**Counselor Supervision**

EPCE 6366

Phase 3 Course

3 Credit Hours

**Summer 2020**

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**Office Hours:** TBA

**Meeting Time/Place:** TBA, Education

1. **Course Goals**:

Upon completion of this course, students should have the skills to meet the following objectives:

* to develop and refine basic individual supervision skills.
* to develop an integrated and defensible position statement regarding your supervision style.
* to develop a personal philosophy of supervision and a defensible supervision style.
* to demonstrate/explain theoretical approaches to supervision.
* to demonstrate an understanding of how supervisors work with supervisees from a different diverse group.
* to acquire a knowledge base related to diversity.
* to understand the issues related to multicultural issues.
* to describe the most salient issues related to leadership advocacy.
* to have a thorough grasp of good ethical supervision practice as defined/ described in the 2014 *ACA Code of Ethics*.

1. **Conceptual framework**

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley's%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

1. **CAEP Transformation**

Across the nation, there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors, counselor educators, and supervisors indicates that as educators, we must rethink how we advocate, disseminate knowledge, and conduct research. This change will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both CAEP and CACREP accreditation standards as well as the Texas LPC Licensure Board standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies that you will develop.
* You will learn what is valued by employers and counseling professionals in terms of state and national standards (i.e. *ASCA National Model*, *Texas Model for Comprehensive School Counseling Programs*, Advocacy Competencies, Multicultural Counseling Competencies, codes of ethics). CACREP accreditation standards and professional literature. In addition, the Counselor Education Advisory Board and counseling supervisors/employers were involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of the clients/students that you will be counseling.
* This course does not stand alone, instead, it is part of an integrated program that has well-articulated and distinctive outcomes.

Products for the PhD in Counselor Education are listed as follows:

1. **Distinctive Products: EPCE: Doctor of Philosophy in Counselor Education**

* **PhD- Counselor Education Trademark Outcome**

*Implementation of Advocacy and Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.*

1. **Distinctive Assessments for PhD Programs: (EPCE 6366 Phase 3 Course)**

* Supervision Agreement
* Supervision Project or Supervision Case
* Complete 25 hours of direct supervision

1. **Counselor Education Technology Competencies**

Specific technology (outside class) competencies covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2 Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3 Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

4 Be able to use email.

5 Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

6. Be able to access and use counseling-related research databases.

**C. CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/wp-content/uploads/2016/02/2016-Standards-with-Glossary-rev-2.2016.pdf>.

Specific standards taught in this course are listed as follows:

SECTION 6: DOCTORAL STANDARDS   
COUNSELOR EDUCATION AND SUPERVISION

B. DOCTORAL PROFESSIONAL IDENTITY

Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

2. SUPERVISION

1. purposes of clinical supervision
2. theoretical frameworks and models of clinical supervision
3. roles and relationships related to clinical supervision
4. skills of clinical supervision
5. opportunities for developing a personal style of clinical supervision
6. assessment of supervisees’ developmental level and other relevant characteristics
7. modalities of clinical supervision and the use of technology
8. administrative procedures and responsibilities related to clinical supervision
9. evaluation, remediation, and gatekeeping in clinical supervision
10. legal and ethical issues and responsibilities in clinical supervision
11. culturally relevant strategies for conducting clinical supervision

5. LEADERSHIP AND ADVOCACY

1. role of counselors and counselor educators advocating on behalf of the profession and professional identity

k. strategies of leadership in relation to current multicultural and social justice issues

1. ethical and culturally relevant leadership and advocacy practices
2. **Course Purpose**

The purpose of EPCE 6366 is to provide students an overview of the principles, process and procedures associated with counselor supervision. Students will learn how to implement supervision theory into supervision practice. Students enrolled in EPCE 6366 will gain experience in supervising counselors (students in training enrolled in EPCE clinical courses (techniques, practicum, and internship). Students must obtain a minimum of 25 hours of direct (face to face, not online) supervision experience via a clinical course taught by a full-time TTU EPCE faculty member. There are two exceptions: (1) supervision experience may be obtained by supervising in a clinical course taught by a counselor education faculty member in another CACREP accredited program or (2) a clinical class taught by the Drs. Jennings at TTU. Please see Appendix A for additional information.

