



## NEW COURSE PROPOSAL Graduate Programs

UGPC Approval \_\_\_\_\_

UFS Approval \_\_\_\_\_

SCNS Submittal \_\_\_\_\_

Confirmed \_\_\_\_\_

Banner Posted \_\_\_\_\_

Catalog \_\_\_\_\_

**FLORIDA  
ATLANTIC  
UNIVERSITY**

Department Counselor Education

College of Education

(To obtain a course number, contact [erudolph@fau.edu](mailto:erudolph@fau.edu))

Prefix MHS  
Number 7809

(L = Lab Course; C =  
Combined Lecture/Lab;  
add if appropriate)

**Lab  
Code**

Type of Course

Lecture

Course Title

Advanced Supervision in Counselor Education

Credits (Review  
[Provost Memorandum](#))

3

Grading  
(Select One Option)

Regular Sat/UnSat 

Course Description (Syllabus must be attached; see [Guidelines](#))

The course is a beginning field experience designed to meet CACREP requirements for advanced training and experience in supervision.

Effective Date  
(TERM & YEAR)

FALL 2018

Prerequisites

Graduate status

Corequisites

Registration Controls (Major,  
College, Level)

Permission from instructor

*Prerequisites, Corequisites and Registration Controls are enforced for all sections of course*

Minimum qualifications needed to teach  
course:

Member of the FAU graduate faculty  
and has a terminal degree in the  
subject area (or a closely related field.)

List textbook information in syllabus or here

Bernard, J. M., & Goodyear, R. K. (2013). Fundamentals of clinical  
supervision (5th ed.). Columbus, Ohio: Merrill. ISBN-10:  
0132835622 ISBN-13: 978-0132835626

Faculty Contact/Email/Phone

Elizabeth Villares/evillare@fau.edu/772-321-2220

List/Attach comments from departments affected by new course

Approved by

Department Chair

College Curriculum Chair

College Dean

UGPC Chair

UGC Chair

Graduate College Dean

UFS President

Provost

Date

2/21/18

3/14/18

3/14/18

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

GRADUATE COLLEGE

MAR 15 2018

Received

**DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION  
FLORIDA ATLANTIC UNIVERSITY**

**MHS 7809  
ADVANCED SUPERVISION  
Fall/Year 2018**

**Course instructor:**  
**Phone:**  
**E-mail:**

**Office:**  
**Office Hours:**

**Class/Location**

**CATALOG DESCRIPTION**

The course is a beginning field experience designed to meet CACREP requirements for advanced training and experience in supervision.

**Prerequisites:** *Permission of Instructor*

**COURSE DESCRIPTION**

The course is a beginning field experience designed to meet CACREP requirements for advanced training and experience in supervision. The course requirements are designed in consultation with the student's advisor and/or *Program of Studies Committee*. It aims to increase awareness of, and skills in supervision, including contextual issues of supervision and supervisee/student developmental processes. It requires students to develop a theoretically and research-based personal model of supervision.

**Prerequisites:** *Permission of Instructor*

**REQUIRED READINGS & MATERIALS**

Bernard, J. M., & Goodyear, R. K. (2013). *Fundamentals of clinical supervision (5th ed.)*. Columbus, Ohio: Merrill. ISBN-10: 0132835622 ISBN-13: 978-0132835626

**REQUIRED RESOURCES: LiveText**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**CACREP Doctoral Standards (2016)**

- B. 2. a. purposes of clinical supervision
- B. 2. b. theoretical frameworks and models of clinical supervision
- B. 2. c. roles and relationships related to clinical supervision
- B. 2. d. skills of clinical supervision
- B. 2. e. opportunities for developing a personal style of clinical supervision
- B. 2. f. assessment of supervisees' developmental level and other relevant characteristics
- B. 2. h. administrative procedures and responsibilities related to clinical supervision
- B. 2. i. evaluation, remediation, and gatekeeping in clinical supervision
- B. 2. j. legal and ethical issues and responsibilities in clinical supervision
- B. 2. k. culturally relevant strategies for conducting clinical supervision
- B. 3. i. the role of mentoring in counselor education
- B. 3. h. ethical and culturally relevant strategies used in counselor preparation

### CONCEPTUAL FRAMEWORK

As a reflective decision-maker, the student will demonstrate the ability to make informed decisions regarding the major roles, responsibilities, and activities of counselor educators. Students will exhibit ethical behavior in providing equal and fair access to traditional and e-learning instructional opportunities. Students will provide evidence of being capable professionals through the implementation of instruction and supervision activities and evaluation of student learning outcomes.

