



**COUN9313 COUNSELOR SUPERVISION THEORY AND PRACTICE**  
**New Orleans Baptist Theological Seminary**  
**Division of Counseling**  
**Fall 2021**

**Professor: Dr. Ian Jones (504-252-4455, ext. 3716); email: [ijones@nobts.edu](mailto:ijones@nobts.edu)**

**Meeting Room: HSC209**

**Seminar On-Site/Synchronous Video Dates:**

First Meeting: August 27-28 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Second Meeting: October 15-16 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Third Meeting: December 3-4 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Course Description:**

This course in counselor supervision covers the basic concepts and models of supervision in counseling, the supervisory relationship, supervision methods and techniques, administrative issues, and ethical, legal, and theological issues in supervision. Students will develop knowledge and skills in supervision through readings, research, seminar discussions, and evaluation of their supervision of counselors-in-training.

**Program Objective #2: Supervision:** Be able to apply supervision theory and skills to clinical supervision. Learn, develop, and apply skills of clinical supervision (6.B.2.d)

**Student Learning Outcomes**

Course Objectives	Learning Experiences	Assessments
Students will demonstrate knowledge and understanding of the theories, models, modalities (including technology), roles, relationships (including mentoring), and purpose of clinical supervision. 6.B.2.a,b,c,g,i	<i>Instruction</i> Seminar discussion Textbook review Paper presentations Clinical supervision experience  <i>Readings</i> Bernard & Goodyear, <i>Fundamentals</i> , chapters 1-12. Campbell, <i>Essentials</i> , chapters 1-9. Watson, <i>Developing clinicians</i> , chapters 1-2	<i>Course Assignments</i> Philosophy of Supervision Paper Supervision Issues Paper Class Reading and Participation
Students will demonstrate knowledge and application of effective skills and personal style in	<i>Instruction</i> Seminar discussion Clinical supervision experience	<i>Course Assignments</i> Supervision Presentation Supervision of Counselor-in-

supervision of counselors-in-training, including assessing a supervisee's developmental level. 6.B.2.d, e, f	presentation  <i>Readings</i> Bernard & Goodyear, <i>Fundamentals</i> , chapters 1-12. Campbell, <i>Essentials</i> , chapters 1-9.	Training Documentation and Session Report
Students will demonstrate knowledge and understanding of administrative procedures and responsibilities, including evaluation, remediation, and gatekeeping, in clinical supervision. 6.B.2.h,i	<i>Instruction</i> Seminar discussion Textbook review Paper presentations Clinical supervision experience  <i>Readings</i> Bernard & Goodyear, <i>Fundamentals</i> , chapters 1-12. Campbell, <i>Essentials</i> , chapters 1-9.	<i>Course Assignments</i> Philosophy of Supervision Paper Supervision Issues Paper Class Reading and Participation
Students will demonstrate knowledge and understanding of legal and ethical issues and responsibilities, including culturally-relevant strategies used in counselor preparation, in clinical supervision. 6.B.2.j k	<i>Instruction</i> Seminar discussion Textbook review Paper presentations Clinical supervision experience  <i>Readings</i> Bernard & Goodyear, <i>Fundamentals</i> , chapters 1-12. Campbell, <i>Essentials</i> , chapters 1-9. Watson, <i>Developing clinicians</i> , chapters 3-10	<i>Course Assignments</i> Philosophy of Supervision Paper Supervision Issues Paper Class Reading and Participation

### Signature Assignments

Assignment	Description	Percentage/Points	Due Date
Evaluation of Supervisor's Skills & Techniques		5%	First week and last week of semester
Clinical Supervisor Skills and Techniques Test		5%	First week and last week of semester

