

CPSY 536
Supervision Practicum
Mondays, 4:15 – 6:45 pm, CLC 425

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Course Description

This course is an advanced graduate-level course in supervision practicum. You will be asked to apply your knowledge of supervision process, theory, and counselor development to your supervision of entry-level counseling professionals in a practicum setting. You will be assigned two masters-level students and provide them with weekly supervision (one hour per week). Your individual supervisees will be expected to bring in taped segments of their work for your review throughout the semester. All students will receive “umbrella supervision” of their supervision experiences. Group supervision of supervision will take place during class sessions. This will be a place for you to present your personal reactions, concerns, and questions about your relationships with your supervisees and their work with clients. There will be informal opportunities for group supervision as well as formal case presentations that take place each class.

IDEA Objectives for Course Evaluation

Essential: Learning to apply knowledge and skills to benefit others or serve the public good
Essential: Developing specific skills, competencies, and points of view needed to be successful supervisors

Required Readings

Bean, R. Davis, S. Davey, M. (2014). *Clinical supervision activities for increasing competence and self-awareness*. Hoboken, NJ: Wiley. ISBN: 978-1-118-82791-8

Recording

You will be asked to audio or video record your supervision sessions and upload them to a web based cloud server. After you have uploaded your session, you should provide a link to the session in the Sakai Assignment portal. You will review your sessions in preparation of your supervision logs and you will be required to present segments of supervisory sessions in class. Please note that all discussions regarding supervisee clients are confidential. Therefore, it is your responsibility to safeguard your tapes and personal notes/reflections of your supervision. Additionally, content about your supervisees' experiences and reactions, although not confidential, should also be kept private. It is your responsibility to maintain the safety of the relationship, but maintaining the safety of its content.

Evaluation and Assignments

Participation (13 points): Your regular participation in supervision of supervision, group supervision or individual supervision is a part of ethical practice. You are expected to attend all classes and meetings and your attention should be maintained on supervision interactions. If you miss a class or meeting, you will be expected to complete a make-up assignment that approximates the class materials and/or

supervisory experience. Additionally, students are discouraged from taking notes on their laptops during class or supervision, as this may be a distraction to others and themselves.

https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sage_s10_1177_0956797614524581&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US

Supervision Note (13 points): After reviewing your recorded supervision session, you will record a log of your supervision for each of your supervisees. The logs are due by 5 pm on the Friday after your supervision, so that it may be reviewed by the instructor prior to class on Monday. There is no dyadic supervision September 3 or October 8 and you do not have Supervision Notes due that week. The purpose of the log is to document what happened in the session, as well as your plan for following session and your general impressions of both your development and the development of the supervisee. You should record noting the topics discussed, the content of the discussion, and any agreed upon action by the supervisee. You should also indicate any intended agenda items and required preparation (both for you and your supervisee) for the next session, followed by your impressions about your supervisee's performance as a counselor, reactions to your supervisee's participation in supervision, progress on your supervision contract, and your internal thoughts and feelings about this supervisory relationship. A Weekly Supervision Session Note sheet will be provided to you on Sakai.

Supervision Contract (24 points): You will be expected to develop your own supervision learning contract for use with your supervisees, in consultation with the instructors. Several examples will be provided to you, but you are expected to also do your own exploration and develop a contract that fits your needs and the context of your training and the training of your supervisees. The contract should contain the following components; however, you may add additional components depending on your needs and the needs of your supervisee:

- Purpose of the supervision
- Documentation of the supervision
- Who has access to the documentation
- Structure of the supervision meetings, including meeting dates
- Expectations for supervision (audio/video recording review, assignments, characteristics of the relationship, etc.)
- Provision of feedback (to the supervisee, as well as to the supervisor by the supervisee)
- Confidentiality versus privacy
- Learning goals of the supervisee
- Formal evaluations of the supervisee and supervisor (mid-year and final evaluations), as well as the process for informal feedback
- Supervisor scope of competence and supervision of supervision
- Rescheduling of missed sessions

Mid-semester Feedback and Self-Assessment Reflection Paper (10 points): Students will be expected to ask their supervisees to provide mid-semester feedback about their performance as a way to shape the supervisory relationship. This feedback process should be discussed with the supervisee at the beginning of the relationship and included in the contract. Students will then complete a self-assessment and reflect on the feedback and self-assessment by writing a short 3-5 page that explores the content of the feedback and self-assessment, their reactions to the process, and reflections on their own developmental process as a supervisor. The supervisor feedback form will be provided, but you may

make changes that fit the needs of the supervision, if desired. A self-assessment will be provided by the instructor. Due October 29, 2018 at 4:15 pm.

Supervision Case Presentations (15 points each, 30 points total): Each student will write up, turn in, and present a supervision case to the group twice during the semester. This is not the time to showcase your best work. Rather, you should bring questions and concerns to the group to receive feedback and support. The written portion of the presentation should be modeled after the outline you receive and should include details you extract from your supervision logs. You will play a segment of your supervision session during this presentation. Presentations may focus either on one supervisee or on the dyad, depending on the needs of the supervisor. One of the two presentations should discuss how you utilized an exercise from the text in supervision.

End of Semester Feedback and Final Reflection Paper (10 points): Students will again be expected to develop a feedback assessment tool that they will give to their supervisees as a way to get feedback about the supervisory relationship from the supervisee. This may or may not be the same assessment tool the supervisor used for the mid-semester feedback review. This feedback process should take place at the end of the supervisory relationship, after the supervisor has given the supervisees their final evaluations. Students will then complete the same self-assessment they completed mid-year. The students should reflect on the feedback from their supervisees as well as their self-assessments by writing a 3-5 page paper that explores their growth and development as a supervisor over the course of the semester. Due December 6, 2018 at 5 pm.

Schedule

August 27, 2018	Review of Course and Introduction of Supervisees, prep for first session	
September 3, 2018	Labor Day, No Class	
September 10, 2018	Review of Learning contracts, evaluation materials	Bring draft of learning contract
September 17, 2018	Group supervision	
September 24, 2018	Group supervision	
October 1, 2018	Group supervision	
October 8, 2018	Fall Break, No Class	
October 15, 2018	Group supervision & Case presentation	Natasha
October 22, 2018	Group supervision & Case presentation	Dave
October 29, 2018	Group supervision & Case presentation	Huabing ,Mid-semester self-reflection paper due
November 5, 2018	Group supervision & Case presentation	Natasha
November 12, 2018	Group supervision & Case presentation	Dave
November 19, 2018	Group supervision & Case presentation	Huabing
November 26, 2018	Group supervision	
December 3, 2018	Last class	
December 6, 2018	No Class	Final reflection paper due

Grading Policy

For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-90 points	A
92-90 points	A-
89-87 points	B+
86-83 points	B
82-80 points	B-79-77 points C+
76-73 points	C
72-70 points	C-
69-67 points	D+
66-60 points	D
59-	F

Late assignments will not be accepted without previous permission of the instructor. If an extension is granted, grades will be lowered by 10% for every day the assignment is late. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: <https://www.livetext.com/>

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.