MAC604A Clinical Supervision
May 27 to June 24
Online- Late Spring 2019

Last revised: 5/23/2019 @ 12:30pm

> **Missio Seminary exists to produce missional Christian leaders-**
> **men and women who incarnate the story of Jesus with humility and authenticity and who**
> **communicate the story with fidelity to Scripture, appreciation of the Christian tradition,**
> **and sensitivity to the needs and aspirations of postmodern culture.**

ONLINE CLASS DATES AND TIMES

Mondays 5:30-7:30pm; June 3rd – June 24th

PROFESSOR

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GRADUATE SCHOOL OF COUNSELING PROGRAM PURPOSE

In an effort to equip students to provide wise counsel for hurting people, along with a hope for lasting change, our seminary-based counseling program exists to prepare professional counselors for professional and non-professional ministry, who love people in all their God-given diversity, who engage science and culture with wisdom and discernment, and who skillfully apply the grace and truth of the Gospel first to their own lives and then to their counselees.

COURSE DESCRIPTION/ GOAL OF THE COURSE

This course will provide ongoing Faculty supervision for students continuing to work on clinical hours who are between Practicum and Internship Courses. Clinical Supervision will continue to orient students to the Practicum/Internship experience and assist them in their clinical work. Students will focus on how to get the most out of their Practicum/Internship experiences. This course will also encourage counselor growth, group consultation, discussions of clinical, theological, multicultural and ethical issues related to particular counseling environments. During Internship courses students will be in the process of completing 600 hours of internship at an approved setting.

PERSONAL NOTE FROM THE PROFESSOR

I am ecstatic about being your Faculty Instructor/Supervisor for Clinical Supervision! Supervision is one of my favorite courses to teach. As a Gatekeeper to the Counseling

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Profession, it is my duty to make sure that you are competent and skilled in being able to counsel individuals from all backgrounds and walks of life. I look forward to walking alongside with you to assist you in gaining the awareness, knowledge, and skills necessary in being multiculturally competent Counselors!

Blessings,
Dr. Shell

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
1. Live Grace based lives increasingly characterized by wisdom, fruit of the spirit, and love for God and community	1. Increase love for diverse people groups and aptitude in providing wise counsel 2. Review Ethical Codes and Ethical Decision-Making Models 3. History and philosophy of the counseling profession and its specialty areas 4. Self-care strategies appropriate to the counselor role
2. Demonstrate a commitment to humble, learner-oriented ministry in a world marked by cultural, theological, and philosophical diversity	5. Effectively counsel the variety of people encountered at training sites 6. Increase ability to recognize clients place in their spiritual journey; spiritual sensitivity and wisdom 7. Professional counseling organizations, including membership benefits, activities, services to members, and current issues 8. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues the role of counseling supervision in the profession
3. Demonstrate effective counseling skills in light of student's gifting, call and context	9. Identify and critique personal strengths and challenges in a professional environment 10. Solidify professional identity 11. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems,

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including interagency and interorganizational collaboration and consultation counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

12. The role and process of the professional counselor advocating on behalf of the profession

13. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

14. Technology's impact on the counseling profession

COURSE ASSIGNMENTS AND ASSESSMENTS

ASSIGNMENT OR ASSESSMENT	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME IN HOURS
Attendance in all classes: Including On-Line activities	1-14	10%	
Active participation in preceptor groups and interaction in classroom discussions.	1-14	10%	
Homework:			
2 Forum Discussions*	1-14	20%	6
Monthly Hours Paperwork	1-14	10%	2
Journal of Case Logs	1-14	10%	10
Reading and reflection: The Counseling Practicum & Internship Manual (260 pages=20 hrs), Ethical codes/Multicultural competencies (80 pages = 6hrs)	1-14	10%	26
2 Case Presentations & Preceptor Group Preparation	1-14	20%	12
Total estimated time for the above assignments.	1-14	100%	56
Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See "Completion of Course Work" below.			

