

North Carolina Central University
“Communicating to Succeed”
“Preparing Educators for Diverse Cultural Contexts for the 21st Century”

The School of Education’s Vision: To become an international community of scholars who are culturally responsive educators and practitioners.

COUNSELOR EDUCATION PROGRAM MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is “to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services”. Central to this aim is “the development of leaders who promote social justice and dedicate themselves to the well-being of a global society”. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus
CON 8400
Clinical Supervision: Theories and Ethics
Spring 2026

Instructor: **Dr. Peggy P. Whiting**, Professor & Counseling Program Co-Coordinator
NC Licensed Clinical Mental Health Counselor Supervisor, LCMHCS
Fellow in Thanatology, FT

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Office Hours: You are welcome to schedule with me on these days:
Monday 10am-3pm, Tuesday noon-2pm, and Wednesday 3-6pm
Additionally, I can arrange other times if this works better for your schedule. Please email me to schedule a Zoom meeting with me.

REQUIRED TEXT:

Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2020). *Clinical Supervision in the Helping Professions: A Practical Guide* (3rd Ed.). Wiley.

COURSE DESCRIPTION:

This course will teach the theories and ethics related to clinical supervision in the counseling profession.

COURSE PREREQUISITES:

This class has no prerequisites. It is a required prerequisite for CON 8490 – Internship in Clinical Supervision.

COUNSELOR EDUCATION DOCTORAL PROGRAM GOALS:

- **Counseling**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the counseling knowledge, attitudes, skills, and dispositions of highly competent counseling practitioners.

- **Supervision**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display the supervision knowledge and skills of highly competent counseling supervisors.

- **Leadership and Advocacy**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will display leadership in the counseling profession.

- **Teaching**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery of pedagogy in counseling.

- **Research and Scholarship**

Students in the Ed.D. program in Counseling, Counselor Education, and Supervision will demonstrate mastery in research and scholarship.

COUNSELOR EDUCATION DOCTORAL PROGRAM LEARNING OBJECTIVES RELATED TO SUPERVISION:

Students will be able to demonstrate advanced supervision knowledge and skills by analyzing counseling processes, applying evidence-based models, and evaluating supervisee development and performance, while creating innovative strategies that foster ethical practice, cultural competence, and professional growth in supervisees.

CON 8400 - STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Identify the core competencies of supervision in counseling (purposes, roles, functions, skills, and ethics/legalities).

2. Utilize theoretical frameworks and evidence-based models of supervision in counseling.
3. Research cross-cultural competence and skills as a foundation for supervision practice.
4. Develop a philosophy grounded in theory and research.
5. Apply supervisory assessment methods for individual, triadic, and group supervision.
6. Discern appropriate technology use in counseling supervision.
7. Develop vital supervision documents for practice in CON 8490-Internship in Clinical Supervision.

COURSE FORMAT:

This course has been designed as a doctoral seminar course. The purpose of this format is to immerse you in the concepts and practice of counseling supervision and provide opportunities to think critically about this. You will learn about evidence-based models and methods commonly used in counseling supervision. The course sequence will be presented in a combination of the following ways:

- Professor Lead Discussion – This format is the most typical structure. While a large portion of material still falls to the instructor, teacher-student interaction is an important part of the model.
- Student Lead Discussion – This format is also fairly common in seminar style courses and provides you with experience in leading group discussion.
- Read and Present – During a read and present class session, you are provided with a weekly reading list and are asked to present brief summary, thoughts, and reactions.