1. **Course Description**EPCE 6366 Counselor Supervision. Prerequisite: Admission to the Ph.D. Counselor Education Program and TTU Graduate School. Completion of all EPCE 5000 and 6000 level practica/internship is required with a grade of A or Pass. Emphasis on supervision theory, training and experience in the supervision of counselors.
   1. **Prerequisites**

Successful completion of all Master’s level practica and internship classes and 6360 and 6094 (both classes). To be eligible to enroll in EPCE 6366, students cannot have a grade of Incomplete in **any** class.

* 1. **Methods of Instruction**

This course utilizes didactic teaching, group discussions, class individual and group assignments, interactive and experiential assignments, and student generated research presentations or case conceptualizations. Students are evaluated through, written papers, sessions, supervision skills, and participation in the aforementioned assignments.

**V. Course Objectives/Learning Outcomes and Assessments**

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| **Student Learning Outcomes: At the conclusion of the course, students will:** | **Assessments: Assessments will be made as follows:** |
| Demonstrate the use of a variety of supervision skills, techniques, procedures, and resources. | Students will demonstrate these skills in assignments. Students will demonstrate how to implement supervision theory into practice. Students will present a tapescript or case conceptualization for evaluation. |
| Demonstrate a knowledge of supervision practice including how to supervise an intake interview, treatment planning and case conceptualization. | Students will be evaluated by their site supervisor; professor and students will complete in class a case study for evaluation. |
| Articulate their supervision approach based on theory, research, and multicultural and advocacy competencies. | Students will discuss their theory as well as other theories. Students will present a case study that will be graded by the University professor. |
| Develop accurate supervision plans as appropriate for supervisee assessments. | Students will be evaluated by discussions and written assignments. |
| Engage in appropriate professional and ethical conduct. | Students will be evaluated by the University professor regarding ethical behavior and in their supervision with supervisees; students will turn in a written summary of an “Ethics At-Risk” tape; students will conceptualize a case involving an ethical dilemma; students will demonstrate knowledge of ethical decision-making. |
| Develop Advocacy Leadership Plan | Students will be evaluated by the University Professor regarding their Leadership Advocacy plan |

**VI. Course Requirements/Methods of Evaluation Employed**

**Assignments**

* 1. Time Requirements
     1. Each student will also spend time in individual and group supervision.
     2. Each student enrolled in counselor supervision must spend a minimum of 25 hours of direct supervision (Not indirect, not online). This supervision experience must be obtained by supervising students enrolled in EPCE clinical classes (see Appendix A for additional information). The supervision experience must be under the supervision of a full-time EPCE faculty member (not adjunct), or a full-time counselor educator in another CACREP accredited program, or Drs. Jennings. Proof of the completion of the 25 hours are due as follows:
        + 1. 13 hours are due June 12th
          2. 12 hours are due June 26th

Late log sheets will receive a grade of F (0 points). Please refer to Appendix A – Supervision Log, for additional information.

* 1. Course Requirements (see pages 5-12)
     1. Students must adhere to the 2014 *ACA Code of Ethics* and other codes required by their site.
     2. Students must complete **all** assignments (includes all assignments including hours/hours logs).
     3. Late assignments will not be accepted. Any late assignments will receive a grade of F (0 points).
     4. Students must present proof of malpractice insurance before any supervision hours are collected or no later than **May 1** (see Appendix A).
     5. Students must complete all assignments on time and attend class each scheduled weekend on both Friday and Saturday. Failure to attend class each weekend (Friday and Saturday) or failure to turn in assignments on time will result in a grade of F (0 points).
     6. Students must keep a Supervision log (see Appendix A). Logs are **due on June 12 and June 26** (see page 12). Always make a copy of the log for you to keep before you turn it in.
     7. Students will complete a supervision tapescript, **or** a supervision case conceptualization with a treatment plan in which the supervision theory, techniques, and a thorough description of five supervision sessions are thoroughly described (case conceptualization at least 8-10 pages). Please select one of these assignments. If a tapescript is selected, students will turn in a tapescript of 7-10 pages using the same format/forms/rubrics used for a counseling tapescript (consent must also be obtained). You must be aware of and follow all HIPAA guidelines. All identifying information must be removed. That is, your tapescript must be redacted to meet HIPAA guidelines. Permission forms must be signed by the supervisee. **This assignment (either the tapescript or case conceptualization) is due June 5th** (please see page 12)**.**
     8. Other assignments are listed on class schedule and chart titled “Grading of Assignments”. Additional assignments may be assigned by professor.

