Department of Rehabilitation Psychology & Special Education
University of Wisconsin-Madison

RPSE 920 Rehabilitation Counselor Education: Counseling Supervision (3 Credits)

Fall 2019 – Mondays 1:00-4:00pm

Requisites: Declared in Rehabilitation Counselor Education

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Phone: (608) 890-0085
Office hours: By appointment

Meeting location: Grainger Hall 1070
Canvas Course URL: https://canvas.wisc.edu/
Instructional Mode: Face-to-face classroom-based instruction

Meeting Credit Hours: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor:student meeting times [3-hour weekly course meetings], reading, writing, supervision of Master’s Counseling students, individual supervision, and other student work as described in the syllabus.

Course Description:

Supervised experience with concurrent instruction in the individual and group supervision of practicum students in clinical rehabilitation counseling.

Course Objectives:

This course is designed to help supervisors-in-training gain the knowledge and skills necessary to supervise practicing rehabilitation counselors. Emphasis will be given to the supervisory relationship and process of individual and group supervision. The course will also explore supervisory roles, evaluation methods, supervision research, legal and ethical issues, and socio-cultural issues in supervision. Practical application of these skills will be acquired, under faculty supervision, through the direct supervision of master’s level students in the rehabilitation counseling program.
Learning Outcomes:

Students completing this course will be able to:

1. Describe the purposes of clinical supervision
2. Identify theoretical frameworks and models of clinical supervision
3. Describe roles and relationships related to clinical supervision
4. Practice skills of clinical supervision
5. Identify styles of supervision and practice development of a personal style of clinical supervision
6. Demonstrate assessment techniques for evaluating supervisees’ developmental level and other relevant characteristics
7. Describe modalities of clinical supervision and the use of technology
8. Identify administrative procedures and responsibilities related to clinical supervision
9. Describe techniques in evaluation, remediation, and gatekeeping in clinical supervision
10. Identify legal and ethical issues and responsibilities in clinical supervision
11. Identify culturally relevant strategies for conducting clinical supervision
12. Practice strategies for personal and professional self-evaluation and implications for practice

The University of Wisconsin-Madison Doctoral Program in Rehabilitation Counselor Education has applied for accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course addresses the following 2016 CACREP Standards. The week in the course in which each of the lettered standards listed below are covered in the curriculum is noted.

<table>
<thead>
<tr>
<th>CACREP Standards Section 6.B.2</th>
<th>Week Content is Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. purposes of clinical supervision</td>
<td>2</td>
</tr>
<tr>
<td>b. theoretical frameworks and models of clinical supervision</td>
<td>4 &amp; 5</td>
</tr>
<tr>
<td>c. roles and relationships related to clinical supervision</td>
<td>2 &amp; 6</td>
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<tr>
<td>d. skills of clinical supervision</td>
<td>10 &amp; 11</td>
</tr>
<tr>
<td>e. opportunities for developing a personal style of clinical supervision</td>
<td>13, and throughout</td>
</tr>
<tr>
<td>f. assessment of supervisees’ developmental level and other relevant characteristics</td>
<td>7 &amp; 12</td>
</tr>
<tr>
<td>g. modalities of clinical supervision and the use of technology</td>
<td>14</td>
</tr>
<tr>
<td>h. administrative procedures and responsibilities related to clinical supervision</td>
<td>9</td>
</tr>
<tr>
<td>i. evaluation, remediation, and gatekeeping in clinical supervision</td>
<td>12</td>
</tr>
<tr>
<td>j. legal and ethical issues and responsibilities in clinical supervision</td>
<td>3</td>
</tr>
<tr>
<td>k. culturally relevant strategies for conducting clinical supervision</td>
<td>8</td>
</tr>
</tbody>
</table>
**Course Requirements:**

Students will develop conceptual knowledge, skills, and self-awareness about course topic areas through readings, leading and actively participating in seminar discussions, maintaining a supervision journal, and application (via supervising master’s level students).

