



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COUNSELOR EDUCATION PROGRAMS**

**COUN 670 THEORY AND PRACTICE OF COUNSELING SUPERVISION AND CONSULTATION  
[SPRING 2017]**

**Course Section:** 001; CRN: 30057  
**Course Meetings:** R; 2:10-4:55  
**Course Location:** BEC 238 / CC211?

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**COUNSELOR EDUCATION PROGRAM MISSION & OBJECTIVES**

The PhD in Counselor Education program at the University of Tennessee prepares experienced counseling professionals from all parts of the world who wish to advance their careers in the education, supervision, and research relevant to the related fields. Its purpose is to equip those who aspire to counseling-related professions.

1. Graduates will explore and engage in culturally sensitive, developmentally appropriate, ethical, and evidence-informed counseling relationships that prepare them to train master's level professionals and contribute to the development of counseling theory and practice.
2. Graduates will provide culturally sensitive, ethical and developmentally appropriate supervisory relationships that promote skills of developing clinicians and provide gatekeeping for the profession.
3. Graduates will demonstrate culturally sensitive, developmentally appropriate, and ethical teaching, assessment, and evaluation methods relevant to educating counselors.
4. Graduates will comprehend and apply diverse methods for answering research questions relevant to the counseling profession.
5. Graduates will be culturally sensitive and ethical advocates and leaders for self, clients, and the counseling profession through interventions, programming, and professional and community engagement.
6. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.

**COURSE DESCRIPTION**

**3 CREDIT HOURS**

Theory of counseling supervision and consultation, supervision of entry-level counselors, and agency consultation. Comment(s): Requires admission to PhD program or consent of instructor. Registration Restriction(s): Minimum student level – graduate.

### PURPOSE AND FOCUS

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.

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 training and research in supervision and or consultation.

### CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
purposes of clinical supervision	6.B.2.a
theoretical frameworks and models of clinical supervision	6.B.2.b
roles and relationships related to clinical supervision	6.B.2.c
skills of clinical supervision	6.B.2.d
opportunities for developing a personal style of clinical supervision	6.B.2.e
assessment of supervisees' developmental level and other relevant characteristics	6.B.2.f
modalities of clinical supervision and the use of technology	6.B.2.g
administrative procedures and responsibilities related to clinical supervision	6.B.2.h
evaluation, remediation, and gatekeeping in clinical supervision	6.B.2.i
legal and ethical issues and responsibilities in clinical supervision	6.B.2.j
culturally relevant strategies for conducting clinical supervision	6.B.2.k

### STUDENT LEARNING OUTCOMES

SLO
UNDERSTAND THEORETICAL FRAMEWORKS, MODELS AND PRACTICES OF CLINICAL SUPERVISION
UNDERSTAND THE ROLES AND RELATIONSHIPS RELATED TO CLINICAL SUPERVISION
UNDERSTAND LEGAL, ETHICAL AND MULTICULTURAL ISSUES ASSOCIATED WITH CLINICAL SUPERVISION
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 AND LORE 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
DEVELOP CONCEPTUAL AND OBSERVATIONAL SKILLS TO ASSESS TRAINEE COMPETENCE AND OUTCOMES, AS WELL AS SUPERVISORY PROCESS AND OUTCOMES
ARTICULATE A PERSONAL MODEL OF COUNSELING SUPERVISION AND CONSULTATION
FURTHER DEVELOP CLEAR THINKING, PROFESSIONAL WRITING, AND ORAL PRESENTATION SKILLS IN THE AREA OF COUNSELOR EDUCATION AND SUPERVISION

### PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
- ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **S**elf-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

### METHODS OF INSTRUCTION

#### Method of Instruction & Assignments

Methods of instruction and assignments incorporate instructor-led teaching, didactic lecture, the Socratic method, student-led teaching, discussion, experiential learning through teaching, practical exercises, team practice and individual/independent study.

### REQUIRED TEXTS & MATERIALS

Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors*. Retrieved from the World Wide Web:

<http://www.counseling.org/ethics/feedback/ACA2005Code.pdf>

American Counseling Association (2005). *Code of Ethics*. Retrieved from World Wide Web:

<http://www.txca.org/Images/tca/Documents/ACA%20Code%20of%20Ethics.pdf>

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education Inc.

### RECOMMENDED READINGS

Haynes, R., Corey, G., Moulton, P., & Muratori, M. (2010). *Clinical Supervision in the Helping Professions: A Practical Guide*. 2<sup>nd</sup> Edition. Alexandria, VA: ACA.

### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

#### 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. Follow APA 6th edition publication standards for all written work.

#### 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.

Assignment	Points	Due
Assignment A	100	Ongoing
Assignment B	100	Date chapter due – see schedule
Assignment C	100	April 20
Assignment D	100	March 23
Assignment E	100	April 4

Grading Scale		
A	Superior	95-100
A-	Intermediate	93-94
B+	Very Good	90-92
B	Good	85-89
B-	Intermediate	83-84
C+	Less than Satisfactory	80-82
C	Well below Standard	73-79
D	Clearly Unsatisfactory	65-72
F	Extremely Unsatisfactory	64 and below

### Exams

There are no exams in this course.

### Assignments

There are 5 assignments for this course (A-E). Each assignment is worth 100 points, 1/5 of the course grade.