**Supervision Class**

Success in the Counselor Education program and the supervision class consists of more than graded assignments. Work habits, positive attitude, and class attendance all play a major role in the success of any counseling student. Any of the following actions are considered just cause for immediate dismissal from the Counselor Education Program:

1. Dishonesty (cheating, plagiarism, lying, etc.).
2. Unauthorized disclosure of confidential information.
3. Negligence or misconduct.
4. Mistreatment of clients/supervisees, fellow students, research participants, or faculty.
5. Abusing a client/supervisor, fellow student, faculty member or staff member.
6. Violations of the rules, regulations, and principles in the *Code of Ethics* as identified by the American Counseling Association and the *Texas Tech University Code of Student Affairs.*
7. Receipt of a failing grade in practicum or internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations, or dissertations.
9. Willful conduct that may cause injury to self or others (e.g. drinking, drugs)
10. Sexual harassment and/or violence in the workplace as defined by Texas Tech University or harassment outside the university.

**Evaluation and Grading Policy**

Students will be evaluated on a letter-grade basis (A,B,C,D,F). The final grade determination will be based on the following (although not limited to) these appraisals: skill level attainment as evidenced in tapescripts, case conceptualizations, direct observation, evaluations of class projects, and all items listed above as well as quality of written assignments. Please note that high marks on written assignments are only one factor of the grade. The final evaluation will be dependent on in class and out of class work and will therefore seek evidence of strong ethical and personal attributes (e.g., caring about supervisees, honesty, takes feedback well, good supervision skills) expected of an effective professional supervisor. Additionally, students must attend class (on time) and submit assignments (on time). Students should note late assignments are not accepted and will receive a grade of F (0 points). For example, if an assignment is due on Monday and is turned in on Tuesday, the grade will be an F with zero points assigned to the assignment.

The grade of A in supervision therefore represents the highest of marks in such areas as supervision skills, class attendance (at all classes on time), professional conduct, knowledge/understanding implementation of ethics, ethical behavior in/outside class, and written assignments. All must be achieved at a high level to obtain a grade of A.

**Grading of Assignments**

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| **Assignment** | **Points** |
| Read 2014 *ACA Code of Ethics*  Read Texas LPC Code of Ethics  Summarize Chapter 1  Summarize Chapter 2  Summarize Chapter 3  Summarize Chapter 4  Go Online to the Texas LPC Website & Summarize requirements for Texas LPC-S and summarize record keeping requirements  for Texas LPC-S and integrate Henrickson et al. article (1-2 page summary)  Summary of (1) implementation of 2014 *ACA Code of Ethics*,  (2) supervision theory, and (3) performance techniques using  the **Case of Myrtle** (3 pages, fictional case)  Summarize Chapter 5  Summarize Chapter 6  Summarize Chapter 7  Summarize Chapter 8  Summarize Chapter 9  Summarize Chapter 10  Summarize Chapter 15  Summarize the **implementation** of Multicultural and Advocacy  Competencies to **Case of Myrtle** (fictional case), 2 to 3 pages  Respond to **Case of Jason** (fictional case) and respond to questions  at the end of the case. (3-4 pages)  Develop Written Supervisor/Supervisee Agreement  Summarize (written summary of 4 or more pages) of your   interview with a Texas LPC Supervisor; attach your 10 or more  questions guiding the interview and following your written   summary  Summarize 2 articles by Kemer et al., and Park et al. (two separate summaries of a minimum of 1 page of each article)  Summarize articles by Bottecker et al., Fickling et al., and Henricksen et al. (1 page each)  Supervision Tapescript or Supervision Case Conceptualization  Turn in Supervision Logs as follows:  June 15, turn in logs with at least direct 13 hours  June 29, turn in logs with at least direct 12 hours  **TOTAL**  **To receive a grad of A, you must attend all classes and turn in all assignments on time. Any late assignments will receive a grade of F (0 points).**  **Points Required for Grade**  189 – 210 = A  168 – 188 = B  147 – 167 = C  126 – 146 = D  Below 138 = F | 0  0  5  5  5  5  10  15  5  5  5  5  5  5  5  15  15  10  15  10  15  30  10  10  **210** |