2024 CACREP STANDARDS ADDRESSED IN THIS COURSE

Standard	Assignment(s)	How the Assignment(s) Addresses the Standard
6.B.2.a. purposes of counseling supervision	Assigned readings/lecture in week 1 delineating administrative and clinical supervision; functions of supervision	Students will gain exposure to counseling supervision foundational functions and principles through text readings and professor-led lecture.
6.B.2.b. theoretical frameworks and models of counseling supervision	Assigned readings in weeks 4,5, and 6 delineating integrative/interpersonal, integrative/developmental, and psychotherapy-based models; student presentations on theoretical foundations and evidence-based applications	Students will lead class discussions on theoretical frameworks and models which include a 30-minute presentation with a corresponding PowerPoint, case example, and summary handout for all classmates. During these three weeks, students become acquainted with evidence-based applications to all major theoretical foundations.
6.B.2.c. roles and relationships related to counseling supervision	Assigned readings/lecture in week 2 delineating roles within the supervisory relationship	Students will gain exposure to aspects of the supervisory relationship and responsibilities of supervisees and supervisors. This will be accomplished through text readings and professor-led lecture.
6.B.2.d. skills of counseling supervision across multiple settings and across service delivery modalities	Assigned readings in weeks 3 and 7 delineating cross-cultural contexts, techniques, and supervision skills and interventions; students will lead discussion related to cultural context	Students will lead a 20-minute presentation on an assigned aspect of supervisory cross-cultural competence to stimulate knowledge and application of supervision in multiple contexts. During week 7, the instructor will synthesize material related to this topic.
6.B.2.e. opportunities for developing a personal style of counseling supervision grounded in theory and research	Personal Supervision Philosophy and Style & Professional Supervision Disclosure Statement	Students are required to develop a personal supervision philosophy and a Professional Supervision Disclosure Statement (part of the mandatory state documents for the supervisor credential). Both the philosophy and disclosure statement are based in supervision theory and research. Students must discuss how their work as a counselor, theory, and research influenced the final personal supervision

		philosophy and provide a 15-minute demonstration to classmates of some aspects of how this style can be applied with supervisees.
6.B.2.f. assessment of supervisees' developmental level and other relevant characteristics	Assigned readings in weeks 9 and 10 delineating how supervisors assess supervisee needs, maturity, strengths, and areas of improvement/remediation; students will lead assigned class discussion on relevant readings	Student-led discussions of 20 minutes each will allow classmates to gain assessment knowledge upon which supervision is based with an individual supervisee. These discussions should be made within a case illustration.
6.B.2.g. modalities of counseling supervision, including individual, triadic, and group supervision	Assigned readings delineating group vs. individual modalities	Students will gain exposure to modalities of counseling supervision through text readings and professor-led lecture. The instructor will distinguish individual, triadic, and group supervision methods (in anticipation of CON 8490 during which students will serve as supervisors to masters-level counseling students).
6.B.2.h. the use of technology in counseling supervision	Assigned readings delineating ethical and appropriate use of technology; students will present assigned issues, safeguards, and technological platforms for supervision delivery	Assigned student 20-minute topics/class discussions will collectively allow students to understand the use of technology in counseling supervision.
6.B.2.i. administrative procedures and responsibilities related to counseling supervision	Assigned readings and instructor-led lecture in weeks 1 and 13.	Students will gain exposure to differences in administrative and clinical supervision roles through the professional literature and the synthesis provided by the instructor.
6.B.2.j. evaluation, remediation, and gatekeeping in counseling supervision	Assigned readings in weeks 1, 9, and 10 will overview supervision functions and assessment of supervisees.	20-minute case illustrations in weeks 9 and 10 will be given to demonstrate supervisee evaluation, remediation when necessary. These cases will emphasize the gatekeeping responsibilities and duties of supervisors.
6.B.2.k. legal and ethical issues and responsibilities in counseling supervision	Assigned readings delineating legal and ethical considerations; students will lead assigned components of discussion around legalities and	Collectively these 20-minute student-led presentations will focus upon legalities and ethics as grounding principles for supervision.

	ethical guidelines for supervision	
6.B.2.1. culturally sustaining strategies for conducting counseling supervision	Assigned readings delineating the importance of cultural context when delivering supervision; students will present assigned critical readings related to cultural concepts/strategies	Students will lead a 20-minute presentation on an assigned aspect of supervisory cross-cultural competence.

COURSE POLICIES AND EXPECTATIONS:

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
5. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919/530-7676).
6. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Please check the Canvas site, should on-campus classes be canceled – AND – please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

GRADED COURSE ASSIGNMENTS:

- 1. Week 3: 20-minute presentation delineating the cultural context for supervision including techniques, skills, and interventions (a rubric will be given). 40 points.**
- 2. Weeks 4, 5, 6: 30-minute presentation on integrative models of supervision as assigned by instructor; this presentation must include a PowerPoint and an evidence-based case illustration (a rubric will be given). 60 points.**
- 3. Week 7: submission of initial supervision disclosure statement as required by state licensing boards (a rubric will be given). Students will present a 15-minute demonstration of the application of their philosophy. 100 points.**
- 4. Weeks 9, 10: student-led 20-minute discussion on assigned topic related to assessment of supervisees including a case illustration (a rubric will be given). 50 points.**
- 5. Week 12: 20-minute student-led presentation on assigned readings delineating legalities and ethical guidelines for supervision (a rubric will be given). 40 points.**
- 6. Week 14: 20-minute student-led presentation on ethical and appropriate use of technology in supervision; topics will be assigned (a rubric will be given). 40 points.**
- 7. Week 15: completion of a digital folder of key supervision documents to be used in CON 8490, Internship in Clinical Supervision. 20 points.**

