activity	Weighting	Due Date
Professional Documentation	20%	October 9 th
Personal Model of Supervision: Essay that includes understanding of the supervisory relationship and the links between theory and practice	25%	October 29 th
Supervision Case Summary: Video recording (45 minutes) and written summary, reflection and critique	35%	December 3 rd
Discussion Forum Postings	20%	Weekly
Total	100%	

Your final grade for the course will be a composite mark based on your performance in these course activities. There is a five (5%) percent deduction for late assignments unless arrangements are made with the instructor in advance.

Class format

The course will consist of 12 classes and will be conducted utilizing a discussion forum format. Although some of the course readings and assignments will be completed independently, it is important to note that this course is not an independent study course. There will be weekly class discussions and collaborative assignments. Because it is important that all students are progressing through course content together, the discussion forums will remain open for contributions from Monday to Thursday each week.

Students can expect the workload to average about 8 hours per week, based on the course requirements below. Please note that this estimate includes a reasonable weekly time allotment for navigation of the course site by individuals with basic academic computer skills and familiarity with the Moodle platform and the software needed for this course.

Attendance

Professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA). Attendance at all classes is necessary and required. If you are ill or otherwise unable to attend class/take part in online discussions, please notify the instructor. *Non-excused absences will result in a 5% reduction in your final grade.

Professional Responsibilities

- Questions, experiences shared, and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.
- Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided and all encounters must reflect respect for the right of colleagues to differ and hold various values and opinions.
- All dialogue, interactions, and inclusive pedagogy should reflect the professional manner in which one would conduct themselves in any educational setting; refer to Code of Conduct.
- **Students are reminded that ALL sessions (on videotapes, DVDs, USB, and/or on your computer) must be erased or shredded once you have received your final grade.**
- **Withdrawal from an Online Course:** If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar:

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2015-16/sgs/sgs.pdf>
(pp. 47-49)

Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

CCPA Code of Ethics:

http://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Faculty of Education Standards of Professional Conduct:

<https://www.uleth.ca/education/resources/professional-conduct>

Intellectual Honesty

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction.

However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position.

Writing Format

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition (. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable. The APA website (<http://www.apastyle.org>) offers information about the citation styles of the American Psychological Association. Stated maximum page limits are firm (extra work will not be graded); the title page and reference section do not count against page limit.

Overview of Assignment Descriptions

(1) Professional documentation 20%

Students will prepare: a) a Professional Disclosure Statement and b) a Supervision Agreement tailored for their own Supervision practice. It is recommended that the models supplied in the Supervisor's Toolbox of Bernard and Goodyear (2013) and the CCPA Handbook by Shepard and Martin (2012) be consulted. Please use the following format to submit your assignment: *Educ5850.Assign1.LastName.doc.* and please email to the teaching assistant.

(2) Personal Model of Supervision 25%

Develop a personal model of clinical supervision based on the theoretical and research literature and prepare a 10 page (maximum) paper detailing this model. Please include recognition of the phases of supervisee development. The paper requires a thorough literature review of both the theoretical/conceptual and research literature in which your preferred personal model is grounded as well as a section on the pragmatics of supervision within your preferred model describing the establishment of the contract, setting goals, roles and responsibilities, diversity concerns, techniques or methods (congruent with the theoretical foundation of your preferred model), and evaluating the outcome. Please use the following format to submit your paper: *Educ5850.Assign2.LastName.doc.* and please email to the course instructor.

(3) Supervision Case Summary: Video Recorded Session 35%

Each student will serve as counselling supervisor for one supervisee (you are to arrange). It is recommended that supervisors have at least two supervision sessions with the supervisee before the recorded session. You may use any one model or combination of models of supervision. Supervision sessions are to be video recorded, with the written consent of the supervisee, and shared with the instructor through Dropbox. If you do not have a Dropbox account, please create a free account early during the term.

The written summary, reflection and critique of your supervision session must include the following (12 page maximum):

- a. A description of the supervision situation, including demographic description of supervisee and demographic description of client;
- b. An assessment of supervisee's needs and developmental level. Provide a rationale for your assessment of the supervisee's developmental level. Identify your own goals as well as your supervisee's goals for the supervision experience;
- c. An explanation of your conceptualization of the client, and a description of the counselling process you observed while watching the supervisee's video or audio recording. Include here any discrepancies you may encounter between your observations and your supervisee's perceptions of the session;
- d. Evidence of the use of your supervision model(s);
- e. An analysis and evaluation of the supervision process. Describe supervisor/ supervisee fit and your assessment of the working alliance, how you as the supervisor are intentionally trying to grow as a supervisor, and evidence of this; and
- f. a description and follow-up of any ethical/legal issues.

Evaluation criteria for the Supervision Case Summary includes accuracy regarding assessments including self-assessment, conceptualization, and rationale, and thorough analysis of the supervision process. Please use the following format to submit your paper: *Educ5850.Assign3.LastName.doc.* and please email to the course instructor.

(4) Discussion Forums

20%

Here are several general considerations when assessing student postings including:

1. The requirement that students post two to three times to demonstrate that they have visited and revisited the material and conversations over several days. It is not acceptable to go to the discussion board once a week, post a flurry of messages, and then never return to read any responses to postings. Requiring students to post over several days encourages them to read and respond to the range of responses.
2. Online discussion boards facilitate student reflection. As such, postings to the discussion boards should demonstrate a thoughtful approach to the content.
3. Research indicates that when using online discussion boards, students are more likely to cite research and class readings in their responses. Use this to your advantage by calling for the use of supporting evidence in your postings.
4. Students can incorporate quotes from other student responses as a way of synthesizing and extending the conversation.

Rubric

Original Posting(s)

Your original posting(s) each week will:

- be in the range of 150-250 words (please note the maximum)
- refer to at least 2 points from the week's readings
- critically analyze the content - your posting must not be a summary of the reading
- may include relating new content to what you have already learned in the course to date

- may include relating content to your own personal experiences
- be grammatically correct and proofread for spelling errors. It is helpful to write and edit your Original Post in a Microsoft document, and then copy/paste the text into Moodle.

Responses to Other Student Postings

Your responses to other students will:

- incorporate quotes from the other postings
- be logically reasoned and supported
- be grammatically correct and proofread for spelling errors
- minimum of two to three weekly responses to fellow students

Grading Schedule for Graduate Classes

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

Note: Any course with a grade of less than B- cannot be considered for credit in the Faculty of Education Graduate Program.