To Students Enrolled in COUN 670 Spring Term 2014:
The following policies (pages 1 – 3) represent the university and program principles we follow. Included are available resources at UTK.

University Civility Policy

Dear Student,
The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester. Provost Susan Martin

UNIVERSITY CIVILITY STATEMENT
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:
http://civility.utk.edu/.

ACADEMIC INTEGRITY
“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”
DISABILITIES THAT CONSTRAIN LEARNING
“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT
At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

KEY RESOURCES FOR STUDENTS:
- Undergraduate Catalogs: [http://catalog.utk.edu](http://catalog.utk.edu) (Listing of academic programs, courses, and policies)
- Hilltopics: [http://dos.utk.edu/hilltopics](http://dos.utk.edu/hilltopics) (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: [https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched](https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: [http://www.utk.edu/advising](http://www.utk.edu/advising) (Advising resources, course requirements, and major guides)
- Student Success Center: [http://studentsuccess.utk.edu](http://studentsuccess.utk.edu) (Academic support resources)
- Library: [http://www.lib.utk.edu](http://www.lib.utk.edu) (Access to library resources, databases, course reserves, and services)
- Career Services: [http://career.utk.edu](http://career.utk.edu) (Career counseling and resources; HIRE-A-VOL job search system).

Counselor Education Dispositions:
Fall 2008, the Counselor Education faculty at the University of Tennessee adopted these dispositions to guide student personal and professional behavior. The dispositions extend to instructor (Dr. Woodside) personal and professional behavior. We use the acronym CORIS (pronounced ‘chorus’) to help remember them. The dispositions include:

- **Commitment**, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- **Openness** to idea, learning, change, giving and receiving feedback, others, and self-development
- **Respect** to self and others, including honoring diversity, self-care, and wellness
- **Integrity**, including personal responsibility, maturity, honesty, courage, and congruence
- **Self-awareness**, including humility, self-reflection, and understanding of place in history
We will model these dispositions during class meetings.

**Dr. Woodside’s Policies**

**Honor Statement and Pledge**
An essential feature of The University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither give knowingly nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

**Academic Honesty**
Any evidence of academic honesty, you will receive a grade of F for the course in accordance with UT’s academic dishonesty policy as stated in *Hilltopics*. Alleged academic dishonesty will be referred to the Student Judicial Affairs Office.

**Additional Resources**

**Writing Center**
The Writing Center offers assistance in preparing, editing and revising written materials for undergraduate and graduate students at all levels. Tutors help any student, one on one, decide on topics, revise drafts, find grammatical errors, and prepare outlines. According to Writing Center Policy, students must be actively involved in the tutoring sessions and be willing to learn to improve their writing. Each semester the Writing Center opens the second week of classes and closes on the last day of classes. You sign in. Professors may request that you complete an Attendance Form that your tutor will sign to verify you received writing assistance. Hours are M/T/W 9-7:30; R 9-6; F 9-3.

**Contact:** The Writing Center, 212 Humanities and Social Sciences Building, 974-2611.
THE COURSE: COUN 670
Theory and Practice of Counseling Supervision and Consultation

Introduction
Supervision and consultation exists in many forms across a wide variety of disciplines. In this course we will focus on clinical supervision and consultation for counselors as well as the role of counselor educators in their supervisory roles. Supervision and consultation represent emerging specialty areas within counseling. Supervision and consultation parallel counseling or therapeutic processes in that self-awareness, insight, criticism, exploration and improvement are mandatory and ongoing exercises required for those of us who plan to supervise others and therefore help us improve and hone our supervision and consultation skills.

Brief Course Description & Content Areas
During this course, students explore supervision and consultation as unique skills and practices for counseling professionals and counselor educators. Readings and discussion include roles and responsibilities, relationships, methods, models, diversity/multiculturalism, ethics, legal issues, research, crisis and evaluation. Students increase their understanding of the purposes of clinical supervision, theoretical frameworks and models of supervision, the roles and relationships related to clinical supervision, and legal, ethical and multicultural issues associated with clinical supervision. Class assignments include projects related to research in supervision.

Required Texts

Various Readings Focused on Consultation.

Knowledge & Skills Outcomes
• understand the purposes of clinical supervision (CACREP input standard – KNOWLEDGE, C 2) and CACREP output standard SUPERVISION, A. 1;
• understand theoretical frameworks, models and practices of clinical supervision (CACREP inputs standard – KNOWLEDGE, C 2 and CACREP output standard SUPERVISION, A 2);
• understand the roles and relationships related to clinical supervision (CACREP output standard – SUPERVISION, A 3);
• understand legal, ethical and multicultural issues associated with clinical supervision (CACREP input standard – KNOWLEDGE, C 7 and CACREP output standard – SUPERVISION, A 4);
• develop a knowledge base related to counselor education supervision and consultation theory, research, and practice from a multicultural perspective;
• appreciate the many "voices" that contribute to the literature of clinical supervision and consultation;
• develop knowledge and skills to allow you to assess your personal strengths and weaknesses as a clinical supervisor and consultant;
• articulate or revisit a personal model of counseling supervision and consultation (CACREP output standard SUPERVISION, B. 2); and
• assist in the development of clear thinking, professional writing skills, and oral presentation skills in the area of counselor education and supervision.

