

SCHC 8891
Advanced Practicum in Supervision
3 SEMESTER HOURS

.....

Dewar College of Education
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling and supervision*. (2nd ed). Mohwah, NJ: Lahaska Press.

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision*. (5th ed.). Boston: Pearson/Allyn & Bacon.

Assigned Readings (Journal Articles, and others)

COURSE DESCRIPTION

Prerequisite: Admission to the Ed.S. in School Counseling Program or permission of the instructor. The process and practice of counseling supervision and leadership in the school environment are studied. An emphasis will be placed on the application of strategies and skills used to enhance supervision and leadership abilities.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

ED.S. SCHOOL COUNSELING OBJECTIVES

Upon completion of the course students will:

1. demonstrate competency as a counselor (counseling skills, case conceptualization, case management); CFS I, V
2. describe and show appropriate use of the roles, functions, issues, theoretical models, types, and techniques of clinical supervision; CFS I, II
3. acquire and demonstrate initial skills involved in the practice of supervision; CFS I, V
4. evaluate the performance of a supervisee; CFS I, IV
5. identify and describe preferred modes and techniques of supervision; CFS I, V
6. compare and contrast the differences between a supervisor and a supervisee in the school environment; CFS I
7. demonstrate self-awareness as a supervisor; CFS I, II
8. develop and demonstrate best practices for intervention/remediation techniques, consultation, and counseling when acting as a resource for the supervisee; CFS I, V
9. use ethical/legal guidelines in the supervision process to critically evaluate and determine appropriate action to take in resolving ethical issues; CFS I
10. use cumulative and summative evaluation to assess supervisee interventions leading to student success (academic, personal/social, career); CFS IV
11. demonstrate leadership ability in the school by developing and implementing two activities that include teachers, administrators, and/or staff. CFS I, III

ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities

1. Reading assignments: texts, books, journal articles, other appropriate materials as assigned
2. Writing assignments (paper, abstracts, journal summaries, etc., defined individually)
3. On-line discussion sessions
4. Written evaluation of supervisee's activities
5. Use of case studies (assessment, intervention, evaluation)
6. On-line exercises
7. Videos/evaluation (tentatively planned)
8. Meet during the semester IF needed.

Assignments

Counseling/Supervising Paper (20 pts.): Students will develop a paper that demonstrates synthesis and application of one aspect of counselor supervision. The topic must be approved by the instructor prior to submitting the paper.

Leadership Activity (20 pts.): Students will demonstrate examples of the leadership role school counselors may assume in the school.

Supervisory Skills Demonstration: (10 pts.) Students must supervise a Counselor in Training (CIT) or another school counselor throughout the semester. A minimum of 30 hours of supervision activities with 15 of these hours direct contact with the supervisee is required. You will submit a log at the end of the semester indicating the time spent on supervision activities.

Students will also submit verbatim transcripts of two sessions with supervisees. The student will record (video) 30 minute sessions with a supervisee, then select a 15 minute segment of the recording to transcribe. The transcription and video are to be submitted to the instructor.

Self-Awareness/Personal Paper(s): Students will submit a self-evaluation of their supervisory attitudes and disposition at the beginning of the semester as well as at the conclusion of the course. The initial self-evaluation is intended to examine supervisory notions, expectations, strengths, areas of growth, questions, and similar "baseline" items affecting anticipated activities with supervisees. The final evaluation is done at the end of the semester and is intended to reexamine the items from the initial self-evaluation and to contrast the various elements of learning and development that has occurred throughout the course. This is a personal paper; it is intended to serve as a formal vehicle to aid in self-evaluation, appraisal, and professional development.

8 Assignments (40 pts.): 8 assignments will be posted on-line for completion. Complete instructions will be included with each assignment.

Professionalism (10 pts.): quality of contribution to community learning and sharing, promptness with submitting assignments, self-awareness paper, other professional considerations. Students will be asked for input and self-assessment regarding their professionalism in the course.

