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EDGC 6810

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University of New Orleans

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Fall 2015
EDGC 6810 INTRODUCTION TO SUPERVISION IN COUNSELING
Department of Educational Leadership, Counseling and Foundations
Counselor Education Program
University of New Orleans

Fall 2015	Instructor: Tammy Lewis Wilborn, Ph.D., LPC-S, LPC-MHSP, NCC
Graduate Hours: 3	Office: ED 172
Class Time: Tuesdays; 7:00-9:45 pm Class Location: Bicentennial Educ. 104	
Class meeting dates: 8/25/15-12/8/15	Office Hours: Tuesdays 1-3p; Thursdays 5:30-7:00p and by appointment

Prerequisites: EDGC 6896 with a B or better

Catalog Description

The theories and techniques counselor supervisors utilize in providing clinical supervision to counselors. The process of administrative supervision utilized by counselor in work settings.

Course Goals

The goal of this course is to prepare students to participate in the process of counselor supervision, initially in the role of supervisee as a practicum and internship student. Students will learn the models of supervision, supervisory styles, and supervisor roles and functions and will apply them to the practice of counseling. Students will become familiar with the basics of clinical supervision and administrative supervision by applying **counseling theory to counseling practice**.

Required Textbook

Aasheim, L. A. (2012). *Practical clinical supervision for counselors: An experimental guide*. New York: Springer.

Recommended Readings

- Baker, S. B., Dietrich, V. C. W, Wells, S. C., & Schreck, R. E. (2009). School counselor consultation: A pathway to advocacy, collaboration, and leadership. *Professional School Counseling, 12*(3), 200-212.
- Bernard, J. M. (1997). The discrimination model. In C. E. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp. 310 – 327). New York: John Wiley & Sons.
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- Heckman-Stone, C. (2003). Trainee preferences for feedback and evaluation in clinical supervision. *The Clinical Supervisor*, 22(1), 21-33.
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- Hoffman M. A., Hill, C. E., Holmes, S. E., & Freitas, G. F. (2005). Supervisor perspective on the process and outcome of giving easy, difficult, or no feedback to supervisees. *Journal of Counseling Psychology*, 52, 3-13.
- Holloway, E. (1997). A framework for supervision training. In E. Holloway & M. Carroll, *Training counseling supervisors* (pp. 8-43). London, UK: Sage.
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- Inman, A. G., & Ladany, N. (2008). Research: The state of the field. In A. K. Hess, K. D. Hess, & T. H. Hess (Eds.), *Psychotherapy supervision: Theory, research, and practice* (pp. 500-517). Hoboken, NJ: John Wiley & Sons.

- Kagan, N., & Kagan, N. I. (1997). Interpersonal process recall: Influencing human interaction. In C. E. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp. 296-309). New York: John Wiley & Sons.
- Koltz, R. L., Odegard, M. A., Feit, S. S., Provost, K., & Smith, T. (2012). Parallel process and isomorphism: A model for decision making in the supervisory triad. *The Family Journal, 20*(3), 233-238.
- Koenig, T. L., & Spano, R. N. (2003). Sex, supervision, and boundaries violations: Pressing challenges and possible solutions. *The Clinical Supervisor, 22*(1), 3-19.
- Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *The Counseling Psychologist, 10*(1), 3-42.
- Luke, M., & Bernard, J. M. (2006). The school counseling supervision model: An extension of the Discrimination Model. *Counselor Education & Supervision, 45*, 282-295.
- Magnuson, S., Norem, K., & Wilcoxon, A. (2000). Clinical supervision of prelicensed Counselors: Recommendations for consideration and practice. *Journal of Mental Health Counseling, 22*, 45-58.
- Ng, K.-M., & Lau, J. (2011). Issues and needs of international students in counselor preparation programs: A literature review. In W. Schweiger, D. A. Henderson, T. W. Clawson, D. R. Collins, & M. Nukolls, *Counselor Preparation: Programs, faculty, trends* (pp. 67-77). New York: Routledge/NBCC.
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- Rando, R. A. (2001). Adaptive supervision in counselor training. *The Clinical Supervisor, 20*(1), 173-181.
- Robinson, B., Bradley, L. J., & Bret, C. (2000). Multicultural counselling supervision: A four-step model toward competency. *International Journal for the Advancement of Counselling, 22*, 131-141.
- Rosenbaum, M., & Ronen, T. (1998). Clinical supervision from the standpoint of cognitive-behavior therapy. *Psychotherapy, 35*, 220-230.
- Rutter, P. A. (2010). Couples counseling for a transgender-lesbian couple: Student counselors' comfort and discomfort with sexuality counseling topics. *Journal of GLBT Family Studies, 6*, 68-79.

- Sansbury, D. L. (1982). Developmental supervision from a skills perspective. *The Counseling Psychologist, 10*(1), 53-57.
- Selekman, M. D., & Todd, T. C. (1995). Co-creating a context for change in the supervisory system: The solution-focused supervision model. *Journal of Systemic Therapies, 14*(3), 21-33.
- Stoltenberg, C. D., McNeill, B. W. (1997). Clinical supervision from a developmental perspective: Research and practice. In C. E. Watkins, Jr. (1997), *Handbook of psychotherapy supervision* (pp. 184-202). New York: John Wiley & Sons.
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- Toporek, R. L., Villabobos, L. R., & Pope-Davis, D. B. (2004). Critical incidents in multicultural supervision: Exploring supervisees' and supervisors' experiences. *Journal of Multicultural Counseling and Development, 32*, 66-83.
- Vespia, K. M., Heckman-Stone, C., & Delworth, U. (2002). Describing and facilitating effective supervision behavior in counseling trainees. *Psychotherapy: Theory, Research, Practice, and Training, 39*, 56-65.
- Watkins, C. E. (1993). Development of the psychotherapy supervisor: Concepts, assumptions, and hypotheses of the supervisor complexity model. *American Journal of Psychotherapy, 47*(1), 58-74.
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- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. (n.d.). Clinical supervision and professional development of the substance abuse counselor Part 3: A review of the literature: Treatment improvement protocol (TIP) series 52. Retrieved August 20, 2011, from http://kap.samhsa.gov/products/manuals/tips/pdf/TIP52_LitRev.pdf
- Zarbock, G., Drews, M., Bodansky, A., & Dahme, B. (2009). The evaluation of supervision: Construction of brief questionnaires for the supervisor and the supervisee. *Psychotherapy Research, 19*(2), 194-204.

Instructional Methods

These may include, but are not limited to, lectures, power point presentations, handouts, readings, case vignettes, audiovisual media, small and large group discussions, experiential exercises, and other assignments. Moodle will be utilized as a supplement to deliver course instruction and materials.

Course Objectives:

By the end of the course, students will be able to:

1. Understand the different models of supervision and their purposes, strengths, and limitations [CACREP II.G.1.e., CMHC A.5]
2. Understand how culture and diversity influence the supervision process {CACREP CMHC D.9, SC D.5.]
3. Understand the dynamics of the supervisor-supervisee relationship {CACREP II.G.1.e.]
4. Recognize ethical issues as they arise in supervision, and demonstrate an ability to employ ethical decision making skills in resolving ethical dilemmas in supervision [CACREP II.G.1.j, SC B.2.]
5. Implement a variety of supervision strategies and techniques [CACREP II.G.1.e., II.G.1.h., II.G.1.i.]
6. Effectively resolve supervision problems as they arise [CACREP II.G.1.e.]
7. Give feedback effectively and receive, assimilate, and implement feedback to improve skills as a supervisor and supervisee [CACREP CMHC D.9., SC D.5.]
8. Be cognizant of current research on counselor supervision and integrate this knowledge into practice [CACREP II.G.8.e., CMHC J.1, SC J.1.]
9. Develop and articulate a personal working model of counselor supervision that links theory to practice [CACREP II.G.1.e., CMHC A.5]
10. Demonstrate an understanding of the supervisor-supervisee relationship. [CACREP CMHC D.9., SC D.5.]
11. Clearly define the four main domains of supervision: teacher, consultant, counselor, and evaluator, and demonstrate the ability to move among the domains as needed within the supervision process. [CACREP II.G.1.b.]
12. Document supervision appropriately to meet ethical, legal, and regulatory requirements (CACREP CMHC D.7.)

CACREP Standards Addressed in this Course:

General:

II.G.1.b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.

II.G.1.e. Counseling supervision models, practices, and processes.

II.G.1.h. The role and process of the professional counselor advocating on behalf of the profession.

II.G.1.i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

II.G.8.e. The use of research to inform evidence-based practice.

CMHC

A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision

D.7. Applies current record-keeping standards related to clinical mental health counseling

D.9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

J.1. Applies relevant research findings to inform the practice of clinical mental health counseling.

School Counseling

B.2. Understands ethical and legal considerations specifically related to the practice of school counseling. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program

D.5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate

J.1. Applies relevant research findings to inform the practice of school counseling

CACREP Standards Assessed in this Course: General II.G.1.e., CMHC A.5

CONCEPTUAL FRAMEWORK

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Roles and Responsibilities of Professionals in Counselor Education

- Design, implement, monitor, and evaluate programs: Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home (**CACREP; B.2; G.1.i**).
- Advocate for children, services, and supports: Counselors are effective advocates for students, families, and school communities (**CACREP; D.3; G.1.i**)
- Provide individual, group, and family counseling: Counselors promote school success as measured by the academic, career, and personal/social development of all students (**CACREP; D.3**).
- Offer career and academic guidance: Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students (**CACREP; G.3.a-h**).
- Collaborate to support group practice: Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory (**CACREP; D.3.; G.1.b**).
- Consult with teachers and parents/legal guardians: Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students (**CACREP;D.3.; G.1.b**).

UNIVERSITY POLICIES

Academic Honesty

Academy integrity is fundamental to the process of learning and evaluating Academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Violations of that policy, that is, academic dishonesty, will not be tolerated and cases will be sent to the appropriate university officials for action. Such findings could result in your failing the assignment, your failing the course, your being suspended from the university, etc. Refer to the UNO Judicial Code at

http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm

Accommodations

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities,

has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and The Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs: and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 280-6222 or the Accommodative Testing and Adaptive Technology Center at 280-7284, as soon as possible to better ensure that such accommodations are implemented in a timely manner.

Technology

Students are responsible regarding the use of technology as it relates to each of the objectives covered in the course. UNO's computing services is a source for technology questions and concerns. Students will utilize technology through Moodle, Webstar, UNO email, downloading documents in Word and PowerPoint, using Microsoft Word (latest version), using Microsoft PowerPoint, using Real Player for videos, using video equipment, using internet sources for technology, and using the UNO library services for identifying topics and locating literature for assignments as required. Students are also responsible for checking their UNO email accounts regularly and for downloading documents that may be sent to them for upcoming lectures. All email correspondence will be through UNO email accounts unless otherwise noted for specific assignments. It is strongly suggested that students check their accounts the evening before each class meeting.

INTRODUCTION TO SUPERVISION COURSE POLICIES

Professional Disposition and Expectations

This is a graduate level course for counseling students. The activities and other online assignments are designed to build upon one another and help link theory to professional practice. Students are expected to demonstrate professional behavior. This includes punctuality and attendance, class preparation and participation, and appropriate usage of technology, when permissible. You are expected to read the assigned chapters before the scheduled class meeting. It is also expected that you can read, write, discuss, and reflectively critique at a graduate level. Please check all communications and assignments for spelling and grammar errors. Points may be deducted from written assignments for extensive spelling and grammatical errors. Lastly, should you find yourself having difficulty in this course, please do not hesitate to contact the instructor immediately.