### Course Requirements and Evaluation of Grades

Assignment & Description	Percentage	Due Date
<b>Reading Assignments &amp; Participation</b> <ol style="list-style-type: none"> <li>1. Read the syllabus thoroughly.</li> <li>2. Examine the bibliography in the syllabus and become familiar with the resources. Search websites and journals related to the field of study.</li> <li>3. Read Bernard &amp; Goodyear, <i>Fundamentals of clinical supervision</i>, Campbell, <i>Essentials of clinical supervision</i>, and Watson, <i>Developing clinicians of character</i> and additional readings in supervision literature as part of the research and writing assignments.</li> <li>4. Be prepared to submit a reading report at the end of the semester that indicates the percentage of pages read for each of the required texts, along with a list of additional readings (identify author, title, and number of pages read for each article or book), and a final total of all pages read.</li> </ol> Participate in seminar discussion.	10%	

<p><b>Philosophy of Supervision Paper</b></p> <p>A Philosophy of Supervision paper will be written, describing the student’s personal model of clinical supervision for the practice of Christian counseling. The paper should be based upon knowledge of the learning objectives in the student’s theory and practice of supervision, and should demonstrate a connection between theory and practice. In other words, the student’s philosophical, theological, and theoretical assumptions about supervision should be related to her/his practice of supervision. There should also be evidence that the student conceptualizes treatment and supervision within a systemic orientation. The length of paper should be approximately three to five pages.</p> <p>In the paper, the student will describe his/her assumptions and guiding theoretical principles by specifically demonstrating:</p> <ul style="list-style-type: none"> <li>● That he/she thinks about treatment and supervision in relational terms (for example, in terms of patterns, sequence, and context).</li> <li>● That he/she is aware of patterns and sequences of replication at various systems levels (for example, interconnection and interrelationships of the individual, family, therapist, supervisor, and context of training).</li> <li>● That she/he understands supervision literature by citing recent articles, chapters, and/or books, and how his/her supervision philosophy and methods of supervision relate to the current supervision literature.</li> <li>● Her/his theoretical orientation by articulating philosophies of therapy and supervision as well as the connection between them.</li> <li>● That he/she is sensitive to the multilevel implications of developmental, biological, socio-cultural, gender, and family-of-origin issues.</li> <li>● The ways in which personal values, beliefs, life experiences, and theoretical assumptions impact upon his/her philosophy and practice of supervision, including application of personal values, spiritual truths, relevant theology and scriptures.</li> <li>● Her/his theoretical consistency, whether from one prominent model or from an integrative perspective. If the latter, demonstrate a logical integration of models.</li> <li>● His/her rationale for the choice of supervisory methods and how the methods facilitate achievement of supervision goals.</li> </ul> <p><b>Resources for Supervision Research and Writing:</b></p> <p>Connect on-line to the NOBTS Library and become familiar with the on-line services, interlibrary loan, and other resources (e.g., EBSCOhost, ProQuest Religion, and Christian Periodicals Index).</p> <p>Plan your visits to the NOBTS Library. If you are unable to visit the library on-site on a regular basis, then begin developing a strategy for accessing resources, particularly books and journals. You will need access to articles in, for example, the <i>Journal of Counseling Psychology</i>, <i>Professional Psychology: Research and Practice</i>, <i>Counselor Education and Supervision</i>, <i>Journal of Counseling and Development</i>, <i>The Journal of Mental Health Counseling</i>, <i>Journal of Counselor Preparation and Supervision</i>, <i>The Clinical Supervisor</i>, <i>Journal of Marital &amp; Family Therapy</i>, <i>Journal of Family Therapy</i>, <i>Journal of Marriage and Family</i>, <i>American Journal of Family Therapy</i>, <i>Journal of Psychology and Christianity</i>, and the <i>Journal of Psychology and Theology</i>.</p> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>● The Association for Counselor Education and Supervision (ACES):</li> </ul>	<p>20%</p>	<p>8/27</p>
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<p><a href="http://www.acesonline.net/">http://www.acesonline.net/</a></p> <ul style="list-style-type: none"> <li>• North Atlantic Region Association for Counselor Education and Supervision: <a href="http://www.naraces.org/">www.naraces.org/</a> (with access to the online journal)</li> <li>• <i>The Professional Counselor</i>, NBCC Journal: Accessed at <a href="http://tpcjournl.nbcc.org/">http://tpcjournl.nbcc.org/</a></li> </ul>		
<p><b>Issues in Counselor Supervision Paper</b></p> <p>Students will research and write a paper on an issue in counselor supervision. Topics may be selected from the following:</p> <ul style="list-style-type: none"> <li>• Current supervision literature (focusing on literature from the past five years)</li> <li>• Ethical and legal issues in clinical supervision and supervision mentoring</li> <li>• Supervision contracts (including the process of developing contracts and the necessary components in contracts)</li> <li>• Cultural, gender and socioeconomic issues in therapy and supervision</li> <li>• Current standards for becoming an approved supervisor (state &amp; organization), with an emphasis on the role of the approved supervisor mentor</li> <li>• Additional topics selected in consultation with instructor</li> </ul> <p><b>Structure of paper:</b> The paper will be written in APA style, following the academic expectations for content and form (see below). The paper will follow the structure of a journal article (see the <i>Journal of Psychology and Christianity</i> or the <i>Journal of Psychology and Theology</i> for representative examples). As such, the body of the paper should be approximately 20 pages in length. It should begin with an introduction to the topic, along with a thesis and review the literature, followed by a development of the argument and discussion. Open the paper with a brief abstract and conclude with references that reflect a comprehensive and up-to-date knowledge of the issue addressed. References must include journal articles. Any internet information, outside of accessed professional resources, should be used with caution. For additional assistance with APA writing style, see the APA blog at <a href="http://blog.apastyle.org/">http://blog.apastyle.org/</a></p> <p><b>Expectations for Content and Form in a Doctoral-Level Seminar Paper</b></p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to research a topic in journals and books</li> <li>• Demonstrate knowledge of all relevant sources</li> <li>• Demonstrate the ability to distinguish between experts and non-experts (academic and popular)</li> <li>• Demonstrate the ability to research and understand the philosophies and theologies that underlie various expert points of view</li> <li>• Demonstrate the ability to evaluate critically all the possible points of view</li> <li>• Demonstrate the ability to understand various perspectives within some historical context</li> <li>• Demonstrate the ability to evaluate critically all the possible points of view (e.g., to distinguish between sound argument and mere rhetoric)</li> <li>• Demonstrate the ability to evaluate various points of view objectively (not reactively)</li> <li>• Demonstrate the ability to evaluate various points of view with balance, considering the strengths and weaknesses of each perspective (not selectively)</li> <li>• Demonstrate the ability to come to judiciously stated conclusions that are</li> </ul>	20%	10/15

