COUN 548 - Supervision I and II

Teacher	Dr. M. Großklaus		
Semester	Spring & Fall	Duration	8 Weeks
Frequency	Every year		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive / Practical		
Applicability	This Module is a very practical application of counseling theories and techniques. Other Modules will also benefit from the practical awareness and experience gained by the students.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	30%
Readings & Preparation	10	10%
Participation in Counseling individuals and groups in marriage and family settings	40	20%
Phase 2	40	40%
Participation in Supervision Seminars	30	30%
Individual presentation	10	10%
Phase 3	60	30%
Participation in Counseling individuals and groups in marriage and family settings	60	30%
Total	**150**	**100%**

Content of the Module

An introduction to current and traditional theories of supervision and counseling, with attention given to the evolution of these frameworks, as well as recent theoretical developments and research pertaining to the study of this topic.

Learning Objectives

A. General Learning Objectives

- Engage the student in exploring philosophies of supervision and counseling.
- Introduce the student to traditional theories of counseling.
- Introduce the student to current theories of counseling.
- Provide an overview of supervision in a psychological and theological context.

B. Specific Objectives

- Explain systems concepts and theories that are foundational to the practice of counseling and supervision.
- Identify counselors´ strengths and resources.
- Demonstrate an ability to view issues and therapeutic processes systemically.
- Define counseling.
- Define supervision.

Outline

- What is counseling?
- What is supervision?
- The importance of personality
- The importance of communication
- Techniques of communication in a counseling context

Examination	This is a practicum module without a final exam but attendance and participation in the supervision seminar which includes focused discussions.
Core Literature	**Textbook:** McLeod, J. (2003). An Introduction to Counselling, Third Edition, Open University Press. **Reading List:** Axline, V. M. (1969). Play therapy. New York: Ballantine Books. Geldard, K. & Geldard, D. (2002). Counseling children: A practical introduction. London: Sage Publications. Golden, L. B. (2002). Case studies in child and adolescent counseling. Upper Saddle River, NJ: Pearson Education. Dobson, J. C. (2004). The New Strong-Willed Child. Carol Stream, IL: Tyndale House Publishers. Dobson, J. C. (2005). Bringing up Boys. Carol Stream, IL: Tyndale House Publishers. Dobson, J. C. (2010). Bringing up Girls. Carol Stream, IL: Tyndale House Publishers. Hazler, R. J. (2008). Helping in the Hallways. Thousand Oaks, CA: Corwin Press. Landreth, G. L. (1991). Play therapy: The art of the relationship. Briston, PA: Accelerated Development. Levy, R. & O'Hanlon, W. (2001). Try and Make Me! New York, NY: New American Library. Mordock, J. B. (1991). Counseling children: Basic principles for helping the troubled and defiant child. New York, NY: The Continuum Publishing Company. Oaklander, V. (1998). Windows to our children. (2nd Ed.). Highland, New York: Gestalt Journal Press. Schaefer, C. (1999). Innovative psychotherapy techniques in child and adolescent therapy (2nd Ed.). New York, NY: John Wiley &Sons. Taffel, R. (2001). Getting through to difficult kids and parents: Uncommon sense for child professionals. New York, NY: The Guilford Press.
Other information	