**Leading Topic Discussions (80 points x 2, for a total of 160 points):**

This is a discussion format doctoral level seminar course. Students are expected to prepare for seminar discussions by reading, reflecting, and critiquing the readings before class. Each student will be responsible for leading discussions on **TWO** assigned topics. It is critical that all students participate in the learning process through active involvement. In order to fully participate, you must be present for each class.

Discussants should identify AT LEAST two readings in addition to the textbook chapters related to their topic to share with the class. The chosen readings should help promote reflection prior to class (e.g., recent or seminal research studies that demonstrate the topic being presented; topic summaries, chapters, or articles). The readings should be selected to promote students’ knowledge and skill development. Readings should be posted on the Canvas site or otherwise distributed to the instructor and students by 6 PM five days before each discussion.

When leading the assigned discussion, students are expected to prepare a list of discussion questions to guide the seminar. Be creative. Student leader should take responsibility for maintaining the flow and quality of the discussion. The discussion will ideally resemble a roundtable session at a professional conference, with informed participation based on generative and thoughtful questions. This assignment affords students the opportunity to further fine tune their leadership skills in a professional learning setting. Discussions are expected to last 1 hour and 45 minutes and may contain multimedia material, including brief video demonstrations either from the students’ own supervision with a Master’s student (with supervisee consent) or from other available online resources. Discussants may also lead small group or role-play activities relevant to the day’s topic. Presentations of content in a PowerPoint or other written format is not considered a “discussion”. Discussants can briefly review certain concepts verbally with the class as warranted to facilitate the conversation, but filling time with lengthy lectures about theoretical and conceptual information from the textbook or other readings will not fulfill the requirements of the assignment.

Discussants are also asked to post any handouts and links to websites that will accompany discussions on the Canvas site for the course as they are available. Any handout not posted prior to 6:00pm on the day before a discussion should be printed and distributed to the class.

**Topic Discussion Participation (14 discussions x 10 points for a total of 140 points):**

Students will be expected to be present and prepared to contribute to and actively participate in class discussion. Participation should reflect knowledge of readings and contributions should be substantiated by persuasive arguments drawing on readings and professional experience. Participation should be respectful and professional.
**Supervision Journal (100 points):**

Students are expected to maintain a journal of their supervision experiences, and bring it with them to each class. Journal entries should contain not only objective information about what happened in a given supervision session, but should also include subjective information, such as the student’s reflection on how the session went, self-evaluation of their own supervision skills, and identification of areas for improvement for future sessions with the supervisee. Students may be asked to share and discuss their journal entries in class. Journal entries can also be shared in either topic or case discussions. Students will be expected to turn in their journal in-progress at the mid-term and the complete journal on the final day of class.

**Required Readings:**

**Text:**


**Journal Articles:**

*Required readings for weeks where Dr. Bishop is the discussant:*


*Other articles will be posted on the Learn@UW site by the discussant of each weeks’ topic.*

**Grading Format:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading topic discussions</td>
<td>160</td>
<td>A = 92-100%</td>
</tr>
<tr>
<td>Topic discussion participation</td>
<td>140</td>
<td>AB = 87-91%</td>
</tr>
<tr>
<td>Supervision journal</td>
<td>100</td>
<td>B = 80-86%</td>
</tr>
<tr>
<td>Total Points in Course</td>
<td>400</td>
<td>BC = 77-79%</td>
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<tr>
<td></td>
<td></td>
<td>C = 70-76%</td>
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<tr>
<td></td>
<td></td>
<td>D = 60-69%</td>
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<tr>
<td></td>
<td></td>
<td>F = 0-59%</td>
</tr>
</tbody>
</table>

**Grading Criteria**

**Leading Topic Discussions:**

Two seminar discussions with each worth 80 points = 160 points
Points will be awarded using the following standards (per discussion) adapted from the UW-Madison Writing Across the Curriculum website and sample rubric at https://kb.wisc.edu/images/group120/77498/EvaluatingParticipation.pdf:

1. Outstanding Discussion Leadership: 1. Student identifies two or more readings that demonstrate informed consideration of the topic and a careful and critical review of the literature, are congruent with topic and likely to advance students’ knowledge, understanding, and skill, and are posted on the Canvas site or otherwise distributed by 6 PM at least five days before class. 2. Student has prepared a list of discussion questions that are informed, complete, and related to the readings and topic; is well-prepared for the responsibility of maintaining the flow and quality of a discussion designed and managed to accommodate 1 hour and 45-minute session, and does not over-rely on written content/lecture. (Student will receive 75-80 points)

2. Good Discussion Leadership: Student has identified and provided (on-time) two or more readings that are congruent with topic and at an advanced level but do not reflect a careful
review of the literature. Student has prepared a list of discussion questions and is developing skills in maintaining the flow and quality of the discussion, and discussion is complete in terms of topic content, but the discussion is not effectively planned to be sustained or completed in the time allotted, and the student relies heavily on written materials or lecture. (Student will receive 64-74 points)

3. Adequate Discussion Leadership: Student has identified and provided (on-time) two or more readings that are marginally congruent with topic. Student has prepared a list of discussion questions but is not prepared to maintain discussion for the required duration, discussion is lacking coverage of important areas of topic content, or student relies primarily on written materials or lecture. (Student will receive 50-63 points)

4. Inadequate Discussion Leadership: Student fails to provide at least two readings on time and/or readings are not related to discussion topic and are unlikely to promote students’ knowledge, understanding, or skill development. Student has not prepared discussion questions, is unprepared to lead discussion, or relies entirely on written materials and lecture. (Student will receive 20-49 points)

**Topic Discussion Participation:**

14 Seminar discussions with each seminar discussion worth 10 points = 140 points. Topic Discussion points will be awarded using the following standards (adapted from the UW-Madison Writing Across the Curriculum website and sample rubric at https://kb.wisc.edu/images/group120/77498/EvaluatingParticipation.pdf):

9-10 points: Contributions are made to class discussion and reflect deep knowledge of readings and are substantiated by persuasive arguments drawing on readings and professional experience. The contributor participates in a respectful and professional manner.

6-8 points: Contributions are made to class discussion and reflect some knowledge of readings and are somewhat persuasive, but could demonstrate more depth.

5 points: Contributions are not made to class discussion, or contributions are made but are not persuasive and do not demonstrate knowledge of readings; or contributions are made, but the contributor does not participate in a respectful and professional manner.

**Seminar Journal:**

Seminar journal is worth 100 points to be awarded in the following manner:

90-100 points: Students maintain a weekly journal of their supervision experiences and bring it with them to each class. Journal entries contain objective and subjective information providing a clear, concise description of session content and reflection on how the session went, self-evaluation of their own supervision skills, and identification of areas for improvement for future sessions with the supervisee. Students are prepared to share and discuss their journal entries in class. Students turn in their journal in-progress at the mid-term and the complete journal on the final day of class.
80-89 points: Students maintain a weekly journal of their supervision experiences, and bring it with them to each class. Journal entries occasionally are lacking objective or subjective information or fail to provide a clear, concise description of weekly session content and progress. Students are prepared to share and discuss their journal entries in class. Students turn in their journal in-progress at the mid-term and the complete journal on the final day of class.

70-79 points: Journal entries consistently lack objective or subjective information or fail to provide a clear, concise description of weekly session content and progress. Students are occasionally unprepared to share and discuss their journal entries in class. Students turn in their journal in-progress at the mid-term and the complete journal on the final day of class.

0-69 points: Consistently failing to maintain a weekly journal of supervision experiences and bring it to class, or having missing entries for weekly experiences at midterm or final, and/or journal entries are consistently lacking objective or subjective information and student does not respond to corrective feedback at midterm.

**Writing Center Resources:**

The UW-Madison Writing Center is a valuable resource for writing tips, individual appointments and classes to improve writing skills. Online access is available at http://writing.wisc.edu/.