<p>supported by the literature, the data, and logic (not superficial, global statements like those that one hears in popular literature)</p> <p>Form:</p> <ul style="list-style-type: none"> <li>• Carefully constructed paper to demonstrate the above</li> <li>• Adequate length to demonstrate the above</li> <li>• Adequate bibliography to demonstrate the above</li> <li>• Adequate review of the literature to demonstrate the above</li> </ul>		
<p><b>Supervision of Counselor-in-training Documentation and Session Report</b></p> <p>Student supervisors will supervise one master’s level counselor-in-training. Each supervisor will:</p> <ul style="list-style-type: none"> <li>• Provide at least 50-60 minutes of supervision each week</li> <li>• Submit <b>documentation of supervision sessions</b>, including a weekly log of supervision activities (name, date, length of supervision, focus and form of supervision), copy of supervision contract, written reports</li> <li>• Present at least one video of supervision to the class, demonstrating his/her preferred approach to supervision, along with a <b>written report of the supervision session</b> that discusses and evaluates how well the supervision philosophy is demonstrated in practice. The presentation must demonstrate supervision of a counselor-in-training while reviewing an actual counseling session recorded (audio or video) with a client.</li> </ul> <p>Distance Supervision Training: Students who choose to utilize synchronous video supervision with their supervisees will need to complete distance supervision training with the clinical director of the Leeke Magee Christian Counseling Center or through a formal (including online) course on the subject.</p>	20%	12/3
<p><b>Discussion Board</b></p> <p>Discussion Board will be available for posting comments on your readings, and on any books, articles, references, or information that might be helpful or of interest for other class members. Read other posts and respond when appropriate.</p>		
<p><b>Weekly Time Requirements:</b></p> <p>Be prepared to average around 20 hours per week on work for the seminar. Although there is no set amount of time required for research, a general guide is that students need to allocate about twenty hours of research time per week for each seminar.</p>		
<p><b>Paper Submission and Presentation:</b></p> <p>Papers must be submitted on Blackboard no later than one week before they are to be presented in the seminar. Be prepared to present and lead discussion on your paper topic.</p>		