**Please note: There is a rubric for supervision titled “Supervision Project Rubric.” The rubric is in the *EPCE PhD Field Handbook*, page 52. I will score the rubric at the end of class.**

**VII. Content Outline**

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| **Module**  1. Read the 2014 ACA Code of Ethics (available on the ACA website, [www.counseling.org](http://www.counseling.org)) and the LPC Code of Ethics  2. Read Chapters 1, 2, 3, 4 from textbook.  3. Read the Case of Myrtle (available at the end of this Course Syllabus).  4. Go to LPC Board website and summarize the LPC Code of Ethics.  5. Go to the LPC Board website and summarize 1. the academic requirements 2. experience for LPC Supervisor and 3. record keeping requirements for supervisor | **Assignment and Due Dates** |
| ***Due Friday, May 9***  1. Read both codes  2. Submit a 3 page summary of Chapters 1, 2, 3, & 4 (Submit 4 separate summaries of 2 pages each).  3. Submit a minimum of 3 page paper that addresses the questions at the end of the Case of Myrtle.  4. Submit a 3 page summary of the Texas LPC Code of Ethics.  5. Submit 1-2 page summary of Texas LPC-S academic requirements and a summary of record keeping requirements for LPC-S (Submit 2 separate summaries of 2 pages each). |

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| **Assignments**  1. Read chapters 5, 6, 7, 8  2. Read the American Counseling Association (ACA) Multicultural Counseling Competencies and the ACA Advocacy Competencies. The competencies are available at http//:www.counseling.org/Resources/Competencies/Multicultural\_Competencies.pdf (Multicultural Competencies) and <http://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf> (Advocacy competencies). No written assignment.  3. Read the Case of Jason. The case is attached to this syllabus. | **Assignment and Due Dates** |
| ***Due Friday, May 23***  1. Submit a minimum of a 3 page paper that addresses the questions at the end of the Case of Jason (see directions at end of outline). |

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| **Assignment**  1. Read the Supervisor/Supervisee Agreements (that I gave as examples)  2. Read Chapters 9, 10 and 15  3. Submit your interview with LPC Supervisor (please see directions at end of course outline)  4. Supervision log (Please see directions at end of course outline)  5. Supervision Typescript.  a. The typescript must contain the same materials as a Counseling Typescript (e.g., signed consent saying where the tape is kept; type your session (7-10 pages); correct your responses in red (pen or font); interview record form).  b. You do not have to complete the hierarchy, but you do have to describe your supervision theory base (see p. 8 of the EPCE 6366 syllabus). Please have the LPC-S sign a release form.  **OR**  5. Supervision Case Conceptualization.  a. Write a supervision case (fictional).  b. Develop/describe supervision treatment plan that includes your supervision theory base, techniques, etc.  c. The treatment plan should identify what you will do over 5 sessions.  **NOTE: You must select one of the above (#5) assignments.** | **Assignment and Due Dates** |
| ***Due Friday, June 1***  1. Submit your Supervisor/ Supervisee Agreement (you may use any of the information from the agreements that I gave as examples).  2. Submit a 2 page summary of one assigned chapter from the book.  ***Due Tuesday, June 5th***  1. Submit your Supervision Typescript (minimum of 7-10 pages) and other forms.  Additional information may be found on page 6 of this syllabus.  **OR**  2. Submit your Supervision Case Conceptualization (minimum of 8-10 pages to cover the five sessions). Additional information may be found on page 6 of this syllabus. |
| ***Due Friday, June 12***  1. Submit your supervision logs by **June 12** showing you completed 13 hours of direct supervision.\*  ***Due Friday, June 19***  1. Submit your interview with LPC Supervisor (minimum of 5 pages). Please have the LPC-S sign an informed consent. |
| ***Due Friday, June 26***  1. Submit supervision log showing you completed a total of 25 hours of supervision signed by you and your supervisor (full time EPCE faculty at TTU or full time faculty at another CACREP accredited program) See page 4, Item III for more information. |

**\* Please note the signed logs must be given to me by June 12th and June 26th as late logs will receive a grade of F (0 points). This means that it is your responsibility to give these logs in advance to your supervisor to sign (do not give the supervision logs to your supervisor on their due date). You must give the signed logs (signed by you and your site supervisor) to me on their respective due dates or have them postmarked no later than June 12th and June 26th. The June 26th log must be in my office by June 26th (not postmarked). Signed Supervision Logs (2 separate logs) must be delivered to my office on June 12th and June 26th (the June 26th log must be received by mail or delivery to my office by June 26th). Late logs will receive a grade of F (0 points).**

**VIII. Recommended Text: (Chapters will be given in class)**

Ladeny, N., & Bradley, L. (2010). *Counselor supervision: Principles, process and practice* (4th edition). New York: Taylor and Francis.