COURSE SCHEDULE *(Instructor reserves the right to adjust the schedule and assignments)*

DATE	TOPIC	READINGS	ASSIGNMENT DUE (submitted by 11:59pm)
First Day of Class – 1/12	ACES Supervision Best Practice Guidelines; NC LCMHCS requirements	https://ncblcmhc.org/Licensure/Applying/LCMHCS	
Week 1-1/19; MLK Day (NO CLASS)	Overview of Counseling Supervision, administrative and clinical supervision Professor-led discussion	Text- chpt. 1 (Intro to Supervision); Text – chpt. 2 (Roles & Responsibilities); Blalock et al. 2021 article; Litherland et al. 2023 article	

Week 2-1/26	The supervisory relationship and process Professor-led discussion	Text –chpt. 3 (Supervisory Relationship); Riechel et al. 2018 article; Bright & Evans 2019 article	
Week 3-2/2	A multicultural framework for counselor supervision Read and present discussion	Text – chpt. 6 (Multicultural Competence); Borders & Brown 2022 reading	Student presentations on assigned critical readings related to cultural concepts/strategies
Week 4-2/9	Integrative models of counselor supervision: interpersonal models Student-led discussion	Text – chpt. 4 (Models of Supervision); Greene & Flasch 2019 article	Student presentations on theoretical foundations and evidence-based applications due
Week 5-2/16	Integrative models of counselor supervision: developmental models Student-led discussion	Greene & Flasch 2019 article	Student presentations on theoretical foundations and evidence-based applications due
Week 6-2/23	Psychotherapy-based models of counselor supervision Student-led discussion	Shatto et al. 2023 article	Student presentations on theoretical foundations and evidence-based applications due
Week 7-3/2	Supervision techniques and interventions Professor-led discussion	Text – chpt. 5 (Methods of Supervision); Kemer & Borders 2017 article	Initial Supervisory philosophy and disclosure due
Week 8-3/9; SPRING BREAK (NO CLASS)	Group vs. individual counselor supervision Professor-led discussion		
Week 9-3/16	Assessment and evaluation in supervision Read and present discussion	Text – chpt. 10 (Evaluation); Deaton et al. 2021 article; Jorgensen et al. 2018 article	Students will lead assigned assessment discussion on relevant readings including case examples

Week 10- 3/23	Assessment and evaluation in supervision Read and present discussion	Borders & Brown 2022 reading	Students will lead assigned assessment discussion on relevant readings including case examples
Week 11- 3/30	Supervision research Professor-led discussion	Borders & Brown 2022 reading	
Week 12- 4/6	Ethical issues in counselor supervision Student-led discussion	Text- chpt.7 (Ethical Issues) & chpt.8 (Legal & Risk Management); chpt. 9 (Crisis Management); Bernard & Goodyear 2019 reading	Students will lead assigned components of discussion around legalities and ethical guidelines for supervision
Week 13- 4/13	Core competencies in training supervisors Professor-led discussion	Text – chpt. 11 (Effective Supervisors)	
Week 14- 4/20	Technology in supervision Student-led discussion		Students will present assigned issues, safeguards, and technological platforms for supervision delivery
Week 15- 4/27	Vital supervision documents Professor-led discussion	Warren et al. 2023 article; Lupton-Smith et al. 2024 article	Students will compile a digital folder of key supervision documents for application in CON 8490, Internship in Clinical Supervision

IMPORTANT UNIVERSITY DATES:

- **MONDAY, JAN. 26TH – DROP/ADD ENDS**
- **FRIDAY, FEB. 13TH – LAST DAY TO WITHDRAW WITH PRORATED TUITION**
- **THURSDAY, APRIL 2ND – LAST DAY TO WITHDRAW WITH A WC**
- **FRIDAY, MAY 1ST – FINAL GRADES DUE**

COURSE EVALUATION:

Method	Points Available
20-minute presentation delineating the cultural context for supervision	40
30-minute presentation on integrative models of supervision	60
supervision disclosure statement	100
20-minute discussion on assigned topic related to assessment of supervisees	50
20-minute student-led presentation on assigned readings delineating legalities and ethical guidelines for supervision	40
20-minute student-led presentation on ethical and appropriate use of technology in supervision	40
digital folder of key supervision documents	20
TOTAL	350