**Textbooks**

**Required**

Bernard, Janine M. & Goodyear, Rodney K. (2019). *Fundamentals of clinical supervision* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education. ISBN-10: 0134752511

Campbell, Jane M. (2006). *Essentials of clinical supervision (Essentials of mental health practice)*. Hoboken, NJ: John Wiley & Sons.

Watson, Terri S. (2018). *Developing clinicians of character: A Christian integrative approach to clinical supervision*. Downers Grove, IL: IVP Academic.

**Supplemental Text:**

Jones, Ian F. (2013). *Counselor supervision manual*, Revised. Download on BlackBoard.

### **Course Teaching Methodology**

The course will involve the following methodologies: reading assignments, research, paper presentations, documentation and supervision of a counselor-in-training, videotaped supervision presentation and assessment, and seminar discussion.

### **Technical Resources and Competencies**

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2<sup>nd</sup> floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is available free to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

### **Evaluation of Grade**

The student's grade will be computed as follows:

- |                                              |     |
|----------------------------------------------|-----|
| 1. Signature Evaluations and Tests:          | 10% |
| 2. Philosophy of Supervision Paper:          | 20% |
| 3. Supervision Issues Paper:                 | 20% |
| 4. Supervision Presentation:                 | 20% |
| 5. Supervision Documentation/Session Report: | 20% |
| 6. Class Reading & Participation:            | 10% |

### **Grading Scale:**

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

### **Course Policies, Academic Conduct, and Professional Conduct**

#### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

#### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

### **Classroom Parameters**

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

### **Classroom Participation/Active Dialogue**

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

### **Disabilities and Accommodations**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Emergencies**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

### **Extra Credit**

No extra credit is available in this course.

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

### **Professional Conduct**

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

### **Reading Assignments**

Students are responsible for completing all reading assignments.

### **Technical Assistance**

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Writing Center**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and

valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

### Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

### Student Services

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women's Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS



INSTAGRAM.COM/NOBTS



FACEBOOK.COM/NOBTS

### Student Course Schedule, Fall 2018

#### Seminar On-Site/Synchronous Video Dates

First Meeting: August 27-28 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Second Meeting: October 15-16 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Third Meeting: December 3-4 (Friday, 1:00-6:00 p.m.; Saturday, 8:00-11:00 a.m.)

Meeting #	Date	Reading & Assignments Schedule	Learning Experiences
1	8/27 8/28	<p><b>Complete (1) Clinical Supervisor Skills and Techniques Test and (2) Evaluation of Supervisor's Skills &amp; Techniques</b></p> <p><b>Reading Assignments:</b> Read the syllabus thoroughly.</p> <p>Examine the bibliography in the syllabus and become familiar with the resources. Search websites related to the field of study.</p> <p>Read Bernard &amp; Goodyear, <i>Fundamentals of clinical supervision</i> and Campbell, <i>Essentials of clinical supervision</i>. Sign up for presentation of selected chapters (for the three required textbooks), providing summaries/outlines and leading in class discussion on selected chapters.</p> <p>Read the seminar papers posted for presentation.</p> <p><b>Written Assignments:</b> Write a paper on your personal philosophy of supervision (see instructions under Assignment and Description above). The required and supplemental texts along with references found in the bibliography and through NOBTS Library on-line services will provide information and resources for your paper. Post your paper on Blackboard a week before the first meeting and be prepared to present and defend your paper.</p>	<p><i>Primary Theme: The Development and Structure of Supervision</i></p> <p>We will explore the historical development of counseling supervision, definitions and conceptualization of supervision, models of supervision, characteristics of the supervisory relationship, supervision methods and administration, and ethical and legal issues in supervision.</p>
2	10/15 10/16	<p><b>Assignments:</b> Read Watson, <i>Developing clinicians of character</i>. Provide summaries/outlines and lead discussion on selected chapters.</p>	<p><i>Primary Theme: Issues in Supervision</i></p> <p>We will examine issues discussed in current supervision literature; ethical and legal issues in clinical supervision</p>