**Other Readings:** *Counselor Education and Supervision Journal,* the official journal of the Association for Counselor Education and Supervision. Other supervision books and journal articles may be assigned.

**IX. Scholastic Dishonesty**

Students are expected to exhibit ethical conduct at all times. Plagiarism and/or copying from another’s work are considered cheating and students will receive no credit for assignments if this conduct is displayed. Please refer to *Graduate School Handbook* and *Counselor Education PhD Admitted Student Handbook* for additional information.

**X**. **Handicapping conditions/Religious Observances**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements must contact the Office of Student Disability Services. Students must present to the instructor the appropriate verification from Student Disability Services during the instructor’s office hours or during the first class meeting. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Students may be allowed an excused absence due to certain official religious holidays/observances. Students must notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence.

**XI. Violence and Sexual Harassment**

All students are responsible for knowing and adhering to Texas Tech policies on sexual harassment and violence.

**TTU Resources for Discrimination, Harassment, and Sexual Violence**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](file:///C:\Users\lbradley\Documents\GA%20Work\Dropbox\Graduate%20Program%20Culminating%20Deliverables\Syllabi%2010-3-13\PhD%20-%20Phase%203\redir.aspx%3fREF=bTp_9LJr7xFeGNTnfbZsiFLD62XhyUk4mHi9lFflE-jlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1Lw) are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](file:///C:\Users\lbradley\Documents\GA%20Work\Dropbox\Graduate%20Program%20Culminating%20Deliverables\Syllabi%2010-3-13\PhD%20-%20Phase%203\redir.aspx%3fREF=2rfq2eOK4Z9BU8eB3jA30G8lPLWGdXOXF0QKDoqldLDlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1L3N0dWRlbnRz). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,** 806-742-3674, [https://www.depts.ttu.edu/scc/](file:///C:\Users\lbradley\Documents\GA%20Work\Dropbox\Graduate%20Program%20Culminating%20Deliverables\Syllabi%2010-3-13\PhD%20-%20Phase%203\redir.aspx%3fREF=FDlqup5LQd9CICYAHkyU9YyD-1we7mbqQFoA55qFEUjlqQdPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3NjYy8) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**,806-742-5555, *(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)* **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](file:///C:\Users\lbradley\Documents\GA%20Work\Dropbox\Graduate%20Program%20Culminating%20Deliverables\Syllabi%2010-3-13\PhD%20-%20Phase%203\redir.aspx%3fREF=8dmhkaR7KbIzWT8TofivOVB25oxnQOXuQn6xzz7yDwhVCwpPK0nTCAFodHRwOi8vdm9pY2VvZmhvcGVsdWJib2NrLm9yZy8) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](file:///C:\Users\lbradley\Documents\GA%20Work\Dropbox\Graduate%20Program%20Culminating%20Deliverables\Syllabi%2010-3-13\PhD%20-%20Phase%203\redir.aspx%3fREF=ZYpG27hiA3XvsOzoTF9BgGbs4VXOK51sFCofa-fN8t1VCwpPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3Jpc2Uv) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](file:///C:\Users\lbradley\Documents\GA%20Work\Dropbox\Graduate%20Program%20Culminating%20Deliverables\Syllabi%2010-3-13\PhD%20-%20Phase%203\redir.aspx%3fREF=fwsbQfodctJCW00CCZo8FICU7j3DexyhuAaD30X0bbdVCwpPK0nTCAFodHRwOi8vd3d3LmRlcHRzLnR0dS5lZHUvdHRwZC8) *(To report criminal activity that occurs on or near Texas Tech campus*.)

