Textbooks Required:


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.

Ed.S. Program Outcomes:

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

Web-Based Course Activities/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.

Requirements:

Counseling/Supervising Paper (15 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 (15 pts.): Students will demonstrate examples of the leadership role school counselors may assume in the school. Complete instructions are included.

Supervisory Skills Demonstration: (10 pts.) Students will submit verbatim transcripts of sessions with supervisees. The student will record (video) 45 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: (participation grade) 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.

10 Journal Submissions (10 pts): Throughout the semester, students will maintain a journal of their impressions related to course requirements and supervision activities. 10 journal entries will serve as focus of discussion throughout the supervision experience and will be submitted to the instructor on-line as scheduled week. Journal content may serve as topics for discussions.

10 Assignments (40 pts.): 10 assignments will be posted on-line for completion. Complete instructions will be included with each assignment.

Participation (10 pts.): quality of contributions to discussion postings, quality of contribution to community learning and sharing, promptness with submitting assignments, self-awareness paper, other professional considerations.

Course Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Points Possible</th>
<th>Assignment % Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Supervision Paper</td>
<td>15 pts.</td>
<td></td>
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<tr>
<td>Leadership Activity</td>
<td>15 pts.</td>
<td></td>
</tr>
<tr>
<td>10 Journal Entries</td>
<td>10 pts. (1 pt. each)</td>
<td></td>
</tr>
<tr>
<td>10 Assignments</td>
<td>40 pts. (4 pts. each)</td>
<td></td>
</tr>
<tr>
<td>Supervisory Skills Demonstration</td>
<td>10 pts. (3 transcriptions with videos)</td>
<td></td>
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<tr>
<td>Participation</td>
<td>10 pts.</td>
<td></td>
</tr>
<tr>
<td>Total Possible</td>
<td>100 pts.</td>
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</tbody>
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Assignment % Points Possible

A: 90-100
B: 80-89
C: 70-79
Instructor
Charmaine Caldwell, PhD, NCC
Assistant Professor, School Counseling
Department of Psychology and Counseling
Office: Psychology Building #21
Telephone: 229-249-4963
Email: edcaldwell@valdosta.edu
Contact with me is most assured by email through Blazeview or during office hours by telephone.

Attendance Policy
You will be asked to meet only if necessary for course completion.

Policy Statement on Plagiarism and Cheating
The full text of this policy is available in the College of Education Dean’s Office, EC room 227. The following penalties will be enforced, as stated in the Policy:
FIRST OFFENSE: The student will earn a “0” on the assignment, test, project, etc.
SECOND OFFENSE: The student will earn the letter grade “F” for the course.
THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate university officials within the administrative structure will be taken (see page 39 of the VSU Student Handbook).

Special Needs Statement.
Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

COURSE REQUIREMENTS

PLEASE NOTE: Look at the tentative schedule of assignments/activities. You will see wk 1, wk 2, and so on besides dates. You are to go to the Weekly Assignment Folder for complete instructions for each week’s work. Assignments 1-10 will be embedded in the information for that particular week when applicable. Each week will not have one of the 10 assignments.

Instructions for submitting online assignments:
1. Must be submitted as a word document (.doc). Docx does not open on all computers.
2. MUST be identified in the subject box of your email as instructed in each set of instructions. Points will be deducted from the participation grade for not following directions.
3. Include only one assignment as an attachment to an email and use the “subject box” information supplied for each assignment.
4. Any problems with your computer or with submitting assignments must be resolved by you in order to be successful at taking an online course. If you need help, you may contact the Help Desk (229-245-4357).

Journaling Instructions (J-#):
See schedule for due dates
Subject box: J#,
Example: J1, J2, or J3 and so on through J10
Do not get creative—just this simple identification, please.
Due: See tentative schedule for date due and by 11:59 that Tuesday night.

You are to write a one-to-two page, double spaced, reaction to your supervisory experience of the past week. Do not just give me a blow by blow of what happened—include your thoughts, feelings, and what you did. Include all the following sections in your journal, and number them for ease of identification in grading:

1) Activity: describe what you and the supervisee did in the supervisory session;
2) Problems: list the kinds of problems the supervisee presented to you;
3) Resolutions: how did you help your supervisee resolve each of these problems;
4) Relationship: describe your relationship with your supervisee during and at the end of the session;
5) Ethical issues: what, if any, ethical issues were brought up, and how were they resolved.
6) Your strengths: what were your strengths in this session?
7) Areas for improvement: what areas do you need to develop in order to be a more effective supervisor?

Supervision Paper (SPaper):
Due: see tentative schedule
Subject box: SPaper
Keep it simple sweetie! KISS

Topic: Must be approved by instructor prior to writing. One example: School Counselor Supervisors as Gatekeepers for the Profession (this is just an example)
Due: 11:59, Tuesday, see tentative schedule for date.

