

ANTIOCH UNIVERSITY

SEATTLE

School of Applied Psychology, Counseling, and Family Therapy

COUN/COUC 7420-1: Advanced Clinical Supervision

Credits:	3
Prerequisite:	Open only to CES/Ph.D. students
Day/Time & Dates:	Mondays, 11am–2pm; 1/6/20 – 3/16/20
Quarter:	Winter, 2020
Location:	Antioch University Seattle 2400 3rd Avenue, Suite 200 Seattle, WA 98121 206.441.5352
Instructor:	Dusty Destler, Ph.D.
Contact Info:	ddestler@antioch.edu
Office Hours:	By appointment
Teaching Liaison:	Colin Ward, Ph.D.
Contact Info:	cward@antioch.edu

COURSE DESCRIPTION

This course builds on COUN 7400 *Multicultural Supervision* with a continued focus on understanding theories of supervision, and by providing opportunity for individual, culturally competent supervision to master's practicum students. Pedagogical issues in training supervisors are also addressed.

PROGRAM COMPETENCIES AND OUTCOMES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: *Teaching, Supervision, Research, Counseling, and Leadership & Advocacy*.

As such, the AUS CES Program is designed with curricula that addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES Program specifically addresses expectations for student learning and competency via the following program objectives:

Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to, the needs of a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality masters-level instruction as well as student assessment and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education, and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

COURSE AND STUDENT LEARNING OBJECTIVES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that, for doctoral students, learning experiences in supervision must meet the following Doctoral Professional Identity Standards (2016 CACREP 6.B.2):

- a. purposes of clinical supervision
- b. theoretical frameworks and models of clinical supervision
- c. roles and relationships related to clinical supervision
- d. skills of clinical supervision
- e. opportunities for developing a personal style of clinical supervision
- f. assessment of supervisees' developmental level and other relevant characteristics
- g. modalities of clinical supervision and the use of technology
- h. administrative procedures and responsibilities related to clinical supervision
- i. evaluation, remediation, and gatekeeping in clinical supervision
- j. legal and ethical issues and responsibilities in clinical supervision
- k. culturally relevant strategies for conducting clinical supervision

As such, the AUS Ph.D./CES Program is designed with two courses to cover the necessary supervision material. In this second course, *Advanced Clinical Supervision*, all areas will continue to be expanded upon.

Student Learning Outcomes (CACREP)	Key Performance Indicators	Direct Evaluative Methods
Demonstrate a theoretical understanding of the purposes, frameworks and models, and roles and relationships of clinical supervision (B.2.a, B.2.b, B.2.c)	<p>A) <i>Course readings paired with thorough in-class discussion on the purposes and theories of supervision, and the roles and relationships developed and maintained by clinical supervisors.</i></p> <p>B) <i>Active participation in class exercises and activities associated with the roles, relationships, and responsibilities of clinical supervisors.</i></p> <p>C) <i>Thorough discussion of theoretical</i></p>	<i>Supervision Paper</i>

	<i>purposes and theories of supervision, and the roles and relationships of supervisors in final paper.</i>	
Develop a personal supervisory style by synthesizing theoretical supervisory knowledge into practical skills of clinical supervision via multiple technological platforms (B.2.d, B.2.e, B.2.g)	<p>A) <i>Course readings paired with thorough in-class discussion on practical concerns of supervision.</i></p> <p>B) <i>Active participation in class exercises and activities associated with the use of technology in supervision.</i></p> <p>C) <i>Observed development of a personal style of supervision through assignments which call for the use of multiple modalities of technology.</i></p>	<p><i>Video Packets</i></p> <p><i>Supervision Presentations</i></p>
Demonstrate an ability to assess and evaluate supervisee developmental level, recognize necessary instances of supervisee remediation, and consider the processes of gatekeeping through the creation and maintenance of a culturally conscious supervisory relationship (B.2.f, B.2.i, B.2.k)	<p>A) <i>Course readings paired with thorough in-class discussion on the strategies and skills of assessing supervisee developmental level.</i></p> <p>B) <i>Active participation in class exercises and activities associated with the responsibilities of clinical supervisors to evaluate the skills of supervisees.</i></p> <p>C) <i>Observed progress and ability to provide multiple kinds of clinical feedback to supervisees to meet the responsibility of student remediation and gatekeeping.</i></p> <p>D) <i>Thorough discussion of the importance, evidence for, and practical skill of relating to and assessing supervisees using culturally relevant strategies.</i></p>	<p><i>Video Packets</i></p> <p><i>Supervision Presentations</i></p> <p><i>Supervision Paper</i></p>
Demonstrate legal, ethical, and professional behavior by evidencing appropriate administrative, evaluative, and gatekeeping responsibilities inherent to clinical supervision (B.2.h, B.2.i, B.2.j)	<p>A) <i>Course readings and active participation in class activities associated with legal, ethical, and best-practice responsibilities of clinical supervisors.</i></p> <p>B) <i>Observed legal and ethical supervisory skill performance within video packets and recorded supervision sessions associated with supervisee remediation and gatekeeping.</i></p> <p>C) <i>Observed practice of administrative procedures inherent to the roles and responsibilities of clinical supervisors.</i></p>	<p><i>Video Packets</i></p> <p><i>Supervision Presentations</i></p>

ANDRAGOGICAL DESIGN

This course allows for continued integration of didactic and experiential concepts related to supervision. Attention will be provided to recent growth in supervisory identity and style, current issues and topics that arise from work with supervisees, and synthesis of ongoing education and development as a clinical supervisor.

PEDAGOGICAL APPROACH

I believe that learning takes place within individuals and among groups through socially constructed means. Therefore, somewhat equal emphasis will be provided to group discussion within class and the completion of tasks outside of class. Under the assumption that I am responsible for the preparation and facilitation of the course, I hold that students are in charge of their own learning.

REQUIRED TEXTS AND READING RESOURCES

1. Bernard, J. M. & Goodyear, R. K. (2019). *Fundamentals of Clinical Supervision: 6th Edition*. Pearson (ISBN: 0134752511).
2. Additional journal articles will be posted on Sakai.

COURSE ASSIGNMENTS

1. COUNSELOR-IN-TRAINING VIDEO PACKETS (VP)

Across the quarter, CES students will be paired with different MA students enrolled in the 5060 *Communication and Counseling Skills* introductory course. During weeks 4, 6, and 9, CES students will review and provide comments to MA students' submitted video packets via Sakai and Supervision Assist. CES students will provide evidence of emailing their respective MA student prior to conducting their review. CES students will provide a minimum of five (5) feedback comments to each MA student's recording on Supervision Assist. Each review will also include a completed rubric (Appendix A; uploaded to Sakai) informed by the counseling skill descriptions, and the ability to share intent and process of the review in class. CES students will be responsible for three (3) video packet reviews.

2. RECORDED SUPERVISION PRESENTATIONS (RSP)

For the length of the term, each student is paired with an MA student in the AUS Clinic to supervise. Each CES student will be responsible for the supplemental supervision of their respective supervisee for the 13-weeks of the quarter. This requires initial training with the AUS clinic on protocol and procedures, including the ability to access student-counselor session recordings via AIM and to sign off on their clinical notes via Care Paths. CES students will present and cover a supervision contract to their supervisee on the first meeting. Students will present two (2) recordings of supervision with their respective practicum student-counselor supervisee via Supervision Assist. Choose a 15-minute clip of a recorded supervision session; provide a synopsis, the supervisory intent within the clip, and the preferred kind of feedback. Utilize the SuperSkills Model Worksheet (Appendix B) and upload to Sakai.

3. SUPERVISION INTEGRATION PAPER (SIP)

Identify a concept of supervision from this course that remained especially pertinent for you while working with MA students in the 5060 course and in practicum. How did this supervisory concept translate differently between each demographic? How did it translate similarly? How did multicultural considerations inform your use of/interaction with this supervisory concept? Based on your chosen supervisory concept, what are the implications for your future practice as

a supervisor? Consider these questions within 8–12 pages, structuring the paper reflective of APA-style guidelines including a reference page.

TENTATIVE COURSE SCHEDULE

CLASS	TOPIC	READING DUE	HOMEWORK DUE
1. 1/6/20	Syllabus, Introduction to <i>Advanced Clinical Supervision</i>		
2. 1/13/20	The supervisee experience (Roles: supervisor, mentor, consultant)	Bernard & Goodyear: ch.1,5,7 Sakai readings: Gnilka et al. (2012); Crockett & Hays (2015); Hook et al. (2016); SS Model Worksheet	
3. 1/20/20	NO CLASS	MLK Jr.	DAY
4. 1/27/20	Supervision models Recorded Supervision Presentations	Bernard & Goodyear: ch. 2, 3 Sakai readings: Degges-White et al. (2013); Zeligman (2017); Destler (2017)	<u>Due:</u> Video Packet #1
5. 2/3/20	Supervision goals, tasks; Feedback Recorded Supervision Presentations	Bernard & Goodyear: ch. 10 Sakai readings: Borders et al. (2017)	
6. 2/10/20	Countertransference; Isomorphism; Parallel process Recorded Supervision Presentations	Bernard & Goodyear: ch. 4 Sakai readings: Ponton & Sauerheber (2014); Koltz et al. (2012)	<u>Due:</u> Video Packet #2
7. 2/17/20	Supervision formats; Recorded Supervision Presentations	Bernard & Goodyear: ch. 8, 9 Sakai readings: Machuca et al. (2016); Lawson et al. (2009); Borders et al. (2012)	
8. 2/24/20	Legal/ethical issues; Recorded Supervision Presentations	Bernard & Goodyear: ch. 11 Sakai readings: Mullen et al. (2014); Carlisle et al. (2017); Borders et al. (2014)	
9. 3/2/20	Supervising practitioners; Recorded Supervision Presentations	Bernard & Goodyear: ch. 12 Sakai readings: Shaw (2014)	<u>Due:</u> Video Packet #3

10. 3/9/20	Special topics; Recorded Supervision Presentations	Sakai readings: TBD	
11. 3/16/20	Special topics; Recorded Supervision Presentations; Wrap up	Sakai readings: TBD	Due: Supervision Integration Paper

ASSESSMENT CRITERIA FOR PH.D. STUDENTS

Students are assessed in nine (9) areas across four (4) competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall *minimum level of competency* (i.e., required or intermediate competency). In order to successfully move into the internship year, students must demonstrate an overall 50% *competency level* (required or intermediate) in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency (required or intermediate) level in at least 75% of course/learning assessments for their program.