Attendance and Participation

Attendance and class participation are vital to the learning process. Therefore, attendance and participation will be a part of your grade in this course. Your *absence* prevents your full participation in the learning process, even if you do your best to find out what was presented in a class you missed. Students are expected to attend all classes regularly and punctually. Students who are absent or late for class will be marked absent (see UNO student handbook). It is the student's responsibility to consult with classmates to secure lecture notes.

Student Use of Technology in the Supervision Class

Electronic devices can interfere with the student learning experience and distract the instructor. Therefore, the use of laptops and cell phones during class is prohibited. Cell phones should remain off or on silent if you need to be available during class. Please excuse yourself from the room if you receive a call on silent, with the understanding that that will account for missing a part of the class.

Assignments

Late and missed assignments: Assignments are due by electronic submission to Moodle by the start of class on the due date or unless otherwise indicated. **Late/missed assignments will not be accepted and will result in “0” for the assignment.** Under certain extenuating circumstances the professor **may consider** late work. You will need to schedule a meeting with me to provide appropriate documentation as well as a DRAFT of your work showing progress made toward the timely completion of the assignment. It is the student’s responsibility to contact Dr. Wilborn in a timely manner to discuss the circumstances surrounding the situation.

Formatting: All assignments should follow APA style (6th Ed.). They should be typed, double-spaced, 1-inch margins, 12 pt., Times-Roman font, and numbered.

Plagiarism: If you copy something or rephrase someone’s ideas, you must cite your source to give the author credit. If you are using someone’s words as your own, you are committing plagiarism and may receive a failing grade. If you are unsure what constitutes plagiarism, visit the following web site: http://www.turnitin.com/research_site/e_home.html. Papers submitted to Turnitin are checked against published works, content on the Internet, and every other paper submitted to Turnitin.

Communications: Please allow 24-48 hours for an emailed response to student questions or concerns during the weekday. Emails received during the weekend will receive a response by the following Monday or regular scheduled work day.

Course Outline and Assignment Due Dates: See Tentative Course Outline

COURSE REQUIREMENTS

Class attendance, disposition, and participation (5 points): Attendance is crucial to your success, thus, missing more than 1 class, in whole or in parts, will result in dropping one letter grade from your final course grade (e.g. from A to B, or B to C).

Clinical Supervision Reflection Paper (20 points)

In supervision, as in counseling, we work with people who bring many different issues (i.e. learning styles, goals, personalities, multi-dimensional cultural identities) to the supervisory session. For this paper, reflect on the question, “How will I help people learn to be better counselors and serve their clients in the supervision process?” You should address your preferred model and goals for supervision, how your own personal style and personality will interact with the supervisee, cultural/ethical issues that have affected your own development, cultural

differences between you and your supervisee, structure of supervision, and supervision as a “planned educational experience.” You may reflect on any other issues you deem relevant.

Be prepared to discuss your learning points from this paper in class. Your paper must be at least 4 typewritten pages in APA style format (i.e. one-inch margins, double spaced, etc.). Source information should be referenced within the text and in a reference page (which will not count towards the page count).

Administrative Supervision Video Reflection (25 points)

In this video, reflect on what you deem important in an administrative supervision (boss-employee) situation. What traits have you liked in a supervisor, throughout your work history? What are your strengths and how would you use them to be an effective administrative supervisor? Reflect on your own views of leadership and getting things done/getting other people to do what needs to be done. This video should be at least 15 minutes. Instructions for how to complete the video will be provided in class.