Faculty and Student Responsibilities
The following statements are responsibilities accepted by the student participating in this supervision and consultation course. Class responsibilities include:
• Interact with classmates, community professionals, clients, and instructors in a manner that reflects the highest level of integrity and respect. This includes appropriate dress, arriving on time, maintaining confidentiality, and supporting critical thinking and mutual learning.
• Engage in introspective learning (i.e., learning about self within the context of counseling supervision) in addition to academic study.
• Attend all classes and complete all course assignments to the best of your ability within specified time frames.
• Demonstrate respect for colleagues and adhere to group norms and rules established by members of the class.
• Complete reading assignments before the day these assignments will be discussed in class.

Method of Instruction & Overview of Assignments
• Follow APA 6th edition publication standards for all written work.
• Methods of instruction and assignments incorporate instructor-led teaching, didactic lecture, the Socratic method, experiential learning through teaching, practical exercises, team practice and individual/independent study.
• Table of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment A: Learning the Basics: Ask the Experts (Group Work, Instructor-Assigned Groups)</td>
<td>25</td>
</tr>
<tr>
<td>Assignment B: Deepening Your Knowledge: Teach/Facilitate a Class (Individual Work or Group of Two)</td>
<td>25</td>
</tr>
<tr>
<td>Assignment C: Philosophy/Plan of Supervision (Individual Work)</td>
<td>25</td>
</tr>
<tr>
<td>Assignment D: Becoming an Expert: Assignment C (Individual Work)</td>
<td>25</td>
</tr>
<tr>
<td>Assignment E: Required: Completing the SAIS</td>
<td>Certificate of Completion</td>
</tr>
</tbody>
</table>
Evaluation

Evaluation format reflects criteria in the following rubric for all assignments.

Evaluation Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Clear, relevant 33 points</td>
<td>Somewhat clear and/or relevant 28 points</td>
<td>Unclear or irrelevant 23 points</td>
</tr>
<tr>
<td>Organization/structure</td>
<td>Logical, well organized, followed requirements, grammatically correct 33 points</td>
<td>Lacks one or two of the following: logical, well organized, followed requirements, grammatically correct 28 points</td>
<td>Lacks more than two of the following: logical, well organized, followed requirements, grammatically correct 23 points</td>
</tr>
<tr>
<td>Reflection</td>
<td>Strong evidence of reflection and depth of thought (Bloom’s Taxonomy, application, analysis, synthesis, evaluation) 33 points</td>
<td>Some evidence of reflection and some depth of thought (Bloom’s Taxonomy, application, analysis, synthesis, evaluation) 28 points</td>
<td>Lacks reflection and depth (Bloom’s Taxonomy, application, analysis, synthesis, evaluation) 23 points</td>
</tr>
</tbody>
</table>

Assignment A:

**Learning the Basics: Ask the Experts (25%)** (Group Work, Instructor-Assigned Groups)

The Ask the Experts assignment requires that a “preparing student team” construct a question and a response based upon a class reading. Specifically

- Said “preparing student team” emails the question and response to Woodside prior to class.
- Said “preparing student tea” brings 10 copies of the question to class and 3 copies of the written responses to the questions.
- Guidelines for preparing questions and responses follow.
  - Each week, when a reading assignment is due, each “preparing student team” will develop one challenging question with a corresponding response for the assigned chapter (either HCM or B&G).
  - Some questions may require concrete responses (as part of the response), but questions should also challenge and require peers to analyze, synthesize and apply key concepts from the chapter in a new and challenging manner.
  - Questions are to focus on important concepts (rather than insignificant details).
• In class
  o Each week “preparing student teams” will exchange questions (not including the
    response) with another team, the “receiving student team”. In class, the “receiving
    student team” will prepare a response and present its response in class.
  o Other classmates will add to the discussion.
• After the discussion, the “preparing student team” will provide feedback to the “receiving
  student team” and other classmates involved in the discussion.
• The evaluation rubric above will be used to evaluate this assignment.

