





**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
			
<p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development—Commitment to learning 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)</p>	<p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

DEPARTMENT OF COUNSELOR EDUCATION

**COUN 580: Supervision
Fall Quarter, 2013**

**Friday, October 4: 4:00 p.m. – 9:00 p.m.
Friday, October 11: 4:00 p.m. – 9:00 p.m.**

INSTRUCTOR:

Russell D. Miars, Ph.D.
506L Education Bldg.
Office phone: 725-4611 (voice mail messages)
Office Hours: Wednesday 2:00– 3:45 p.m.
Email (miarsr@pdx.edu) in advance to confirm an appointment

Note: I will use your PSU @pdx email account for all communication regarding this course; if your PSU email is not your primary account, please set your pdx account to forward to your personal account. I will not entertain any complaints that you did not receive course/program messages because you do not routinely check your pdx account.

If you require accommodations (e.g., interpreter, note-taker, etc.), please see me immediately. I will work with you to facilitate getting any needed supports.

COURSE DESCRIPTION:

COUN 580 Supervision is a 1-credit course that reviews a systematic model of clinical supervision and its application to the supervisory process. Techniques and skills of supervision are presented as can be applied specifically to the debriefing and supervision intern-level Counselor Education students provide to 2nd year Practicum students in the Counseling Training Clinic. An ethical framework for clinical supervision in the Clinic is also presented along with practical guidelines for supervising.

ESSENTIAL PRACTICES ADDRESSED IN THIS COURSE:

- Develop effective helping and intervention skills for supervision
- Develop ethical clinical practice
- Create environments that enhance professional and clinical practice
- Use and update research and knowledge to enhance professional practices

COURSE OBJECTIVES (CACREP & CORE standards):

1. Gain a basic understanding of current theory and practice of clinical supervision
2. Advance supervisory skills for use in Practicum Counseling Clinic as Peer Supervisor
3. Integrate ethical clinical practice into supervision practice

CACREP, CORE, and TSPC Standards addressed:

CACREP

- Professional Identify (b & h)
- Social & Cultural Diversity (a & b)
- Human Growth & Development (b & d)

CORE

- Individual & Group supervision (D.1.3)
- Written performance evaluation (D.1.6)

TSPC

- Demonstrate interpersonal skills, working with others, and communicating with community
- Demonstrate ethical standards and legal framework unique to counseling
- Demonstrate effective counseling techniques for individuals and small groups

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.

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

TOPICS SCHEDULE:

- 1st Friday - Chapters 1, 2 & 3 review
- Role-play practice of supervisory structure (in class)
- 2nd Friday - Chapter 4 review; (chapter 5 recommended but not on exam)
- Developmental Models of Supervision (class lecture)
- Expectations for Peer Supervising: Meet in Clinic section groups
- Practical matters: Clinic evaluation forms
Peer Supervision Evaluation Form (new)
Ethics for Peer Supervisors
Case notes, diagnosis & case conceptualization guidance

COURSE REQUIREMENTS

1. Attendance for entire 10 hours of class (15 points). Course grade reduced based on any percentage of missed class.
2. Take-home **exam** (35 points) **DUE: Monday, November 4, 12 noon**
(send as **Word .doc attachment in email, or hard copy mailbox 204 Ed. Bldg.**)

Note:

- Late exams, regardless of reason, are an automatic 15% point reduction.
- No individual incompletes (I) will be given unless medically necessary

RECOMMENDED READINGS:

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

Bernard, J.M. & Goodyear, R.K. (2004, 3rd edition). Fundamentals of Clinical Supervision. Pearson: Boston.

Fall, M. & Sutton, J.M. (2004). Clinical Supervision: A Handbook for Practitioners. Pearson: Boston.