Clinical Supervision Research Paper (50 points)

Students will explore in-depth a clinical supervision area of interest. The paper should be based on careful reading of **a minimum of 10** current journal articles/book chapters that are conceptual or empirical. The paper should include (a) a statement of the importance of the topic to the supervision field, (b) critical questions about the topic, (c) what answers are available and the merits (validity) of these answers (i.e., a critique of the literature reviewed), (d) implications for the practice of supervision, (e) what questions need to be addressed by researchers, and (f) how one might go about answering those questions. **The minimum 8-page paper (not to exceed 10 pages)** must follow APA 6th edition format guidelines and should be publishable quality. See formatting section under *Assignments* section of the syllabus for other formatting expectations. A reference page must also be included but will not count towards the page count. The rubric for more details on how the paper will be graded will be uploaded to Moodle.

Sample of topic areas to consider:

- Supervision in a particular counseling setting (e.g., schools, residence halls, crisis intervention, mental health delivery, substance abuse treatment, play therapy, etc.)
- Supervision of counselor working with particular clients (e.g., adolescents, older clients, families and/or couples, substance abuse clients, group work, etc.)
- Multicultural issues in supervision (i.e., supervising international counseling students, racial identity development and supervision, etc.)
- Peer supervision
- Group supervision
- Specific ethical and/or legal issues (e.g., vicarious liability, dual relationships, etc.)
- Specific relationship or process issues (e.g., supervisor power, social influence in supervision, supervisee resistance, parallel process, etc.)
- Current trends and issues in supervision

Evaluation

Grades will be assigned on the basis of demonstrated competence in the skills of counseling and mastery of the content of the course. Work will be evaluated by the following:

Measures	Possible Points	Earned Points
Class Attendance and Participation	5 points	
Clinical Supervision Reflection	20 points	
Administrative Supervision Video Reflection	25 points	
Clinical Supervision Research Paper	50 points	
--	--	Total Points
--	--	100

Grading

A ----- 90 points or higher

B ----- 80-89

C ----- 70-79

F ----- below 70

Tentative Course Outline

Date	Topic	Reading	Due
August 25	Review of syllabus Course Overview		
Sept 1	Defining clinical supervision Licensure, regulation Supervision in context: collaboration in schools, agencies, & organizations	Aasheim: Chs: 1-2	
Sept 8	Models of Supervision	Chs: 3 & 10	
Sept 15	Multicultural Supervision		
Sept 22	Ethical and Legal Issues in supervision	Ch: 12	
Sept 29	LCA- No class		
Oct 6	Supervisory Relationship	Chs: 4-6	
Oct 13	Supervisory Relationship		Clinical Supervision Reflection Paper Due
Oct 20	Supervision Process	Ch: 9	
Oct 27	Feedback	Ch: 14	
Nov 3	Administrative Supervision – Hiring, evaluation, motivating, leading employees, handling conflict, workplace issues, violence	Ch 6: 100-102	Administrative Supervision Video Reflection Due
Nov 10	Clinical Supervision – Live Supervision, technology-based approaches	Ch: 8	
Nov 17	Documentation in Supervision	Ch: 13	
Nov 24	Research on supervision		
Dec 1	Wrap-up		Clinical Supervision Research Paper Due
Dec 8	Finals Week		

CACREP STANDARDS RUBRIC

Course #: EDGC 6810
 Professor: Wilborn

Student Name: _____
 Semester/Year: _____

- 0 = Unacceptable: Student did not meet the standard.
- 1 = Below Expectations: Student performed below expectations on the standard.
- 2 = Acceptable: Student adequately met the standard.
- 3 = Target: Student performed above expectations on the standard.

<p>II.G.1.e. Student demonstrates understanding of counseling supervision models, practices, and processes. <u>Assessments:</u> <i>Clinical Supervision Reflection Paper, Administrative Supervision Video Reflection, Clinical Supervision Research Paper</i></p>	
<p>CMHC A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision <u>Assessments:</u> <i>Clinical Supervision Reflection Paper, Administrative Supervision Video Reflection, Clinical Supervision Research Paper</i></p>	
<p>CMHC D.9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. <u>Assessments:</u> <i>Clinical Supervision Reflection Paper, Administrative Supervision Video Reflection, Clinical Supervision Research Paper</i></p>	