GRADING SCALE:	
315-350	A
280-314	B
245-279	C

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering attendance information, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

ATTENDANCE VERIFICATION POLICY

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://nccu-accommodate.symphlicity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

CONFIDENTIALITY AND MANDATORY REPORTING

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944

or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, studentadvocacy@nccu.edu.
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

ADDITIONAL RESOURCES

- Bernard, Janine M. & Goodyear, Rodney K. (2019). *Fundamentals of Clinical Supervision* (6th Ed.). Pearson.
- Blalock, S. M., Ybanez-Llorente, K., & Morman, M. K. (2021). Helping Beginning Supervisors Reduce Barriers to Licensure: Ethical Roadblocks in Supervision. *Journal of Counselor Preparation and Supervision*, 14(3). Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol14/iss3/6>
- Borders, L. DiAnne & Brown, Lori L. (2022). *The New Handbook of Counseling Supervision* (1st Ed.). Routledge.
- Bradley, L. J., Ladany, N., Hendricks, B., Whiting, P. P., & Rhode, K. M. (2010). Overview of counseling supervision. In N. Ladany & L. Bradley (Eds.), *Counselor supervision (4th edition)*, Philadelphia, PA: Taylor & Francis, 3-14.
- Bright, S., & Evans, A. M. (2019). Supervision Development and Working Alliance: A Survey of Counseling Supervisors. *The Journal of Counselor Preparation and Supervision*, 12(1). Retrieved from <https://repository.wcsu.edu/jcps/vol12/iss1/1>
- Deaton, J. D., Wymer, B., & Carlson, R. G. (2021). Supervision Strategies to Facilitate Vicarious Post Traumatic Growth Among Trauma Counselors. *Journal of Counselor Preparation and Supervision*, 14(4). Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol14/iss4/12>
- Greene, J. H., & Flasch, P. S. (2019). Integrating Intersectionality into Clinical Supervision: A Developmental Model Addressing Broader Definitions of Multicultural Competence. *The Journal of Counselor Preparation and Supervision*, 12(4). Retrieved from <https://repository.wcsu.edu/jcps/vol12/iss4/14>
- Jorgensen, M., Brown-Rice, K., & Olson, S. D. (2018). Clinical Supervisors' Knowledge of Supervisees with Problems of Professional Competency. *The Journal of Counselor Preparation and Supervision*, 10(1). Retrieved from <https://repository.wcsu.edu/jcps/vol10/iss1/4>
- Kemer, G., & Borders, L. (2017). Expert Clinical Supervisors' Descriptions of Easy and Challenging Supervisees. *The Journal of Counselor Preparation and Supervision*, 9(1). <http://dx.doi.org/10.7729/91.1151>
- Litherland, G., Schulthes, G., Cowles, C., & Ewe, E. (2023). The Proctor Model of Clinical Supervision: An Introduction for Professional Counselors. *Journal of Counselor Preparation and Supervision*, 17(5). Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol17/iss5/4>

- Lupton-Smith, H., Eason, K., Messinger, E., Evans, K., & Whiting, P. (2024). The Reflective Roadmap: Closure and Synthesis for Counselor Trainees in Supervision. *Journal of Creativity in Mental Health*, 1–11.
<https://doi.org/10.1080/15401383.2024.2386166>
- Riechel, M. E., Webber, W., Chae, K. B., Kayanan, P. J., Miller, D., & Robertson, D. (2018). Trust Development in the Supervisory Working Alliance. *The Journal of Counselor Preparation and Supervision*, 11(1). Retrieved from <https://repository.wcsu.edu/jcps/vol11/iss1/8>
- Shatto, E. H., Stefurak, J., Rinner, A. E., & Kantra, L. M. (2023). Trauma-Informed Supervision: The Supervisory Needs of Mental Health Therapists Engaged in Trauma-Related Work. *Journal of Counselor Preparation and Supervision*, 17(5). Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol17/iss5/2>
- Warren, J. M., Schwarze, M., & Lupton-Smith, H. S. (2023). Supporting Counselors-in-Training: A Toolbox for Doctoral Student Supervisors. *Journal of Counselor Preparation and Supervision*, 17(5). Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol17/iss5/9>
- Whiting, P.P., Parr, G., & Bradley, L. J. (2010). Supervising pre-degreed and professional school counselors. In N. Ladany & L. Bradley (Eds.), *Counselor supervision (4th edition)*, Philadelphia, PA: Taylor & Francis, 233-260.