Ask The Experts Teams:
TEAM A:

TEAM B:

TEAM C:

TEAM D:

Assignment B:
Deepening Your Knowledge: Teach/Facilitate a Class (25%) (Individual or Group of Two)
Identify a date and corresponding assigned chapters from our syllabus that you will teach/facilitate to
the class (e.g., February 6 and corresponding chapters HCM 4 and B&G 9). Prepare materials, locate
outside resources, facilitate exercises and/or activities to engage your fellow students in the learning
process. Sign up for your chapter and note the date you will present the material. DO NOT attempt
to teach all of the material from all the assigned chapters. Rather, identify the most salient or
controversial topics and present these to the class. Turn in all written materials. Written materials
along with your class presentation will be evaluated. No formal paper is required for this project. Be
prepared to teach/facilitate for 45 minutes. We will spend some time after the presentation
discussing the teaching experience with classmates.

Assignment C:
Philosophy/Plan of Supervision (25%) (Individual Work)
This assignment is negotiable depending upon earlier assignments you completed for other classes.
Feel free to alter the assignment to meet your current interests and experience related to supervision.
Develop and write your own philosophy/plan of supervision. Include a literature review to
support your position(s), theoretical foundation(s) and explanation of how you will balance your
theory with supervisee’s theoretical orientation, documentation you will require, supervision
methods and techniques, multicultural competence, ethics and legal issues, evaluations procedures.
Provide empirical evidence to support your philosophy/plan (at least the components within in it).
Be sure to include purposes of clinical supervision and the roles and responsibilities of supervision.
Italicized text represents the criteria evaluated for this assignment. Your paper will be 8 pages in
length. Cite a minimum of 10 different references. Be prepared to briefly share your
philosophy/plan with the class on the allotted date for 10 minutes.

Assignment D:
Becoming an Expert: (25 %)(Individual Work)
Choose One
**Research Proposal**

Choose a particular issue of counselor supervision or consultation that you wish to study in depth (e.g., parallel process, dual role issues, multicultural factors, power differential, evaluation concerns, self-disclosure, sexual attraction between supervisor-supervisee, etc.) and develop a written research proposal on this topic. You will conduct a literature review on the topic, provide data to justify your research proposal as meaningful, write a rationale, state a research question based on your findings, and propose a method (be detail oriented in your method section) you plan to use to investigate this topic. Italicized text represents the criteria evaluated for this assignment. The paper should be no longer than 10 pages. This assignment provides an opportunity to begin thinking about a research agenda related to counselor education, dissertation proposal, or an independent study. Be prepared to briefly share your proposal with the class on the allotted date for 10 minutes.

**Expository Manuscript**

Identify 2 or 3 key concepts or issues within counselor supervision that you wish to explore in more depth. Write an expository manuscript (not a research study) you believe worthy of publication. Identify three refereed journals that are likely to accept your manuscript for publication. The intent is that you begin to work on a manuscript for publication. Your paper is to include four major sections: literature review, detailed approach, an application example, and discussion with implications. When you develop your paper, be sure to review, critique and summarize the literature related to these concepts and issues. Present a clear and detailed step by step novel approach to supervision or teaching supervision related to these concepts/issues. Give an example, application, case study (fictional or real) to demonstrate the approach. Discuss implications to supervisors and/or counselor educators. Italicized text represents the criteria evaluated for this assignment.

You are welcome to include additional sections as are necessary to develop your ideas into a publishable manuscript. For course grading purposes, however, only the four major sections (bold and italicized) will be evaluated. The paper should be no longer than 10 pages. This assignment provides an opportunity to begin thinking about a research agenda related to counselor education, dissertation proposal, or an independent study. Be prepared to briefly share your manuscript with the class on the allotted date for 10 minutes.

**Assignment E:**

**Required: Completing the SAIS Evaluation**

When you as a student in COUN 670 have completed your course assignments, then you will participate in the SAIS evaluation. Once you have evaluated all of your courses, you can download a pdf Certificate of Completion that can be e-mailed or turned in to me by the last day of class.

**Exams**

There are no exams in this course.

**Evaluation Procedures**

Evaluation of student performance reflects how the student meets the criteria outlined in this syllabus for each assignment and the quality of work the student exhibits in each assignment.

**Student Performance & Evaluation Criteria**

Grades reflect student effort/performance, not given by the instructor.
Grades: The course will grades use the A-F designation. Assignment rubrics are on the online course site. The following table provides point/grade values.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>B+</td>
</tr>
<tr>
<td>83-89</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>C+</td>
</tr>
<tr>
<td>73-79</td>
<td>C</td>
</tr>
<tr>
<td>65-72</td>
<td>D</td>
</tr>
<tr>
<td>64 and below</td>
<td>F</td>
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</table>