REQUIRED TEXTS AND MATERIALS

Hodges, S (2016). *The counseling practicum and internship manual: a resource for graduate counseling students* (2nd ed.)*.* New York, NY: Springer.
https://www.amazon.com/s?k=The+counseling+practicum+and+internship+manual&i=stripbooks&ref=nb_sb_noss_2

2016 AMCD Competencies
https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20

2014 AACC Code of Ethics
https://www.aacc.net/code-of-ethics-2/

2014 ACA Code of Ethics
http://www.counseling.org/Resources/aca-code-of-ethics.pdf

2014 NBCC Code of Ethics
http://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf

RECOMMENDED TEXTS AND MATERIALS

Diagnostic And Statistical Manual of Mental Disorders (5th ed). DSM-5. Washington, DC: American Psychiatric Association.

https://www.amazon.com/Diagnostic-Statistical-Manual-Mental-Disorders/dp/0890425558

Rosenthal, H. (2017). *Encyclopedia of counseling: Master review and tutorial for the national counselor examination, state counseling exams, and the counselor preparation comprehensive examination* (4th ed). New York, NY: Routledge.
https://www.amazon.com/Encyclopedia-Counseling-Package-Examination Comprehensive/dp/1138942650/ref=pd_lpo_sbs_14_img_0?_encoding=UTF8&psc=1&refRID=ZZDP30Y26QA0KYWX9WHF

ASSIGNMENT DESCRIPTIONS AND GRADING

1.   **Reading & Experience Discussion Boards:** Each week, you will have required readings to complete prior to class. These readings may or may not correlate to the subject that night. This is just a schedule to help you follow and complete the readings for this course. At the end of the course, you will be asked to declare what percentage of the reading you have completed.

In addition, you will discuss these readings using the Forum discussion board in the course on the LMS. I will post questions(s) to help guide discussions. Discussion forums are an extension of the classroom setting. Just as in the classroom, discussions take place during specific time

frames. Most forums will have deadlines to post original entries and replies to other student posts. While professors each develop their own grading rubrics, once the forum has ended, late posts will receive a grade of zero.

For example, initial post of 300-500 words due Thursday by Midnight. Initial posts made after Midnight will be marked as late. Response post to another student of 100-200 words due no later than Sunday by Midnight. Any posts (initial or response) made after Sunday at Midnight will receive a zero.

2. <u>Case Log Journal:</u>

Each week you will write about a current case that you have been working on. Concentrate on one particular case (unless you work for crisis intervention). I would like to see how you are conceptualizing your cases. Each Case Log entry should be a max of 1 page. The first case log should include I- IV below. The remaining entries will only include item IV below (your response weekly to the client) and any updates or changes. Here is a sample outline:

I)	Introduction
II)	Case Presentation
	Presenting Data (from Client's Perspective)
	Objective Data (age, gender, race, marital status, employment history… etc)
	Treatment Plan
III)	Counselor Interaction: Self-Assessment – what am I struggling the most with this case, where do I need to ask for guidance, how am I responding internally and is that affecting my external responses in counseling?

3. <u>Case Presentations:</u>

❖ Case presentation needs to be 20-30 minutes long using the format your preceptor requires.
❖ Use a current case/client; the counselee must not be a friend or a precept member
❖ The counselor will be evaluated concerning his or her ability to attend/connect with the counselee, exhibit abilities to understand and articulate the presenting problems by way of reflection and good questions, and begin some form of intervention (hope building, perspective taking, goal setting). See standard case presentation format and grading rubric on the LMS.

Be prepared to present 2 counseling cases during the semester in our online precept group. Each of you will be expected to be prepared for supervision each week, even if you are not presenting. Your case should consist of a summary of the presenting problems, your understanding of the person and their problems, methods used and interventions attempted. To assist you in your presentation, you will be given an outline format to guide you in your preparations. Each week one student will give a formal presentation of a case in which they are currently working. The student will turn in a written summary prior to their night to present plus bring copies of the case for all group members on the day it is presented. The class will explore other possible

interventions and methods that may be helpful in the case, as well as your role as the counselor in working with that particular counselee.

4. Fieldwork Paperwork Policy:

Fieldwork Paperwork Grade
To receive full credit (100%) for the Fieldwork grade you must :
1) Turn in all paperwork, including Placement form, Contract form, and monthly hours on time. Requested and granted paperwork extensions are not considered "on time" and will result in a 5% lowered grade.
2) Every student in a Fieldwork placement must submit **signed** (by site supervisor) attestation of completed fieldwork hours by the 15th of each month via their Foliotek account. For example, your May hours are due by June 15th; your June hours are due by July 15th,etc.
Late monthly hours will reduce your grade by 5% for each month late, and ongoing problems will result in the hours not counting.