COURSE COMPETENCIES AND LEARNING EVIDENCE

DEFINITIONS OF COMPETENCY AREAS

Critical Thinking – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

Verbal Communication – articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

Oral Presentation - able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication – writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

Cultural Awareness and Responsiveness – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

Social Responsibility – aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

Emotional Maturity – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

Ethical Conduct – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

DEFINITIONS OF COMPETENCY LEVELS

Below Competency: Fails to meet minimum graduate-level competency in terms of course

attendance, class participation, scholarship, and performance standards in a manner which demonstrates a basic understanding of clinical supervision.

Required Competency: Meets the minimum graduate-level competency in terms of course attendance, class participation, scholarship, and performance standards, and demonstrates a basic understanding of clinical supervision in the counseling profession.

Intermediate Competency: Meets *Required Competency*, and demonstrates an ability to be reflective and think critically in terms of clinical supervision.

Advanced Competency: Meets *Intermediate Competency*, demonstrates a strong theoretical understanding of supervisory responsibilities, and evidences competence and reflexivity in the clinical supervisor role. *Advanced Competency* is indicative of entry-level counselor educators (that is, knowledge and skills that would be expected of a beginning-level counselor educator).

ANTIOCH UNIVERSITY EVALUATION PROCEDURES

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, they will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, they should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

AUDIO- OR VIDEO-RECORDING OF CLASSES

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

ANTIOCH UNIVERSITY POLICIES

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to:

Erica Holmes
Associate Provost
eholmes4@antioch.edu
206.268.4422

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact:

Jill Haddaway
Disability Support Services Coordinator
206.268.4151
dss.aus@antioch.edu

LIBRARY SERVICES AND RESEARCH SUPPORT

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring

your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or bstuart@antioch.edu.

WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for *free writing support*:

AUS Writing Lab (room 323 Library/CTL): Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <http://www.antiochctl.mywconline/>); call 206.268.4416; or email writinglab.aus@antioch.edu.) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check their [website](#) for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwcenter@antioch.edu.

The Writers' Exchange (WEX; fee-based writing support): The **Writers' Exchange** (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

Appendix A
Video Packet Rubrics

Tape Packet #1	Intermediate Competency	Required Competency	Below Competency	Additional Comments
20-minute audio and video taped mock session with assigned class partner				
Demonstration of Skills Group 1: <ul style="list-style-type: none"> • Informed consent • Opening & closing • Attending 				
5 minutes of tape transcribed verbatim				
Critique form completed with self-reflection and peer feedback integrated				
Overall Quality				

Tape Packet #2	Intermediate Competency	Required Competency	Below Competency	Additional Comments
30-minute audio and video taped mock session with assigned class partner				
Demonstration of Skills Group 1				
Demonstration of Skills Group 2: <ul style="list-style-type: none"> • Feeling reflection • Paraphrasing, encouraging • Immediacy • Summarizing 				
10 minutes of tape transcribed verbatim				
Critique form completed with self-reflection and peer feedback integrated				
Clear, objective, and clinical language.				
Overall Quality				

Tape Packet #3	Intermediate Competency	Required Competency	Below Competency	Additional Comments
40-minute audio and video taped mock session with assigned class partner				
Demonstration of Skills Group 1				
Demonstration of Skills Group 2				
Demonstration of Skills Group 3: <ul style="list-style-type: none"> • Reflecting meaning • Pattern recognition • Confrontation • Self-disclosure 				
10 minutes of tape transcribed verbatim				
Critique form completed with self-reflection and peer feedback integrated				
Overall Quality				

Appendix B

Appendix 1

• FEEDBACK/REFLECTION

◇ Most salient feedback to counselor on exemplified **practical skill** from this supervision session:
(e.g. *specific skill use, conceptualization through a specific theoretical lens*)

Positive: _____ Constructive: _____

Positive Feedback (mark X)

<---Provided Directly-----Helped CIT Find-->

Constructive (mark X)

<---Provided Directly-----Helped CIT Find-->

◇ Most salient feedback to counselor on exemplified **process** from this supervision session:
(e.g. *potential feelings of inadequacy, confusion, difficulty with ambiguity*)

Positive: _____ Constructive: _____

Positive (mark X)

<---Provided Directly-----Helped CIT Find-->

Constructive (mark X)

<---Provided Directly-----Helped CIT Find-->

• POST-SESSION

◇ Notes; Legal/Ethical: _____

◇ Illustration of supervisory model/theory/role: _____

◇ Introspection of personalization as supervisor: _____

◇ Area for supervisory skill focus next session: _____