COURSE EVALUATION

| | |
|---|--|
| Supervision Paper | 20 pts. |
| Leadership Activit(ies) | 20 pts. |
| 10 Assignments/papers (8 assignments and 2 self-awareness papers) | 40 pts. (4 pts. each) |
| Supervisory Skills Demonstration | 10 pts. (2 transcriptions with videos) |
| Professionalism | 10 pts. |
| Total Possible | 100 pts. |

Grading Scale

| | |
|----------|---------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |

COURSE REQUIREMENTS**Technology Requirements**

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to access Blazeview. You must also use the VSU e-mail account which you are to check regularly, the ability to attach and open documents readable in MS-Word, access to Adobe Acrobat (5.0 or higher) and access to a fax machine. These individual requirements are not fulfilled by Valdosta State University, but must be supplied by you at your home (preferable) or workplace.

Assignment Requirements**Instructions for submitting online assignments:**

1. Must be submitted as a word document.
2. All documents must be submitted through the Blazeview dropbox.
3. All assignments submitted must follow APA style.

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. (Or in the online forum.) This means that you will be on time to class, turn papers in on time, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are working with. When involved in online activities students will topics and other students in a respectful manner using appropriate netiquette.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI

responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Lee Edmondson Grimes, Ph.D., NCC, LPC, Certified School Counselor

Office Number: Psychology Building office 2120

Office Telephone Number: 229-245-6541

Mobile Number: 404-680-3987

Notes regarding communications in this course

My cell is the place to get me if you have a **true emergency**. General questions need to go through email though.

Email Address: The best way to reach me is through email. Please use BlazeView email for general course questions and to submit assignments. If your question is of a more critical nature, you are welcome to use my VSU email. legrimes@valdosta.edu

Additionally, I will contact you through your BlazeView email account. Please check your BlazeView email and the news section of the course frequently. "I did not get the email" is not an acceptable response from a graduate student.

I make every attempt to return emails and phone calls within 24 hours unless it's over the weekend which may take until Monday. If you email me on a Saturday or Sunday about an assignment that is due on Sunday, you may not hear back from me until that Monday, the day after the assignment is due. Please plan accordingly.

Office Hours: Monday, Wednesday, and Thursday, 11:30 – 4:30; other days and times by appointment

ASSIGNMENT INSTRUCTIONS

Supervision Paper

Topic: Must be approved by instructor prior to writing. One example: *School Counselor Supervisors as Gatekeepers for the Profession (this is just an example)*

1. Format
 - a. Use APA style
 - b. 7-9 pages not including title page and references
 - c. Minimum of 15 references and at least 10 of the references must be journal articles and/or books.

Leadership Activity/Staff Development Project (LA)

Instructions

You are to demonstrate examples of leadership roles in your school by leading two staff development projects/workshops of 20 minutes each or one workshop for 45 minutes. You are to conduct a needs assessment to identify areas of interest, then develop and implement an activity based on those results.

You may do a Part I and Part II if on the same topic that needs more time to cover than 20-30 minutes. Make this clear to your principal and to me from the beginning if this is your choice. **Get permission from your principal before beginning this assignment*

Each program is to be given to the principal as a written proposal and should contain the following:

1. Title Page

- a. Your name
- b. Title of Workshop
- c. Name of School
- d. Name of Principal
- e. Identify the Assignment as Leadership 1 and/or 2

2. Needs Assessment

- a. Title of Workshop
- b. Needs Assessment
- c. Results of the Needs Assessment
- d. Pre/Post Test
- e. Measurable Objectives

3. Agenda

- a. Purpose of the Workshop
- b. Topics to be addressed in the workshop
- c. Content – include all lesson plans, handouts etc.
- d. Closing for the workshop
- e. Timeline for the workshop

4. Evaluation

- a. Pre/Posttest (Needs to be completed by all participants)
- b. Pre/Posttest Results
 - i. Need a table with raw data
 - ii. Use graphs and charts to provide a pictorial representation of the data
 - iii. Report change as a percentage change
 - iv. Analyze the data: what was the impact of the workshop (explain the data including any skewed data), what did people learn, how are they better educators as a result of this workshop, how is your school counseling program improved as a result of the workshop.
 - v. Reflect on the assignment:
- c. Submit analysis to your principal.