### COURSE OBJECTIVES

Upon completion of the course students will be able to:

1. Articulate the similarities and differences between various theories and practices of counselor supervision.
2. Identify relevant ethical and legal considerations in supervision (e.g. ACA Code of Ethics, other relevant codes of ethics, standards of practice)
3. Demonstrate understanding of the purposes of clinical supervision; theoretical frameworks, and models of clinical supervision; the roles and relationships related to clinical supervision; and the legal, ethical, and multicultural issues associated with clinical supervision.
4. Demonstrate understanding of the major roles, responsibilities, and activities of counselor educators; knows supervision, models, theory and methods relevant to counselor education; and understands ethical, legal, and multicultural issues associated with counselor preparation.
5. Demonstrate the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.
6. Demonstrate understanding of developmental levels and processes for supervision.
7. Perform supervision and receive supervisory oversight from program faculty.

### COURSE REQUIREMENTS

1. Attend class and actively participate in on campus and e-learning activities.
2. Complete assigned readings, assignments, and experiences as outlined in the CV and supervision experiences section.
3. Submit four reflection papers based on articles from the last five years from the Counselor Education and Supervision journal.
4. Submit a 10-page paper based upon integrating supervision theory and practice with a supervisee vignette.
5. Submit a summary paper on student observations of three supervision class meetings led by full-time faculty members.
6. Draft a letter to a new supervisor.
7. Engage in 12 hours of supervision under direction of Faculty Supervisor
8. Prepare a supervision interventions manual.

Assignment	CACREP Standards	Points
Participation in class		15
Philosophy Statement	6. B. 3. i	20
Reflection Papers	6. B. 2. j, k; 6. B. 3. h	30
Integration Paper	6. B. 2. b, d, e, f, i, j, k	45
Observations of Classes and Summary	6. B. 2. a, b, c, d, e	30
Letter to a new supervisor	6. B. 2. a, b, c, e	30
Supervision Interventions Manual	6. B. 2. c., d, f	30
	<b>TOTAL</b>	<b>200</b>

### GRADING SCALE

Scores are cumulative, and the grade scale represents percentage of total points earned.

A = 200 – 189	B+ = 178 – 173	C+ = 158 – 153	D+ = 138 – 131	F = 119 – 0
A - = 188 – 179	B = 172 – 167	C = 152 – 147	D = 130 – 127	
	B- = 166 – 159	C- = 146 – 139	D- = 126 – 120	

*Note:* Students must maintain a GPA of at least 3.0. An accumulation of two grades of “B-” or two consecutive semesters in which the student does not maintain a 3.0 GPA will result in termination of the student’s enrollment in the doctoral program. All courses in which a student obtained a “B-“ grade must be repeated as early as the schedule of courses permits.

Proposed for Fall 2018

### ASSIGNMENT 1: Curriculum Vita and Philosophy of Supervision

**Description:** Develop a Curriculum Vita and a personal Philosophy of Supervision CV drafts due on the 2<sup>nd</sup> night of class; final due on the final night. The Philosophy of Supervisor is due on **ENTER DATE**.

**Procedures:** 1. Create a personal curriculum vita based on examples and discussions on Canvas. Identify areas of strength and challenges in your journal towards becoming a well-rounded counselor educator. Participate in online discussions and idea sharing with classmates. Integrate readings and research throughout. Cite appropriately and as needed.

**Procedures:** 2. Each student will draft a personal Philosophy of Supervision based on readings, assignments, research and experiences with teaching. The philosophy of supervision will include a discussion of your professional identify as a counselor educator as well as a brief evaluation supervision, models, theory, and methods in counselor education. You will summarize your theoretical foundation for supervision, goals for student development, method of enactment of these goals, and assessment process. Finally, you will describe the application of the ACA Code of Ethics to common issues associated with counselor education and explain how you will support multicultural competence using supervision strategies.