		<p>Research and write a paper on an issue in counselor supervision (see Assignment and Description above). Present your paper in class and lead in class discussion.</p> <p>Read the seminar papers posted for presentation.</p>	<p>and supervision mentoring; supervision contracts; cultural, gender and socioeconomic issues; current standards for becoming an approved supervisor; and the role of the approved supervisor mentor.</p>
3	12/3 12/4	<p>Review assigned and supplemental textbooks. Supervise one master's level counselor-in-training.</p> <ol style="list-style-type: none"> <li>1. Provide approximately two hours of supervision each week</li> <li>2. Present a video of your supervision to the class, demonstrating your preferred approach to supervision and showing supervision of a recorded counseling session completed by your supervisee.</li> <li>3. Write a report of the videotaped supervision session that discusses and evaluates how well your supervision philosophy is demonstrated in practice.</li> <li>4. Submit documentation of all supervision sessions, including a weekly log of supervision activities (name, date, length of supervision, focus and form of supervision), copy of supervision contract, and written reports.</li> </ol>	<p><i>Primary Theme: Supervision training and practice.</i></p> <p>Presentation &amp; Discussion: Video of supervision sessions Process and practice of supervision</p>
	End of Semester	<ol style="list-style-type: none"> <li>1. <b>Complete (1) Clinical Supervisor Skills and Techniques Test #2 and (2) Evaluation of Supervisor's Skills &amp; Techniques #2.</b></li> <li>2. <b>Complete Personal Assessment of Clinical Supervision</b></li> <li>3. <b>Complete Reading Report and Personal Assessment of Course</b></li> </ol>	<p><i>Assessment and awareness of personal development</i></p>

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#### **NBCC Supervisor Training:**

**Glen Duncan, "The Role of Clinical Supervision," Advanced Counselor Training, 2012.**

This is part 1 of 5 in a 30 hour lecture series on Clinical Supervision for Mental Health Professionals. This was made for the Approved Clinical Supervisor Certificate through the NBCC. This interactive workshop focuses on the major elements of being an effective Clinical Supervisor. In this workshop, participants will learn about the different roles and pertinent issues in Clinical Supervisor. Participants will learn the different roles that encompass clinical supervision, and learn the structural differences (and similarities) between consultation and clinical supervision. Participants will discuss the working alliance necessary in clinical supervision, and also discuss the roles that conflict and trust play in the supervisory relationship. Other issues discussed include covering types of feedback given to staff members and coworkers, and how best to give feedback, and the role that the experiential level of the supervisee plays in the structure of clinical supervision. Teaching methods include lecture, interactive exercises and group participation/discussion.

**Glen Duncan, "Core Issues in Effective Clinical Supervision," Advanced Counselor Training, 2012.**

This is part 2 of 5 in a 30 hour lecture series on Clinical Supervision for Mental Health Professionals. This was made for the Approved Clinical Supervisor Certificate through the NBCC. This interactive workshop focuses on the major elements of being an effective Clinical Supervisor. In this workshop, participants will learn about the different aspects of being an effective Clinical Supervisor. Participants will learn the difference between effectiveness versus ineffective supervision, and will discuss factors involved in high quality supervision. Program Development and Quality Assurance will be covered in great detail, going over key aspects of program development methods such as long range planning, service delivery issues and a comprehensive look at quality assurance methods and issues. Finally issues of burnout prevention and supervisor developmental issues will be discussed. Teaching methods include lecture, interactive exercises and group participation/discussion.

