COUN9413: COUNSELOR SUPERVISION THEORY AND PRACTICE
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Counseling Ph.D. Seminar
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Mission Statement
The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus
The seminary has five core values.
1. **Doctrinal Integrity**: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality**: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus**: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence**: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership**: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Characteristic Excellence.

Curriculum Competencies
NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:
1. **Biblical Exposition**: to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage**: To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making**: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills**: To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership**: To serve churches effectively through team ministry.
6. **Spiritual and Character Formation**: To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership**: To facilitate worship effectively.

The curriculum competencies addressed in this course are: interpersonal skills, spiritual and character formation.

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.

Student Learning Outcomes
Students who complete this course will:
1. Learn the definitions and purpose of counseling supervision.
2. Examine the major models of supervision and the underlying philosophical and theological assumptions, and pragmatic implications.
3. Articulate a personal model of counseling supervision
4. Demonstrate effective skills in supervision of counselors-in-training.
5. Identify and evaluate problems in counselor-client and supervisor-counselor-client relationships.
6. Structure supervision, solve problems, and implement supervisory interventions within a range of supervisory modalities (e.g., live and videotaped supervision).
7. Learn distinctive issues that arise in supervision mentoring.
8. Understand evaluation procedures and instruments that effectively assess supervisee skills and goal attainment.
9. Become knowledgeable about current research trends in supervision.
10. Become sensitive to contextual variables such as culture, gender, ethnicity, and economics.
11. Become knowledgeable of ethical and legal issues of supervision.
12. Be aware of state (e.g., Louisiana) and association (e.g., AAMFT, ACA) requirements and procedures for supervising counselors-in-training.

Course Teaching Methodology
The course will involve the following methodologies: reading assignments, research, paper presentations, videotaped supervision presentation and assessment, and seminar discussion.

Textbooks
Required Texts:
Bernard, Janine M. & Goodyear, Rodney K. (2013). *Fundamentals of clinical supervision*, Fifth Edition. Pearson Education.
Campbell, Jane M. (2006). *Essentials of clinical supervision (Essentials of mental health practice)*. Hoboken, NJ: John Wiley & Sons.

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

Course Requirements
Reading Assignments

1. Read the syllabus thoroughly.
2. Examine the bibliography in the syllabus and become familiar with the resources. Search websites and journals related to the field of study.
3. 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.

Philosophy of Supervision Paper

A Philosophy of Supervision paper is required following the guidelines of the American Association for Marriage and Family Therapy (AAMFT). This personal model of clinical supervision for the practice of Christian counseling 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.

In the paper, the student should describe his/her assumptions and guiding theoretical principles by specifically demonstrating:

- That he/she thinks about treatment and supervision in relational terms (for example, in terms of patterns, sequence, and context).

- 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).

- 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.

- Her/his theoretical orientation by articulating philosophies of therapy and supervision as well as the connection between them.

- That he/she is sensitive to the multilevel implications of developmental, biological, socio-cultural, gender, and family-of-origin issues.

- The ways in which personal values, beliefs, life experiences, and theoretical assumptions impact upon his/her philosophy and practice of supervision.

- Her/his theoretical consistency, whether from one prominent model or from an integrative perspective. If the latter, demonstrate a logical integration of models.

- His/her rationale for the choice of supervisory methods and how the methods facilitate achievement of supervision goals.

Issues in Counselor Supervision Paper

Students will research and write a paper on an issue in counselor supervision. Topics may be selected from the following:

- Current supervision literature (focusing on literature from the past five years)

- Ethical and legal issues in clinical supervision and supervision mentoring

- Supervision contracts (including the process of developing contracts and the necessary components in contracts)

- Cultural, gender and socioeconomic issues in therapy and supervision

- Current standards for becoming an approved supervisor (state & organization), with an emphasis on the role of the approved supervisor mentor

- Additional topics selected in consultation with instructor

Structure of paper: 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 *Journal of Psychology and Christianity* or the *Journal of Psychology and Theology* 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 http://blog.apastyle.org/

Expectations for Content and Form in a Doctoral-Level Seminar Paper
Content:
- Demonstrate the ability to research a topic in journals and books
- Demonstrate knowledge of all relevant sources
- Demonstrate the ability to distinguish between experts and non experts (academic and popular)

- Demonstrate the ability to research and understand the philosophies and theologies that underlie various expert points of view
- Demonstrate the ability to evaluate critically all the possible points of view
- Demonstrate the ability to understand various perspectives within some historical context
- Demonstrate the ability to evaluate critically all the possible points of view (e.g., to distinguish between sound argument and mere rhetoric)
- Demonstrate the ability to evaluate various points of view objectively (not reactively)
- Demonstrate the ability to evaluate various points of view with balance, considering the strengths and weaknesses of each perspective (not selectively)
- Demonstrate the ability to come to judiciously stated conclusions that are supported by the literature, the data, and logic (not superficial, global statements like those that one hears in popular literature)

Form:
- Carefully constructed paper to demonstrate the above
- Adequate length to demonstrate the above
- Adequate bibliography to demonstrate the above
- Adequate review of the literature to demonstrate the above

Supervision of Counselor-in-training

Student supervisors will supervise one master's level counselor-in-training. Each supervisor will:

- Provide approximately two hours of supervision each week

- Submit **documentation of supervision sessions**, including a weekly log of supervision activities (name, date, length of supervision, focus and form of supervision), copy of supervision contract, written reports

- Present at least one video of supervision to the class, demonstrating his/her preferred approach to supervision, along with a **written report of the supervision session** 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.