Supervisory Skills Demonstration

1. You will email or US postal service mail me two 30 minute supervision sessions. You can also put this on youtube and protect the site with a password.
 - a. These may be emailed as an attachment or sent as a CD.
 - b. If mailing, I need the CD by the due date.
2. You will select what you view as the best 15 minutes in each session and transcribe that 15 minutes and send it with the video.
3. You will also send a one-page evaluation of what you see as your strengths and weaknesses as a supervisor during this session.
4. Due dates can be found on the schedule section of this syllabus.

Self-Awareness/Personal Paper(s)

1. This paper is submitted at the beginning and **end** of the semester.
2. The first evaluation includes (this is a baseline evaluation):
 - a. Your views as a supervisory
 - b. Your expectations
 - c. The supervision model you are most comfortable with
 - d. Skills
 - e. Knowledge
 - f. Strengths
 - g. Weaknesses
 - h. Three measurable objective addressing areas that you need to grow in as a supervisor
3. The final evaluation
 - a. Evaluate your initial paper
 - b. How have your views on supervision changed
 - c. What skills do you now think are most important as a supervisor
 - d. Additional knowledge that can help you as a supervisor
 - e. Reevaluate your strengths
 - f. Reevaluate your weakness
 - g. Three new measurable objectives related to your role as a supervisor
4. Each paper should be a minimum of five pages (excluding title page and references) and written APA style.

8 Weekly Assignments (totals 10 with the 2 self-awareness papers)

Each of the 8 assignments will be available on Blazeview in the folder Assignments.

All assignments are due by Sunday midnight of the week posted.

SCHC 8891 Tentative Schedule, Spring 2014

All assignments due in the drop box by Sunday midnight of the week posted.

| | | |
|---------|------------------------|---|
| Week of | | |
| 1 | Jan. 13 | Chapter 1 and 2: Bernard and Goodyear Quick “assignment” in course overview |
| 2 | Jan. 20 (MLK), Jan. 21 | Chapter 1 and 2: Borders and Brown <i>Initial Self-Awareness Personal Paper Due</i> Information about your supervisee including name, status (student or school counselor), telephone number, location, and any other supervisors |
| 3 | Jan. 27 | Chapter 3: Bernard and Goodyear Chapter 3: Borders and Brown <i>Assignment 1 Due</i> |
| 4 | Feb. 3 | Chapter 4: Bernard and Goodyear Chapter 4: Borders and Brown <i>Assignment 2 Due</i> |
| 5 | Feb. 10 | Chapter 5: Bernard and Goodyear Chapter 5: Borders and Brown <i>Assignment 3 Due</i> |
| 6 | Feb. 17 | Chapter 6: Bernard and Goodyear Chapter 6: Borders and Brown <i>Assignment 4 Due</i> |
| 7 | Feb. 24 | Chapter 7: Bernard and Goodyear Chapter 7: Borders and Brown <i>Assignment 5 Due</i> |
| 8 | March 3 | Chapter 8: Bernard and Goodyear Chapter 8: Borders and Brown <i>Supervisory Skills Demonstration 1 Due</i> |
| 9 | March 10 | Chapter 9: Bernard and Goodyear Assignment 6 Due |
| | March 17 | No Class Spring Break |
| 10 | March 24 | Chapter 10: Bernard and Goodyear <i>Supervision Paper Due</i> |
| 11 | March 31 | Chapter 11: Bernard and Goodyear <i>Assignment 7 Due</i> |