**Glen Duncan, "Models and Techniques of Clinical Supervision," Advanced Counselor Training, 2012.**

This is part 3 of 5 in a 30 hour lecture series on Clinical Supervision for Mental Health Professionals. This was made for the Approved Clinical Supervisor Certificate through the NBCC. This 6 hour course on Models and Techniques of Clinical Supervision uses a didactic lecture format followed up with experiential learning exercises that cover many different models of conducting clinical supervision and different techniques utilized in clinical supervision. Areas covered include a working definition of clinical supervision, breaking down this definition into the components that make up clinical supervision. The Integrated Developmental Approach to supervision (Stoltenberg & Delworth) is discussed in detail, covering descriptions of level 1, 2 and 3 counselors and supervisors. Next other models of supervision are also covered, including the Discrimination Model of supervision (Bernard), the systems model of supervision (Holloway), and the Blended Model of supervision (a model crafted specifically for working with drug/alcohol counselors by Powell). Next discussed are supervision interventions and techniques (including case conferencing, utilizing self reports, process notes, audio taping, videotaping and utilizing live supervision). Teaching methods include lecture, interactive exercises and group participation/discussion.

**Glen Duncan, "Managing Differences and Difficult Populations," Advanced Counselor Training, 2012.**

This is part 4 of 5 in a 30 hour lecture series on Clinical Supervision for Mental Health Professionals. This was made for the Approved Clinical Supervisor Certificate through the NBCC. This interactive workshop focuses on the major elements of managing differences between supervisors and supervisees and issues surrounding working with difficult supervisees. In this workshop, participants will learn about the influence of individual, cultural and developmental differences between supervisors and supervisees. Different aspects of individual differences are covered (e.g., differences in belief systems and theoretical orientation between supervisor and supervisee). Different aspects of cultural differences are covered as are different aspects of developmental differences (e.g., supervisee and supervisor experiential levels). Participants will discuss areas of difficulties with supervisees, including an introduction to progressive discipline policies and due process, transference and countertransference, and other generic problems with supervisees. Teaching methods include lecture, interactive exercises and group participation/discussion.

**"Ethical and Legal Considerations in Clinical Supervision." Advanced Counselor Training, 2012.**

This is part 5 of 5 in a 30 hour lecture series on Clinical Supervision for Mental Health Professionals. This was made for the Approved Clinical Supervisor Certificate through the NBCC. This interactive workshop focuses on the major elements of legal and ethical issues surrounding Clinical Supervisors in behavioral health settings. In this workshop, participants will learn about the different areas of legal and ethical concern for today's Clinical Supervisors. Legal areas include LPC licensure regulations and statutes, scope of clinical and supervisory practice, malpractice, duty to warn, direct and vicarious liability, informed consent, confidentiality, and the ADA. Ethical areas covered include

workplace harassment, dual relationships, and clinical supervision ethical standards. Teaching methods include lecture, interactive exercises and group participation/discussion.

Access at: <http://www.slideshare.net/Guedde/lpc-models-and-techniques-in-clinical-supervision>

Key Performance Indicator	Learning Experiences	Assessments
6.B.2.d Skills of clinical supervision	<p><i>Instruction</i>            Reading assignments, research, paper presentations, documentation and supervision of a counselor-in-training, videotaped supervision presentations and assessments, seminar discussions</p> <p><i>Reading</i>            Bernard &amp; Goodyear, <i>Fundamentals of clinical supervision</i>, chapters 1-12.            Campbell, <i>Essentials of clinical supervision</i>, chapters 1-9.            Watson, <i>Developing clinicians of character</i>, chapters 1-10</p>	<p><i>Signature Assignments</i>            Evaluation of Supervisor's Skills &amp; Techniques            Clinical Supervisor Skills and Techniques Test</p> <p><i>Course Assignments</i>            Philosophy of Supervision Paper            Supervision Issues Paper            Supervision Presentation            Supervision of Counselor-in-Training Documentation and Session Report            Class Reading and Participation</p>