**XII. ADA Compliance Statement**

Any student who because of a disability may require special arrangements in order to meet course requirements must contact the Office of Student Disability Services. Students must present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been received. For additional information, you may contact the Student Disabilities Service office at 335 West Hall or 806-742-2405.

**XIII. Other Class Policies**

Please read and adhere to the *PhD Admitted Student Handbook.* Students are responsible for understanding and implementing the policies and procedures in the *Handbook* as well as the clinical procedures for clinical classes.

**XIV. Course Resources and Bibliography**

**References**

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**EPCE 6366**

**Appendix A**

**Insurance: Due by May 1, 2020**

All students enrolled in EPCE 6366 are required to have student malpractice insurance. You need to demonstrate proof of insurance by May 1, 2020 and **before** you supervise any supervisees.

**Supervision Log:** **Due by June 15 and 29, 2020**

All students enrolled in EPCE 6366 are required to keep a weekly log of your supervision sessions (e.g., sessions, tape reviews, additional supervisee contacts). At a minimum, your notes should reflect an overview of supervision sessions with each of your supervisees. This might include, although not limited to, a summary of session content and progress on tasks/goals of supervision with your supervisee. Follow directions for the LPC-S in Texas and HIPAA Guidelines. Please note that much of the material in your log should be treated as confidential material (supervisee names are omitted). Also, the log will contain the number of hours that you spent in supervision (total direct contact hours for the course are 25 hours).

Please note the logs are due to me by June 15 and June 29, 2000. They must be signed by you and your supervisor and be in my office by June 15 and June 29. This means you are responsible for obtaining your supervisor’s signature **before** the due dates. The excuses “I could not locate my supervisor” or “He/she has my log” will not be accepted as an excuse for the log being late. For the June 15 log, you may bring it to class. For the June 29 log, it **must** be in my office by June 29. You will need to mail it early or send it by overnight mail so that I receive it by June 29. As stated earlier, if these assignments are late, they will receive a grade of F (0 points).

**Supervision Tapescript or Case Conceptualization: Due by June 19**

Please see page 11 for directions. If questions, please send an email to [loretta.bradley@ttu.edu](mailto:loretta.bradley@ttu.edu). Place in the subject line “Questions for 6366”.

**Supervision**

**The Case of Myrtle**

Myrtle is a 16-year old African American woman. Resulting from an automobile accident, Myrtle has been unable to walk and consequently, her mobility is provided by a wheelchair. Because of the way the bathroom doors are attached at her school, Myrtle is unable to go to the bathroom without the assistance of other students. Students have volunteered to “wheel” her to the bathroom.

In talking with her counselor (Dr. Thomas, an LPC in private practice), Myrtle tells Dr. Thomas that the bathroom situation is a problem. Since she has little time to realize her need to go to the bathroom and since the student volunteers frequently chat with other students on the way to the bathroom, Myrtle tells the counselor she has become very anxious about having “an accident” on her way to the bathroom. In addition, she has had urinary track infections which her physician thinks may in part be due to “putting off” going to the bathroom.

Dr. Thomas, with Myrtle’s permission schedules a family counseling session for Myrtle and her parents. At the session, Dr. Thomas talks about Myrtle’s rights as a person with a physical challenge. Myrtle and her parents give Dr. Thomas permission (written permission) to talk with the school officials. Although asked to attend, the parents declined to attend the meeting at school as because they are from Africa they fear American rules. Dr. Thomas talked with the school administrator and was told that while the school would like to provide bathroom accommodations, they simply do not have the money.

Please respond to the following questions.

1. What are your reactions to the case?

2. Discuss how you would serve as supervisor (remember you are not the counselor).

3. Discuss how you would implement the Multicultural Counseling Competencies, the Advocacy Competencies, the ACA Code of Ethics and the LPC Code of Ethics, and federal regulations.

**Supervision**

**The Case of Jason**

Overview:

This case involves a mental health community counselor, Jason, who has been receiving urgent telephone calls from Helen, a police officer's wife. Helen a 38-year-old woman, has been married for 13 years. Helen and her husband have two children who are 7 and 9 years old. Helen has been making frequent (several times a week) calls to the counselor to report that her husband is drinking heavily and is abusive.