### ASSIGNMENT 2: Reflection Papers

**Description:** Students will prepare **four (4)** concise 1-2 page reflection papers on an article from the last 5 years of the journal *Counselor Education and Supervision*. The topic will be of their choosing and both submissions should be related to Supervision.

**Procedures:** Students will prepare a reflection paper that will a) discuss the purpose of the article, b) summarize any salient supervision theory or methods used, c) identify relevant ethical and legal considerations, including meeting the needs of diverse/multicultural groups, and d) discuss how the article information or findings support and/or conflict with your own personal philosophy of supervision.

**Evaluation:** Students will earn up to 30 points for the completion of the reflection papers. **The student will submit assignment #1 on ENTER DATE and #2 on ENTER DATE**

### ASSIGNMENT 3: Conceptualizing the Supervisee: Integration paper

**Description:** Using a case study of fictitious supervisee (Master's level intern), students will complete a conceptualization of the student based in the theoretical orientation (s) of their choosing.

**Procedures:** Students will prepare a paper, no more than 10 pages, in which they will describe how their supervisee can be understood through the lens of theory, assess needs and establish goals and interventions for supervisee growth. They will identify and address any legal and ethical issues, as well as multicultural issues associated with clinical supervision. The student will demonstrate the ability to implement gatekeeping strategies if needed.

**Evaluation:** Students will earn up to 45 points for the completion of the conceptualization. **The student will submit assignment no later than 11:59 pm on ENTER DATE**

### ASSIGNMENT 4: Observations and Summary

**Description:** Students observe 3 supervision meetings (track specific) led by a full-time faculty member and prepare a summary regarding experiences and knowledge gained.

**Procedure:** Arrange some time to meet with the faculty member(s) you will be observing regarding the following topics: (1) What is their philosophy/style of supervision; (2) How did it develop? (3) What and who were their models? (4) For supervision, focus on the related roles and relationships and discuss administrative procedures and responsibilities related to clinical supervision. (5) Discuss particulars of their course and class meeting you are/have observed. (6) Write a 1-2 page summary paper synthesizing the above information and (a) discuss any observations that you have regarding the supervision meeting/class including any multicultural or ethical issues and noteworthy supervision skills and (b) discuss what you might be inclined to use/incorporate into your own style.

**Evaluation:** Students will earn up to 30 points for the completion of the observations and summary. **The student will submit assignment no later than 11:59 pm on ENTER DATE**

### ASSIGNMENT 6: Letter to a New Supervisor (Tangen & Borders, 2016)

Proposed for Fall 2018

**Description:** Based on knowledge gained throughout the semester, students will compose a personal letter to a new supervisor who will be taking this course next semester. Remember that this future student does not know about supervision, so the description must be created for a novice.

**Procedures:** Students will draft a letter addressing the following six areas:

1. Describe the purpose of clinical supervision. Identify what it is, why it is important, how it compares with the process of counseling and how your understanding of supervision changed throughout the semester.
2. Compare and contrast at least 2 different models you learned about this semester. Which model would you use the most and why?
3. Describe the importance of the supervisory relationship. What steps would you take to foster an effective supervisory relationship? How would you address boundary issues or ruptures?
4. What is your personal style of supervision, in your current understanding? When and how did your style begin to develop? Can you apply a metaphor to illuminate your personal style of supervision?
5. Describe your greatest learning challenge this semester. How did you overcome the challenge and what would you recommend for others to overcome/move forward?
6. What words of wisdom and encouragement can you provide? What do you wish someone would have told you before you became a supervisor?

**Evaluation:** Students will earn up to 30 points for the completion of the letter. **The student will submit assignment no later than 11:59 pm on ENTER DATE**

#### ASSIGNMENT 7: Supervision Interventions Manual (Tangen & Borders, 2016)

**Description:** Students will work together as a class to create a manual of supervision interventions that you can refer to when working with counselors in training and in the field.

**Procedures:** Each student will be responsible for creating at least three, one to two-page descriptions of a supervision intervention: Role-playing, teaching a skill in a step-by-step manner, modeling, thinking aloud, using graphic organizers, Socratic questioning, visualizing/using mindfulness, conducting live supervision, using creative interventions, using humor, self-disclosing, using metaphors, and conceptualizing clients from multiple theories. Additional procedures will be distributed in class.