Include information in your paper on these 5 topics; number them for ease of identification:

1. The purpose of school counselor supervision
2. Primary responsibilities of the supervisor
3. Ethical issues of supervision related to the role of the supervisor
4. Legal ramifications for school counselor supervisors (how can you be held responsible for what your supervisee currently does as well as in the future)
5. Evaluation of and interventions for CITs, how do these translate to “gate keeping”?

Make these topics stand out in the text—you may use boldface or underline; just make certain that I can easily see that you have addressed all five areas.

Length: Maximum: 4-6 pages for the body; does not include title page and references.

Use APA style for writing, you should own an APA Publication Manual, 6th Ed.
Be aware of grammar and spelling, run-on sentences, etc. Points will be deducted for this.
Double space
Make certain your references are APA style

References: minimum of 15 total, and no more than 5 can be web references. You may use your texts for information and as references. Be certain that all references are cited in your text and that a citation in your text can be found in the list of references.

Leadership Activity/Staff Development Project (LA)
Due: see tentative schedule
Subject box: LA
Prior to any leadership activity, check with your principal for permission to conduct a brief staff development program.

Submit to the instructor one document containing both leadership activities, including results of participant evaluations.

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

**Follow this outline precisely:**

**On the title page, include:**
Your Name, Date of Workshop
Name of Workshop
Name of School, School Principal
Identify the Assignment as Leadership Activity 1 and/or 2

**Body**
Title
Copy of needs assessment
Results of needs assessment
Measurable objectives (attendees will demonstrate knowledge of a, b, and c by completing a post test)
Length of presentation (minimum 20 minutes, longer if time allows)
Suggested date and time
Agenda
   List topics to be covered and time line
      Introduction
      Purpose of presentation
      Content
      Close
   Include enough of the presentation for me to get a good idea of what you are doing.
Copy of evaluation instrument and pre/posttest (have all in attendance complete; this empirical evidence will be included in your write up describing the evaluation of your leadership project.)
Results of participants’ evaluations (these will be submitted to the principal after completing the staff development activity)

Prior to the activity, submit results of the needs assessment and a copy of the to the instructor.

*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.*

**10 Assignments (A-10):**

See schedule for due dates

**Subject box: A#**
Example: A1, A2, or A3, and so on
Each of the 10 assignments will be available on BV in the folder “Weekly Assignments.” They are embedded in the “Week” and will be identified as A1-A10. The tentative schedule has due date information, and each assignment will contain complete instructions. Check the Weekly Assignment folder in BV (BlazeVIEW) on Wednesday of each week around 5:00 p.m.

**Tentative Schedule**

All assignments are assigned on Wednesdays around 5:00, and all are due the following Tuesday no later than 11:59 p.m. unless otherwise specified in the instructions. This tentative schedule is subject to change with advance notice from instructor.

<table>
<thead>
<tr>
<th>Assigned January</th>
<th>Due</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>1/11</td>
<td>Week 1; this week arrange for a supervisee, send me information on the person</td>
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<td></td>
<td></td>
<td>Status (student or School Counselor), telephone number, location, other supervisors</td>
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<tr>
<td>12</td>
<td>MLK Birthday</td>
<td>No Assignment</td>
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<tr>
<td>19</td>
<td>1/25</td>
<td>Week 2; J1</td>
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<tr>
<td>26</td>
<td>2/1</td>
<td>Week 3, J2</td>
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**February**

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<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>2/8</td>
<td>Week 4</td>
</tr>
<tr>
<td>9</td>
<td>2/15</td>
<td>Week 5, J3, Transcript 1</td>
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<tr>
<td>16</td>
<td>2/22</td>
<td>Week 6, J4</td>
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<tr>
<td>23</td>
<td>3/1</td>
<td>Week 7, J5</td>
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**March**

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<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>3/8</td>
<td>Week 8, Midterm (no exam), Leadership Activity Paper DUE</td>
</tr>
<tr>
<td>9</td>
<td>3/22</td>
<td>Week 9, J6, Transcript 2</td>
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<tr>
<td>16</td>
<td></td>
<td>Spring Break – No class requirements this week—enjoy your break</td>
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<tr>
<td>23</td>
<td>3/29</td>
<td>Week 10, J7</td>
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<tr>
<td>30</td>
<td>4/5</td>
<td>Week 11, J8</td>
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<td>30</td>
<td>4/26</td>
<td>Week 14, J10</td>
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**April**

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<th>Description</th>
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<tr>
<td>6</td>
<td>4/12</td>
<td>Week 12, J9, Supervision Paper Due</td>
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<tr>
<td>13</td>
<td>4/19</td>
<td>Week 13, Transcript 3</td>
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<tr>
<td>20</td>
<td>4/26</td>
<td>Week 14, J10</td>
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<tr>
<td>27</td>
<td></td>
<td>Last class, all forms due if applicable, course evaluation, wrap up</td>
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</tbody>
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