Class Attendance
As a voluntary member of this course, each student makes a commitment to his/her fellow students and instructor. The course schedule is evident. Make arrangements to attend each class, the entire class. If unforeseen circumstances arise and you are unable to attend due to an emergency, your responsibility for course information, activities, and deadlines remains. Prior to missing class, please inform a fellow class member that you will be absent. Check with your classmates to identify and clarify any missed information or experiences. Learning occurs when all class members attend on a regular and ongoing basis. If you miss three class meetings, you will receive a grade of F for the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Content</th>
<th>Assignments Due</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13</td>
<td>Introductions&lt;br&gt;Review Syllabus&lt;br&gt;HCMM Chapter 1&lt;br&gt;B &amp; G Chapter 1 (N1)&lt;br&gt;Introduction to Supervision</td>
<td></td>
<td>Woodside</td>
</tr>
<tr>
<td>January 20</td>
<td>MLK NO CLASS</td>
<td></td>
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<tr>
<td>January 26</td>
<td>HCMM Chapter 2&lt;br&gt;B&amp;G Chapter 8 (New Ed 6)&lt;br&gt;Roles &amp; Responsibilities;&lt;br&gt;Supervisory Relationship;&lt;br&gt;Organizing Supervision</td>
<td>Ask the Experts&lt;br&gt;HCMM 2&lt;br&gt;TEAM A</td>
<td></td>
</tr>
<tr>
<td>February 3</td>
<td>HCMM Chapter 3&lt;br&gt;B&amp;G Chapter 6 (New Ed 3) &amp; 7 (New Ed 4)&lt;br&gt;Presentation: Supervisory Relationship Presenter(s):</td>
<td>Ask the Experts&lt;br&gt;HCMM 3&lt;br&gt;TEAM D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BG 8 (N6)&lt;br&gt;First Half BG 8 (193-204)&lt;br&gt;; (BG N6 132-142) TEAM B</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Second Half BG 8 204-217;&lt;br&gt;BG N6 142-152) TEAM C</td>
<td></td>
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<td>BG 6 (N3)&lt;br&gt;TEAM E</td>
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<td></td>
<td>BG 7 (N4)&lt;br&gt;TEAM A</td>
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</tbody>
</table>
5 February   HCMM Chapter 4  
              B&G Chapter 9 (New Ed 7)  
Presentation: Methods of Supervision: Individual  
Presenter(s): Ask the Experts  
              HCMM 4  
              TEAM B  
BG 9  
(N7)(First Half)  
TEAM C  
And (Second Half)  
TEAM D

6 February   HCMM Chapter 5  
              B&G Chapter 4 (New Ed 2)  
Presentation: Models of Supervision  
Presenter(s): Ask the Experts  
              HCMM 5  
              TEAM E  
BG 9 (N2)  
(First Half)  
TEAM A  
And (Second Half)  
TEAM B

7 February   HCMM Chapter 6  
              BG 5 (New Ed 5)  
Presentation: Multi culturally Competent  
Ask the Experts  
              HCMM 6  
Racial/Ethnic  
Identity  
Gender  
Identity  
TEAM C  
BG 5 (N5)  
Multicultural  
Supervision  
TEAM D
8 March 3  
HCMM Chapter 7 & 8  
B&G Chapter 3 (New Ed 11)  
Presentation: Ethical & Legal Issues  
Presenter(s):  
Ask the Experts  
HCMM 7  
TEAM E  
HCMM 8  
TEAM A  
B&G 3 (N11)  
TEAM C

9 March 9  
B&G Chapter 10 (New Ed 8) & 11 (New Ed 9)  
Supervision Interventions, Group & Live  
Woodside: Consultation  
Ask The Experts  
BG 10 (N8) (First Half)  
TEAM B  
BG 10 (N8) (Second Half)  
TEAM C  
BG 11 (N9)  
TEAM D

10 March 17 – 21  
SPRING BREAK  
NO CLASS

11 March 24  
Discussion of Supervision Philosophies/Plans  
Philosophy/Plan of Supervision  
ALL Students

12 March 31  
HCMM Chapter 9, 11  
B&G Chapter 12 (New Ed 12)  
Becoming an Effective Supervisor  
Managing Crisis  
Teaching & Researching Supervision  
Presenter(s):  
Ask the Experts  
HCMM 9  
TEAM E  
HCMM 11  
TEAM A  
BG 12 (N12)  
TEAM B
13 April 7   HCMM Chapter 10
             B&G 2 (New Ed 10)
             Evaluation
             Presenter(s):
             Woodside
             Ask the Experts
             HCMM 10
             TEAM C
             B&G 2 (N10)
             (First Half)
             TEAM D
             (Second Half)
             TEAM E

14 April 14 Final Discussion: Assignment D
             Report of Assignment D
             ALL Students

15 April 20 Dinner At Woodside Home:
             Evaluation of Class
             SAIS Due
             Submit
             Certificate of Completion
             ALL Students