

UNIVERSITY OF WISCONSIN, MADISON
Counseling Psychology 902
Counseling Psychology Research in Training and Supervision

SPRING SEMESTER, 2008
Mondays, 12:30-2:30
323 Educational Sciences

Course Instructor:
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Office Hours: T 1:30-3:30, W 2:30-3:30.
Please email to make other arrangements.

Course Description

The purpose of this course is to train advanced students in counseling psychology in the practice of supervision. Students will have the opportunity to supervise several Masters students in their initial practicum experience. Each Masters student will work with two or three volunteer clients. Doctoral students will audio- or videotape supervisory sessions for self, peer, and instructor evaluation. In addition, you will co-lead a weekly group supervision with another doctoral student.

As a supervisor-in-training you will be contributing to the overall development of your supervisees. Thus, it is expected that you will conduct your supervision within the legal and ethical parameters of clinical supervisors. Students are expected to conform their behavior to the ethical codes of the American Psychological Association and the American Counseling Association. The Association for Counselor Education and Supervision’s Ethical Guidelines for Supervisors is attached to this syllabus.

Required Texts

Teyber, Edward (2006). *Interpersonal process in Therapy: An Integrative Model (5th edition)*. Pacific Grove, CA.: Brooks/Cole.

Requirements

1. **Attendance and participation in practicum activities**, including, a) observing supervisee counseling sessions, b) meeting with supervisees, c) group meetings of supervisors, d) individual supervisory meetings with instructor, e) co-lead weekly group supervision with supervisees. (The supervision practicum is computed at a minimum of 150 hours for the semester).

Please inform instructor if you cannot attend class meetings. Contact supervisees directly if you cannot meet with them. Try to arrange coverage if you must miss a supervision session. Two or more excused absences from class and/or lab experiences may result in an incomplete grade. Two or more unexcused absences will result in a failing grade.

2. **Readings:** You are expected to read the class text required of the 270-806 students. (See 806 syllabus in Dr. Nelson’s webspace for Copsy 902).

3. **Written Assignments**

- A. **Professional Disclosure Statement and Supervisory Contract.** You will write a professional disclosure statement that describes your experience, your emerging therapeutic theoretical orientation, and your emerging philosophy of supervision. You will also write a supervision contract. You can use any format—those from Bernard & Goodyear, from Dr. Nelson’s webspace or another credible source. Personalize the contract if you so desire. You will negotiate the contract with your supervisees, who can have input into the contract if they wish. Contracts should indicate that breaches of ethical standards are not negotiable. You will go over these documents within your first three sessions with your supervisees. Once the supervisees have given input, you will both sign the documents, and each of you will receive a copy. Both disclosure statements and contracts are to be submitted to Dr. Nelson.

- B. Journal** of your supervisory activities, experiences, and learnings. Your journal should reflect your engagement in a reflective process with regard to your development as a supervisor. Please include reflections about all of your supervision activities in your log. See Appendix A for a list of questions to be considered in your log. **A log is due weekly. Please submit it to me via email.**
- C. Case Study** of one of your supervisees. Starting with your initial assessment of your supervisee's developmental needs, trace the development of your supervisee's clinical competence, including personal awareness, as a function of the methods or interventions that you used. Use the case to illustrate how you have developed your personal model of supervision and also to demonstrate your development as a supervisor. **Due: May 14th**

4. Laboratory Experiences

- A. Individual Supervision** You will supervise two or three Masters students who are enrolled in 270-806. You should videotape as many sessions as possible with your supervisees. If you are unable to schedule a videotaping room for supervision, you may audiotape your session. You will be required to complete interview notes for each supervisory session and keep an active file on each supervisee both of which you will bring to your individual supervision sessions with the instructor. These notes should be presented in your individual meetings with the professor.

You will be expected to evaluate your supervisees orally and in writing.

- B. Group Supervision** will meet weekly, combining your supervisees with another doctoral student and his or her supervisees.

5. Consultation During class session, we will use the time to consult with each other about our supervisees. We will begin with a check-in, wherein class members give 5 minute synopses of how their supervision is going. From the check-in, we will generate an agenda from issues class members have requested to discuss in greater length. If you wish to discuss a supervision issue in class, please come prepared with a videotape of a recent supervision session cued to a segment that will illustrate the concern you wish to discuss. We will view videotaped clips of supervision in class and provide both process and content feedback. In addition, you will meet with your instructor individually three times during the semester. You are expected to bring taped samples of your work to these meetings along with your diary/log and files of your supervisees.