**Accommodations:**

The University of Wisconsin-Madison supports the right of all students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me, the course instructor, of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Students may initiate contact regarding accommodation either by email or a face-to-face office appointment. I will then work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

**Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct &
Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. https://diversity.wisc.edu/
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Lecture Topic(s)</th>
<th>Reading Assignment</th>
<th>Topic Discussant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/9</td>
<td>Course orientation and syllabus, Supervision policies and procedures</td>
<td>Syllabus; Clinical Training Guidelines</td>
<td>Dr. Bishop</td>
</tr>
<tr>
<td>2</td>
<td>9/16</td>
<td>Introduction to supervision: Purposes of supervision, Roles and functions of supervisors, developing a personal style of clinical supervision</td>
<td>B&amp;G 1, Borders (2006); Borders et al. (2014); Herbert &amp; Trusty (2006), Schultz et al. (2002), Thielsen &amp; Leahy (2001)</td>
<td>Dr. Bishop</td>
</tr>
<tr>
<td>3</td>
<td>9/23</td>
<td>Ethical and legal considerations</td>
<td>B&amp;G 11, others as determined by discussant</td>
<td>Student as assigned</td>
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<td>4</td>
<td>9/30</td>
<td>Supervision models: Theoretical</td>
<td>B&amp;G 2, others as determined by discussant</td>
<td>Student as assigned</td>
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<tr>
<td>5</td>
<td>10/7</td>
<td>Supervision models: Developmental and Process Models</td>
<td>B&amp;G 2, others as determined by discussant</td>
<td>Student as assigned</td>
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<tr>
<td>6</td>
<td>10/14</td>
<td>Supervisory relationship: Process issues</td>
<td>B&amp;G 3, others as determined by discussant</td>
<td>Student as assigned</td>
</tr>
<tr>
<td>7</td>
<td>10/21</td>
<td>Supervisory relationship: Inter-and intrapersonal issues; assessment of supervisees’ developmental level</td>
<td>B&amp;G 4, others as determined by discussant</td>
<td>Student as assigned</td>
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<tr>
<td>8</td>
<td>10/28</td>
<td>Multicultural issues in supervision - Initial Journal Review</td>
<td>B&amp;G 5, others as determined by discussant</td>
<td>Student as assigned</td>
</tr>
<tr>
<td>9</td>
<td>11/4</td>
<td>Organizing the supervision experience; Administrative procedures</td>
<td>B&amp;G 6, others as determined by discussant</td>
<td>Student as assigned</td>
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<tr>
<td>10</td>
<td>11/11</td>
<td>Supervision skills &amp; interventions: Group supervision</td>
<td>B&amp;G 8, others as determined by discussant</td>
<td>Student as assigned</td>
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<td>STUDENTS WILL ATTEND ONE OF THE 890 GROUP SUPERVISION SEMINARS</td>
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<tr>
<td>11</td>
<td>11/18</td>
<td>Supervision skills &amp; interventions: Individual and live supervision</td>
<td>B&amp;G 7 &amp; 9, others as determined by discussant</td>
<td>Student as assigned</td>
</tr>
<tr>
<td>12</td>
<td>11/25</td>
<td>Assessment, Evaluation, Remediation, and Gatekeeping</td>
<td>B&amp;G 10, others as determined by discussant</td>
<td>Student as assigned</td>
</tr>
<tr>
<td>13</td>
<td>12/2</td>
<td>Teaching and research in supervision; Trends in clinical supervision; Developing a personal style of supervision</td>
<td>B&amp;G 12, Bernard &amp; Luke (2015); Blount &amp; Mullen (2015); Lenz et al. (2014); other as assigned</td>
<td>Dr. Bishop</td>
</tr>
<tr>
<td>14</td>
<td>12/9</td>
<td>Use of technology in supervision, Course wrap-up, Course evaluations</td>
<td>Byrne &amp; Hartley (2010); Lund &amp; Schultz (2015); Rousmaniere (2014); other as assigned</td>
<td>Dr. Bishop</td>
</tr>
<tr>
<td>15</td>
<td>12/16</td>
<td>JOURNALS DUE TO DR. BISHOP (MAILBOX)</td>
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</tbody>
</table>