#### Assignment A

*Ask the Experts (20%)*

Each week, when a reading assignment is due, students will develop one challenging question with a corresponding response from each assigned B&G chapters (e.g., if 2 B&G chapters assigned, each student is to develop two questions and responses). Some questions may require concrete responses (as part of the response), but questions should challenge and require students 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). Each week students will exchange questions (not including the response). Students will respond to the all of the questions they receive in class. After responding, each student will read their questions aloud, share their response, and receive feedback/input from the authors of the questions. Class discussion will follow (other students can comment too).

Note: Bring at least two copies of your questions and responses each week. One copy will be submitted to the instructor for evaluation purposes and the second copy for distributing to another student (this second copy should have questions separate from responses).

#### Assignment B

*Teach/Facilitate 2 Classes (20%)*

Identify two dates and corresponding assigned chapters from our syllabus that you will teach/facilitate to the class (e.g., February 9 and corresponding chapter B&G 4). Prepare materials, locate outside resources, facilitate exercises and/or activities to engage your fellow students in the learning process. Sign up for your chapters 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 presentations will be evaluated. No formal paper is required for this project. Be prepared to teach/facilitate for 30-45 minutes.

#### Assignment C

*Create a 30 minute webinar of one of the two chapter presentations you lead. (20%)*

This is new for me so we may need to develop this assignment together during the semester. I imagine you helping each other film your presentations and later splice information slides with talk over into a professionally done video/webinar clip. Be sure to organize the material carefully, provide an outline at the beginning and summary of the information presented at the end. Present the material so that it

pertains to both school and clinical mental health counseling settings. Develop a short 10 multiple choice or true/false item test / evaluation that prompts observers/participants to demonstrate that they comprehended the information presented. My hope is that we will post these webinars on our UTK counseling website and use them for site supervisor trainings (including CEUs). Some possible resources/options:

1) GotoMeeting : <https://www.gotomeeting.com/features>

Not sure if UT has access to it, but something you can ask OIT. They do have a free 30 day trial students can use. One can conduct a live webinar and record it. It converts it all into a video file.

2) Zoom: <https://tennessee.zoom.us>

Students get a free version (basic), but the meetings can only be 45 min. OIT has the access to upgrading it to ZOOM pro, that might be something you can arrange with OIT. One has the capability to share your screen, that way you can play PowerPoint from the screen and be talking. It records everything into a video file.

### **Assignment D**

#### *Philosophy/Plan of Supervision (20%)*

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. Your paper will be no longer than 4 pages, double space, in length. Cite a minimum of 6 different references. Be prepared to briefly share your philosophy/plan with the class on the allotted date for 10 minutes.

### **Assignment E**

#### *Choose One (20%)*

##### *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. The paper should be no longer than 10 pages. This assignment provides an opportunity to begin creating your research competency proposal, dissertation proposal, or a separate 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 and the instructor will submit this paper for publication (with you being first author). 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. 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 will be evaluated. Be prepared to briefly share your manuscript with the class on the allotted date for 10 minutes.



*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 want to wish you the best for a successful and productive semester.*

*Interim Provost John Zomchick*

#### UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. 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/>.

#### EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

#### 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.”

#### 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.

#### 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 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

#### WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

## **INSTRUCTOR POLICIES**

### **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 the instructor and/or 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.

### **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 their 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.

### COURSE CALENDAR

Class#	Date	Topics	Readings & Assignments Due
1	January 12	Introductions Review Syllabus	
2	January 19	B&G Chapter 1 Introduction to Supervision	Ask the Experts BG 1 Presenter Joel
3	January 26	B&G Chapter 2 Supervision Models	Ask the Experts BG 2 Presenter Arden
4	February 2	B&G Chapter 3 Processes and Issues of the Supervisory Triad and Dyad	Ask the Experts BG 3 Presenter Charmayne
5	February 9	B&G Chapter 4 Supervisee & Supervisor Factors Affecting the Relationship	Ask the Experts BG 4 Presenter Nancy
6	February 16	B&G Chapter 5 Multicultural Supervision	Ask the Experts BG 5 Presenter Marlon
7	February 23	B&G Chapter 6 Organizing the Supervision Experience	Ask the Experts BG 6 Presenter Charmayne
8	March 2	B&G Chapter 7 Individual Supervision	Ask The Experts BG 7 Presenter Adam
9	March 9	B&G Chapter 8 Group Supervision	Ask the Experts BG 8 Presenter Nancy
10	March 16	SPRING BREAK ACA Conference in San Francisco NO CLASS	
11	March 23	B&G Chapter 9 Live Supervision	Ask the Experts BG 9 Presenter Adam Assignment D – Supervision Philosophy
12	March 30	B&G Chapter 10 Professional Responsibilities of Clinical Supervisors	Ask the Experts BG 10 Presenter Joel
13	April 6	B&G 11 Ethical and Legal Foundations for Supervision Practice	Ask the Experts BG 11 Presenter Marlon Assignment E – Research Proposal or Expository Manuscript
14	April 13	B&G 12 Teaching and Researching Supervision	Ask the Experts BG 12 Presenter Arden
15	April 20	Dinner at Diambra home: Evaluation of Class	Assignment C: - Webinar Be prepared to play/present your webinar