

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

Department of Counselor Education

COUN 509 - Practicum: Peer Supervision

Instructor: Halverson Westerberg
Office: ED 504
Phone: clinic phone 503.725.4620
Email: miarsr@pdx.edu

Term: Fall, Winter, Spring, Summer
Location: Practicum Clinic
Time: Monday Day
Office hours: check with instructor

Accommodation

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Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services (503-725-4155) to document their disability and to secure support services when appropriate.

DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports

COURSE DESCRIPTION:

COUN 509 Practicum: Peer Supervision is a two term, 5 hours per week clinical supervision service experience tied to each Practicum section in the PSU Counseling Clinic. Peer supervisors provide individual supervision/debriefing to one practicum student per term under the close supervision and guidance of the Practicum section faculty member. Bi-monthly consultations/group supervision of peer supervision is also provided.

ESSENTIAL PRACTICES ADDRESSED IN THIS COURSE:

Develop beginning clinical supervision skills

Develop ethical clinical practice

Meet the unique needs of diverse clients

Create environments that enhance professional and clinical practice

Identify community resources and appropriately consult with, refer, and/or collaborate in order to meet client needs

Apply professional ethics in a supervisory context

COURSE OBJECTIVES:

1. Conduct treatment planning peer supervision sessions with beginning Practicum Students prior to meeting with clients
2. Provide debriefing peer supervision sessions immediately following “live” observed counseling sessions of Practicum students in the PSU Counseling Clinic
3. Participate in periodic group consultations over peer supervision work with Practicum section faculty member

RECOMMENDED READINGS:

Aasheim, L. (2012). *Practical Clinical Supervision for Counselors: An Experiential Guide*. New York: Springer.

Baird, B.N. (2008). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions*. Upper Saddle, NJ: Prentice-Hall.

American Counseling Association (2005). *ACA Code of ethics and standards of practice*. Alexandria, VA: Author.

Holloway, Elizabeth (1995). *Clinical Supervision: A Systems Approach*. Thousand Oaks, CA: Sage.

COURSE REQUIREMENTS:

I. Liability Insurance

You must have the ACA Insurance Trust student professional liability insurance prior to providing peer supervision services to practicum students in the PSU Counseling Clinic.

II. Clinic time structure

4:00 -> practicum students get files organized; be ready @ 4 :10

4:10 – 5:45 -> Group Supervision

5:45 – 6:45 -> Client hour #1

6:45 - 7:45 -> Client hour #2

7:45 - 8:45 -> Client hour #3

8:45- 9:20 -> debrief with peer supervisor

III. Time commitments (required)

Practicum students: 9:00 a.m. - 2:45 p.m. (day groups); 4-9:30 pm (evening groups)

Peer Supervisors: 10:00 a.m. - 2:30 p.m. (day groups); 4:15 – 9:15 (evening groups)

ATTENDANCE:

Supervisors are expected to arrive on time and stay for the entire practicum shift.

Supervisors should plan to attend every practicum. If a unique situation arises and a supervisor must miss practicum, that supervisor is responsible for the following:

- Find a substitute supervisor
- Inform the practicum instructor and supervisee about the absence
- Provide the practicum instructor with the name and contact information of the substitute supervisor

GRADING/EVALUATION:

Practicum peer supervision is graded on a Pass/No Pass basis. Excessive absences or tardiness will lead to a warning and/or a No Pass in the course.

PARTICIPATION:

Supervisors are expected to arrive on time and stay until the end of practicum (unless excused by instructor prior to the end). Supervisors are to supervise three counseling sessions. Following the sessions, the supervisor will conduct a peer supervision session in which evaluative feedback is shared. Following supervision, the supervisor will mentor the supervisee in completing necessary paperwork and documentation.

The peer supervisor will alert the supervising faculty member of any situations that arise involving danger to the client or others, or situations that may warrant follow through prior to the next week's class meeting. The supervisor understands that his/her primary goals are (1) to protect and promote client welfare and (2) to assist the learning and development of the supervisee. The supervisor also benefits greatly from observing sessions, so supervisors are encouraged to observe other sessions when the assigned supervisee has cancellations or no-shows.

Supervisees should create schedules that allow them to be present for the duration of practicum. Supervisors are not to leave the clinic for errands or meals. They should come prepared to be on site for the length of the practicum shift so that their supervisory duties can be met.

Evaluations & Feedback

Supervisors will be expected to give evaluative feedback throughout this process. Supervisors should keep in mind the "Support & Challenge" principles that are taught in the supervision course taken prior to this course. It is necessary for supervisors to be honest, thoughtful, and encouraging in their feedback and evaluations. From time to time, a supervisor will have concerns about a counselor's performance or client care. If this is the case, the supervisor should share his/her concerns with the supervisee directly and on the session evaluation forms. The supervisor should be encouraging, specific, and direct about the feedback. If the concerns are not resolved or increase, the supervisor should discuss the issue with the faculty supervisor who may provide additional guidance to both the supervisor and supervisee.

Session Evaluation Forms

Supervisors will complete session evaluation forms as they observe sessions. One or 2 pages per session is usually sufficient. More than that runs the risk of overwhelming the supervisee with information that may not be useful. Supervisors should use these forms for new feedback rather than to transcribe the session. Direct quotes are sometimes useful but are typically not as important as your feedback and observations.

While positive feedback is important, your job is to help the counselor develop. Development happens through both positive and negative feedback. Sometimes this feedback will create anxiety or upset in either you or your supervisee. Trust that each of you have the relationship skills and ego strength to deliver and accept feedback and grow from it. You will both share feedback with each other regularly and will gain valuable interpersonal skills in this process. By modeling honest, direct, and supportive feedback, you are helping your supervisee develop while practicing your own best counseling skills.

ADDITIONAL EXPECTATIONS:

Attire: "dress-up casual"; no tank tops, flip-flops or casual shorts

Interns can/should serve as an alternate/backup observer during "down time"

Everyone is to adhere to the 2005 ACA Ethical Code at all times

The Clinic needs everyone (including interns) in the clinic during the designated times;

your service in the Clinic should be a priority and you should miss very rarely, if ever;

leave a message if you cannot be here

Never take clinical materials out of the Clinic

Never send anything electronically (via email or the web) from the Clinic, or from home to the Clinic