The Incident:

Jason (counselor) has encouraged Helen (client) to come into the clinic to meet face-to-face, but Helen has refused. Instead, the calls from Helen have continued and have escalated in urgency. Helen has offered little information, but Jason has a first name and place of employment. During each call, Jason has conducted a risk assessment and has determined there is no imminent danger to self or others. The abuse has been verbal, and their marital issues have been present for several years. This week was a little different in that Helen described her fears in detail. She admitted to having an affair with a coworker and reported that her husband confronted this man and threatened him with a service revolver. Jason discussed safety concerns, available options, and the importance of having a plan to protect herself and her children. During this last call, Jason advised Helen to seek safety. She immediately called back to say that she wants her friend (coworker with whom she had the affair) to help her move things from the home. Jason tells Helen that he will return her call. Jason then consults with you (the supervisor) and the agency's clinical supervisor to determine what to do.

Concerns:

1. This case has a potentially volatile situation.
2. Children are involved.
3. The husband has a history of threatening and angry behavior, a substance abuse problem, and a weapon.
4. Helen may be placing her coworker at risk for violence.
5. Jason, after consulting his supervisor, calls Helen and reiterates the seriousness and dangers associated with family violence, and he reviews escape plans with Helen. Jason has concerns about whether Helen will actually follow the escape plan.
6. During the call, Jason concludes that Helen is both emotionally and economically dependent on her husband. Helen says that she is not willing to continue in the marriage. Also Helen is not willing to give up her relationship with her coworker. Helen has told her husband that she is moving out of the family home with the children. She will not reveal to her husband where she is moving.
7. Following the many calls, Jason could not get Helen to follow a safety plan. Jason further said that he understood Helen's reluctance to leave her husband as he doesn't like divorce.

Questions:

**Directions:** In your role as Jason's supervisor please respond to the following questions. (Please note you are Jason's supervisor not Helen's counselor.)

1. What are your reactions to the case?
2. Does the danger presented reach the threshold of "imminent"?
3. Is the danger high enough to breach confidentiality?
4. Did or could transference affect the decision making? Should the supervisor have checked for transference issues?
5. What is the burden of responsibility on the counselor? Who (supervisor/ counselor) has more responsibility for Helen's safety?
6. As a supervisor should you recommend standard of care to Jason as related to procedures for life-threatening situations for client care? If no, why? If yes, what procedures?
7. As supervisor, do you have an advocate role? If no, why? If yes, explain.
8. Cite references to buttress some of your responses, especially 4, 6, 7.

Resources for Questions:

Your textbook

Counseling Theory textbook

*2014 ACA Code of Ethics, LPC Code of Ethics*

*ACA Advocacy Competencies*

Anderson, B.J. (2002). Confidentiality in counseling: What police officers need to know. In *Gift from within.* Retrieve from <http://www.giftfromwithin.org/html/confide.html>.

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**Agreement for EPCE 6366**

**Summer 2020**

I will check your assignments and supervision logs on their due dates as listed in the course outline. Please note any late assignments will receive a grade of F (0 points). If supervision logs are late, you will receive a grade of F for the course (regardless of your other grades).

With regard to assignments, they must be delivered to my office, sent to me by email attachment, or postmarked by the due date. There are two exceptions, and these are the supervision logs that must be given to me as **hard copies**. For the June 12th supervision log, the signed hard copy of the log may be delivered directly to me in class. For the June 29th supervision log, the signed hard copy **must be in my office** by June 29th. You may mail the log, but do not wait until June 29 as it must be at my office by June 29. For additional information, please see Appendix A in the course outline.

Your signature below means:

1. I have read the course outline and understand that **late** written assignments will be graded F (0 points) which will result in a final course grade of F.
2. I realize that failure to turn in my supervision logs (signed by both my site supervisor and myself) on June 12th and June 29th, and showing 13 hours of direct supervision on June 12th and 12 hours of direct supervision on June 29th, will result in a grade of **F (0 points)**.
3. I understand that a grade of “I” (Incomplete) is not given for this course.
4. **This form, all site contracts, and proof of liability insurance are due no later than May 1st.**
5. **I further realize that I cannot collect any supervision hours until this form is signed and the above forms (see number 4) are turned in.**

Loretta J. Bradley \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Loretta J. Bradley, PhD, LPC-S, LMFT-S, NCC Print Student’s Name

Paul Whitfield Horn Professor

Counselor Education \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date