Evaluation

1. You will be evaluated at mid-term and the end of term by your supervisees using a standard supervisory evaluation.
2. At mid-term and end of term instructor will provide oral and written feedback concerning your progress as a supervisor.
3. Evaluations of your work as a supervisor by your supervisee and the instructor will be placed in your file.
4. **Grades:** This is a Credit/No Credit Class. Your final written evaluation, which will be placed in your file, will be based on the following expectations:

- | | |
|--|---------------------------------------|
| *Clinical Skill Development | *Receptivity to Feedback |
| *Timely submission of journals | *Evidence of keeping up with readings |
| *Timely attendance of supervision sessions | *Final Paper |
| *Timely attendance in class | *Record Keeping |

Please Note:

The faculty at the University of Wisconsin respects the observation of religious holidays for students of

all religions. If you plan to be out of class because you are participating in a religious observance not designated as a holiday by the university, please notify me so that I can plan for you to be away. In addition, if you have a physical challenge that requires accommodation, please notify me in advance so that I can make appropriate arrangements. Your information will be kept strictly confidential unless you request otherwise.

Date	Lecture Topic	Assignment (Due by the date specified)
1/28	<ul style="list-style-type: none"> • Introduction: Syllabus, Supervision Contracting, Forms • Assignment of Supervisees 	
2/4	<ul style="list-style-type: none"> • EPTC Handbook • Clinic Tour • Supervision Groups 	Professional Disclosure Statement EPTC Handbook
2/11	<ul style="list-style-type: none"> • Steve Quintana Presentation • Consultations 	Teyber: Chapter 1 Journal #1
2/18	<ul style="list-style-type: none"> • Consultations 	Teyber: Chapter 2 Copies of Signed Disclosure Statements Journal #2
2/25	<ul style="list-style-type: none"> • Consultations 	Journal #3
3/3	<ul style="list-style-type: none"> • Consultations 	Teyber, Chapter 3 Journal #4
3/10	<ul style="list-style-type: none"> • Consultations 	Journal #5
3/17	<ul style="list-style-type: none"> • SPRING BREAK 	FUN WOO HOO
3/24	<ul style="list-style-type: none"> • Consultations 	Teyber: Chapters 4 & 5 Journal #6
3/31	<ul style="list-style-type: none"> • Consultations 	Teyber, Chapter 6 Journal #7
4/7	<ul style="list-style-type: none"> • Consultations 	Teyber, Chapter 7 Journal #8
4/14	<ul style="list-style-type: none"> • Consultations 	Teyber, Chapter 8 Journal #9
4/21	<ul style="list-style-type: none"> • Termination Phase of Counseling • Consultations 	9Teyber: Chapter 9 Journal #10
4/28	<ul style="list-style-type: none"> • Consultations 	Teyber: Chapter 10 Journal #11
5/5	<ul style="list-style-type: none"> • Consultations & Wrap Up 	Case Conceptualization Paper Due

Appendix A: Questions for Journaling

What were my supervisees' developmental and learning needs this week?

How have I tried to address those needs?

What interventions did I make that I liked?

What interventions did I make that I would have done differently?

What feelings about my supervisees did I have this week?

What feelings did my supervisees have about me this week?

Do any of the feelings between me and my supervisee relate to my supervisee's relationship with his or her client(s)? If so, how?

What have I learned about myself this week?

What do I need to learn this week?

How has my philosophy of supervision developed this week?

What do I need to clarify for myself this week?

ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS
ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Adopted by ACES Executive Counsel and Delegate Assembly
March, 1993

Preamble:

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to ACA's current ethical standards and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. Administrative supervision refers to those supervisory activities which increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.

Counselor educators and counseling supervisors encounter situations which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice.

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. Observe ethical and legal protection of clients' and supervisee' rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its [procedures](#) for doing so.

One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

DEFINITIONS OF TERMS:

Applied Counseling Settings - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

Supervisees - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

Supervisors - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

1. Client Welfare and Rights

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervisee is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

2. Supervisory Role

Inherent and integral to the role of supervisor are responsibilities for:

- a. Monitoring client welfare;
- b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. monitoring clinical performance and professional development of supervisees; and
- d. evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.

- 2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.
- 2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.
- 2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.
- 2.07 Supervisors of counselors should meet regularly in face-to-face sessions with their supervisees.
- 2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.
- 2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.
- 2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.
- 2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.
- 2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.
- 2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.
- 2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, and individual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

3. Program Administration Role

- 3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.

- 3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.
- 3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.
- 3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.
- 3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.
- 3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.
- 3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.
- 3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.
- 3.09 Supervisors should assess supervisees' skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.
- 3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.
- 3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.
- 3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.
- 3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.
- 3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.
- 3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.

3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client must be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

- a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
- b. Client welfare;
- c. Supervisee welfare;
- d. Supervisor welfare; and
- e. Program and/or agency service and administrative needs.