Discussion Board

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.

Evaluation of Grade
The student's grade will be computed as follows:
Grading:

1. Philosophy of Supervision Paper:	25%
2. Supervision Issues Paper:	25%
3. Supervision Presentation:	20%
4. Supervision Documentation & Session Report:	20%
5. 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

Technical Assistance
For assistance regarding technology, consult ITC (504-816-8180) or the following websites:
1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard

Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

[Other paragraphs might be included, such as: expectations for reading assignments, policy on late assignments, academic honesty, classroom demeanor, extra credit]

Help for Writing Papers at "The Write Stuff"
NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

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.

Course Schedule
Seminar On-Site Dates
First Meeting: February 3-4 (Friday, 1:00-9:00 p.m.; Saturday, 8:00-11:00 a.m.)
Second Meeting: March 31-April 1 (Friday, 1:00-9:00 p.m.; Saturday, 8:00-11:00 a.m.)
Third Meeting: May 5-6 (Friday, 1:00-9:00 p.m.; Saturday, 8:00-11:00 a.m.)

Preparation for Seminar and First Meeting
Primary Theme: The Development and Structure of Supervision
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.

Reading Assignments:
1. Read the syllabus thoroughly.
2. Examine the bibliography in the syllabus and become familiar with the resources. Search websites related to the field of study.
3. Read Bernard & Goodyear, *Fundamentals of clinical supervision*. Sign up for presentation of selected chapters (for both required textbooks), providing summaries/outlines and leading in class discussion on selected chapters.
4. Read the seminar papers posted for presentation.

Written Assignments:
Write a paper on your personal philosophy of supervision (see instructions under Course Requirements). 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.

Resources:
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).
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 *Journal of Counseling Psychology, Professional Psychology: Research and Practice, Counselor Education and Supervision, Journal of Counseling and Development, The Journal of Mental Health Counseling, Journal of Counselor Preparation and Supervision, The Clinical Supervisor, Journal of Marital & Family Therapy, Journal of Family Therapy, Journal of Marriage and Family, American Journal of Family Therapy, Journal of Psychology and Christianity*, and the *Journal of Psychology and Theology*.
Websites:
- The Association for Counselor Education and Supervision (ACES): http://www.acesonline.net/
- North Atlantic Region Association for Counselor Education and Supervision: www.naraces.org/ (with access to the online journal)
- *The Professional Counselor*, NBCC Journal: Accessed at http://tpcjournal.nbcc.org/

Primary Theme: Issues in Supervision
We will examine issues discussed in current supervision literature; ethical and legal issues in clinical supervision 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.

Assignments:
1. Read Campbell, *Essentials of clinical supervision*. Provide summaries/outlines and lead discussion on selected chapters.
2. Research and write a paper on an issue in counselor supervision (see Course Requirements). Present your paper in class and lead in class discussion.
3. Read the seminar papers posted for presentation.

Third Meeting
Primary Theme: Supervision training and practice.
   Assignments:
1. Review assigned and supplemental textbooks.
2. Supervise one master's level counselor-in-training.
   a. Provide approximately two hours of supervision each week
   b. 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.
   c. Write a report of the videotaped supervision session that discusses and evaluates how well your supervision philosophy is demonstrated in practice.
   d. 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.
3. Come prepared to engage in a productive discussion on the process and practice of supervision.

Additional Items

Weekly Time Requirements:
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. Thus, students taking a full load (two seminars and one supervised reading colloquium) should plan to be engaged in research a minimum of forty hours per week. ("Weekly Time Requirements," Policies and Procedures, G-2, *NOBTS Manual for Research Doctoral Programs*, 2010, p. II-3.)

Paper Submission and Presentation:
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.

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.

Attendance:
This course is designed to be an interaction between the professor and students and between students. Attendance and active participation in seminar meetings is essential for class interaction and learning. Students who are counted absent will be penalized according to the policy of the seminary.

Plagiarism:
Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright laws. Read the NOBTS *Student Handbook* (p. 9) (See:

) for a description of plagiarism and how to avoid it. The seminary has instituted serious disciplinary consequences for plagiarism. See your style guide (APA) for correct format for citation in your assignments.

Emergencies:
In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (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.

Selected Bibliography

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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, video taping 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