**Evaluation:** Students will earn up to 45 points for the completion of the letter. **The student will submit assignment no later than 11:59 pm on ENTER DATE**

#### ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

### RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

### UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

### ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at [www.coe.fau.edu/counsel/MED\\_Handbook\\_Final2009.pdf](http://www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf) includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

### METHODS OF INSTRUCTION

The course is taught with the assistance of Canvas and a combination of lecture, PowerPoint presentations, use of Internet, and student presentations, and resource reviews.

### DISTANCE LEARNING REQUIREMENTS

1. Students will access Canvas for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.

Proposed for Fall 2018

3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, and/or Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins, etc.
8. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
  - a. Cheating
  - b. Plagiarism
  - c. Misrepresenting information or failing to give proper credit for citations used
  - d. Participating or facilitating acts of academic dishonesty by others
  - e. Unauthorized prior possession or sharing of examinations
  - f. Submitting the work or tampering with the work of another person
9. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
10. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Canvas.
11. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Canvas, navigating and conducting research on the World Wide Web.
- 12.

#### COURSE CONTENT & OUTLINE

The content and activities for each session/module are described below. Each module session covers a two week period.

DATE	SESSION	CONTENT	ACTIVITIES AND ASSIGNMENTS
<b>Module 1</b>	Date	Introductions & Purpose Course Overview The role of supervision in counselor preparation Standards and Objectives	Assigned reading
	Date	Introduction to supervision Roles and relationships Creating accepting multicultural environments	Theory review (bring to class) Canvas discussion (after class) Assigned readings
<b>Module 2</b>	Date	Purposes of clinical supervision Theories of supervision	CV drafts due Canvas discussion Reflection Paper #1 Assigned readings
	Date	Models of supervision	Assigned readings
	Date	Research on Supervision; Interventions-what works.	Reflection Papers due Assigned readings Philosophies of Supervision due
<b>Module 3</b>	Date	Supervision in schools Supervision in clinical mental health Supervision in rehabilitation	Assigned readings Canvas discussion e-learning projects due

	Date	Legal & Ethical Issues Diversity issues in supervision	Canvas discussion Observations of Classes and Supervision due
	Date	Supervision Interventions e-supervision	Letter due Integration paper due

### REFERENCES

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- Campbell, J. M. (2000). *Becoming an effective supervisor: A workbook for counselors and psychotherapists*. New York, NY: Taylor & Frances Group
- Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
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- McAuliffe, G., & Eriksen, K. (2011). *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches*. Thousand Oaks, CA: Sage Publications, Inc.
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- Borders, L. D. (2005). Snapshot of clinical supervision in counseling and counselor education: A five-year review. *The Clinical Supervisor*, 24, 69 – 113. doi:10.1300/J001v24n01\_05
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## RE: Counselor Ed Course Changes

Michael Brady

Mon 2/26/2018 1:59 PM

To: Paul Peluso <ppeluso@fau.edu>;

I've reviewed the syllabus and the Course Change form for MHS 7611 (*Advanced Instruction*), and the New Course Form and syllabus for *Advanced Supervision*. The courses do not overlap significantly or conflict with the courses or curriculum in the ESE Department. Good luck with them!

Michael P. Brady, PhD  
Professor & Chair  
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Florida Atlantic University  
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**From:** Paul Peluso  
**Sent:** Wednesday, February 21, 2018 1:32 PM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>; Barbara Ridener <BRIDENER@fau.edu>; Michael Whitehurst <whitehur@fau.edu>; Michael Brady <mbrady@fau.edu>; Dilys Schoorman <dschoorm@fau.edu>; Deena Wener <wener@fau.edu>  
**Cc:** Mikaela Kursell <MKURSELL@fau.edu>  
**Subject:** Counselor Ed Course Changes

Colleagues,

We have 2 courses going before the curriculum committee from our doctoral program. Basically we are taking a course originally called: Advanced Supervision and Instruction and breaking them up into 2 courses. You guessed it: Advanced Supervision in Counselor Education and Advanced Instruction in Counselor Education. Please let me know if there is any conflict with your department. Knowing how busy everyone is, if I do not hear from you in 2 weeks, I will assume that there is no conflict.

Many thanks,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT  
Professor and Chair

Past-President, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

3/14/2018

Mail - ppeluso@fau.edu

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