COURSE PROCEDURES AND REQUIREMENTS

Class attendance and participation: Your attendance and participation is vital to your learning. Please arrive on-time and prepared for each class. If for some reason you are unable to attend a class or will be late please email or call as soon as possible. You will be graded on your attendance and participation. **Absences or lateness will result in a lower class participation grade. If you miss more than two classes you will need to submit in writing to the MAC committee your reason for the absence. Attendance is mandatory!** As you are growing together as a cohort, you will begin to recognize that some of your classmates find it very easy to engage in class discussion and others that do not find it as easy. This is the time in the program to begin recognizing areas of strength and needed growth. In other words, if you rarely contribute in class discussions then it is time to be bold and contribute. If you contribute too much…. it is time to step back, reflect and practice the important counseling skill of silence

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COURSE SCHEDULE WITH TOPIC, ASSIGNMENTS, SUBMISSION METHOD, AND DUE DATES

Session 1: May 31, 2019 Introduction to Clinical Supervision	DUE DATE	ESTIMATED HOURS	SUBMISSION METHOD
Reading: (Assumes 20 pages per hour) Hodges Text (Chapters 1-3) Ethical codes for ACA, NBCC, AACC	6/3/19	8	n/a
Complete Journal Entry #1	6/3/19 11:59 pm	1	e-campus
Case & Preceptor Group Preparation	6/3/19	1	
Total Hours		**10**	
Session 2: June 3, 2019 Ethical and Legal Issues	DUE DATE	ESTIMATED HOURS	SUBMISSION METHOD
Reading: (Assumes 20 pages per hour) Hodges Text (Chpt 4-6)	6/10/19	5	n/a
Complete Journal Entry #2	6/10/19	1	e-campus
Case & Preceptor Group Preparation	6/10/19	1	
Total Hours		**8**	
Session 3: June 10, 2019 Clinical Issues, Writing and Documentation, Models of Supervision	DUE DATE	ESTIMATED HOURS	SUBMISSION METHOD
Reading: (Assumes 20 pages per hour) Hodges (Chpt. 7-9) AMCD Multicultural Competencies	6/17/19	9	n/a
Complete Journal Entry #3	6/17/19	1	n/a

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Complete Forum Discussions (2 posts)- Initial post due by Thursday 6/13 at 11:59pm; Response post due by Saturday 6/15 at 11:59pm	6/13/19 & 6/15/19	3	e-campus
Case & Preceptor Group Preparation	6/17/19	1	
Total Hours		**14**	

Session 4: June 17, 2019 **Multicultural Issues, Stress Management, and Crisis Intervention**	DUE DATE	ESTIMATED HOURS	SUBMISSION METHOD
Reading Reading: (Assumes 20 pages per hour) Hodges (Chpt. 10-12)	6/24/19	5	n/a

Complete Forum Discussions (2 posts) Initial post due by Thursday at Midnight; Response post due by Saturday at Midnight	6/20/19 & 6/22/19	3	e-campus
Complete Journal Entry #4	6/24/19	1	e-campus
Case & Preceptor Group Preparation	6/24/19	1	
Total Hours		**10**	

Session 5: June 24, 2019 **Termination and Preparing for the Future as a Professional Counselor**	DUE DATE	ESTIMATED HOURS	SUBMISSION METHOD
Reading: (Assumes 20 pages per hour) Any readings not completed to date *Reading: (Assumes 20 pages per hour)* *Hodges (Chpt. 6)* *DSM V Somatic & Feeding (pgs. 309-328)*	3/25/19 4:30pm	5	n/a
Submit Reading Completion & Feedback regarding book selections	6/24/19 11:59 pm	1	e-campus
Complete Course Survey	6/24/19 11:59 pm	1	
Total Hours		**8**	

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STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.

2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under "completion of course work" for policies on course extensions.

3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.

4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.

5. **Student PC Security Statement:** Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

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A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	

B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing