Instructor/TA Info

Instructor Information

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Course Information

Description

This course provides an overview of current theories and approaches to counseling supervision. Emphasis will be on helping students enhance and develop their own supervisory philosophy and skills. Students will gain applied experience by providing supervision to 1st year students in the counseling psychology program.

Students will become knowledgeable about supervisory relationships, theories and approaches to supervision, current research, ethical and legal considerations, multicultural and feminist perspectives, and administrative tasks. You will gain skills in promoting client welfare and the professional development of a counselor in training. You will refine writing, presentation, and discussion skills. You will improve in your ability to give and receive constructive feedback.

In addition, consultation has become a major approach for providing counseling and psychology services to clients. Consultation emphasizes an increase in problem-solving expertise within a triadic relationship (e.g., consultant-consultee-child). Consultation is recognized as an indirect service delivery approach whereby services are delivered by a consultant (the counseling psychologist) to a consultee (other mental health professional, teacher, parent, administrator, organization) who, in turn, provides services to a client in the school or community setting. The indirect approach to service delivery generally is regarded as a "best practice" because it allows the counseling psychologist to impact many more children than could be served through a direct approach. Consultation involves a collaborative relationship in which the consultant is viewed as a facilitator. The emphasis is placed on the collaborative problem-solving process, which occurs during a series of interviews and related assessment activities. Throughout this process, the consultant's role is to elicit a description of the problem, assist in analyzing the problem, devise a plan for intervention, and monitor the program once implemented. Consultation is an important competency, which directly impacts change at individual and organizational levels.

Text & Supplemental Readings

Bernard, J.M., & Goodyear, R.K. (2013). *Fundamentals of Clinical Supervision* (Fifth Edition). Boston: Pearson.

Supplemental readings as assigned and listed in the syllabus and on Learning Suite.

Web Resources

Division 17 Supervision and Training Special Interest Group Website and Listserv:
www.lehigh.edu/~nil3/stsig (http://www.lehigh.edu/~nil3/stsig)
American Counseling Association (www.counseling.org (http://www.counseling.org/))
Association for Counselor Education and Supervision: www.siu.edu/~epse1/aces/ (http://www.siu.edu/~epse1/aces/)
http://www.div17.org/ (http://www.div17.org/)
http://www.apa.org/divisions/div36/ (http://www.apa.org/divisions/div36/)
http://www.apa.org/divisions/div44/guidelines.htm (http://www.apa.org/divisions/div44/guidelines.htm)

http://www.apa.org/divisions/div45/ (http://www.apa.org/divisions/div45/)
Division 14, the Society of Consulting Psychology http://www.apa.org/divisions/div13/

Item			Price (new)	Price (used)
	Fundamentals of Clinical Supervision 6e - *Required* by Goodyear, R		133.35	100.00

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

Supervision

Students will become knowledgeable about supervisory relationships, theories and approaches to supervision, current research, ethical and legal considerations, multicultural and feminist perspectives, and administrative tasks.

Promoting client welfare

You will gain skills in promoting client welfare and the professional development of a counselor in training.

Refine skills

You will refine writing, presentation, and discussion skills.

Feedback

You will improve in your ability to give and receive constructive feedback.

Participation Policy

In class discussion and supervision case management are essential not only for your own benefit but to promote a positive learning environment for the whole class. It is expected that you will attend all class and supervision sessions; avoid arriving late or leaving class early. Since valid reasons exist for missing class on occasion (Internship interviews), please notify the instructor in advance, if possible, of any absence. Please complete all readings by the due date listed in the syllabus so that you can benefit and participate fully in class discussions. At the end of the semester, I will ask you to submit a reading log that documents when you completed each of the readings.

Teaching Philosophy

expect you to take a very active role in educating yourself, educating your peers, and fully engaging in the experiential activity of supervising a first year doctoral student. When we all take responsibility for the learning in class we increase our ability to learn and apply supervision theory and consultation. This engaged learning will make the experience better for everyone in the class.

Assignments

Assignment Descriptions

Mental Health Consultation Theory and Application paper

Mar 26 Due: Friday, Mar 26 at 11:59 pm

This class covers both the profession wide competencies (PWC's) of supervision and consultation. As such the program requires that you are knowledgeable and able to apply both supervision and consultation in your careers. This paper is designed to help you learn about and apply a specific consultation model in theory. The instructions are outlined in the following document.

- Understanding and Applying a Psychological Consultation Model.docx Download (plugins/Upload /fileDownload.php?fileId=2cf98972-nOgs-eSPu-xTTK-nYddcc61f473& pubhash=rYfyGFMz1FCNG52LTbVlpuaHoAJLH2LnHFfqoCYRMPCshEyVZrCFmCQCgQq3tNThkd8QUvMUe5K9L

Participation and preparation

Apr 09 Due: Friday, Apr 09 at 11:59 pm

Preparation for class, regular attendance, and participation (100 points) in class discussion and supervision case management are essential not only for your own benefit but to promote a positive learning environment for the whole class. It is expected that you will attend all class and supervision sessions; avoid arriving late or leaving class early. Since valid reasons exist for missing class on occasion, please notify the instructor in advance, if possible, of any absence. Please complete all readings by the due date listed in the syllabus so that you can benefit and participate fully in class discussions. **At the end of the semester, I will ask you to submit a reading log that documents when you completed each of the readings**. **(10%)**

Supervision Log

Apr 09 Due: Friday, Apr 09 at 11:59 pm

Supervision Log (100 points): You are required to keep a log of your supervision practice that includes the following items. Keep your supervision notes in a safe location (password protected).

- An ***initial self-reflective entry discussing your anticipation of your work as a supervisor***. Include your thoughts and feelings related to becoming a supervisor and identify at least 3 goals for yourself in your work. 2 – 3 pages, **due January 29th**. (2.5 %)
- An ***end-of-the-semester self-reflective entry*** that considers your experience supervising this term. Address how you met or did not meet the goals you set for yourself, and indicate whether your goals changed over the semester. Also include goals for yourself in future supervision experiences. 2 – 3 pages, **due Apr 16th**. (2.5 %)

- Supervision Record Form-log.docx Download (plugins/Upload
  /fileDownload.php?fileId=7c5563b6-sRIX-49Nk-Fxsn-7G905db0a156&
  pubhash=nUIC3_Q7ZPCXK3b-TlE2g_1I5Hd2lnZJsfrzhl2qJvr9Jc1FVVvFKP6oM-KL-
  iOBAmB6k83EpVy8iwged_s9Dg==)

- ***End-of-the-semester evaluations***: A copy of the evaluation you completed on your supervisees and a copy of the evaluation they complete for you, **due Apr 16th**. *(2.5 %)*

Supervision Case Presentation

Apr	
09	Due: Friday, Apr 09 at 11:59 pm

<u>Supervision Case Presentations</u> (100 points) : You will make ***two formal presentation (30 minutes) with a 1-2 page write- up*** on one of your supervision cases and will ***include video- or audiotaped segments of your work*** (refer to sample below). ***Presentations will be given during the supervision of supervision group***. The focus will be on issues, accomplishments or concerns related to your ongoing supervision. *(5% each/10% total)*
SAMPLE
Confidential Case Presentation

Supervisee: Jan Student, practicum student
Supervisor: Vaughn E. Worthen, PhD, Professor

1. **Supervisee Background**: Jan is a White Caucasian LDS woman in her early thirties. She grew up in Minnesota, attended the University of Minnesota for her undergraduate degree (in psychology) and came to Utah to pursue a masters' degree in counseling. She is in her first year (second semester) of her program and reports that she enjoys her classes and practicum experiences, but finds it difficult sometimes to balance the various demands of classes, clinical work, and personal time.

2. **History of Supervisory Relationship**: We have had 5 supervision sessions that have focused mainly on getting to know each other, finding out our respective expectations about supervision, and focusing on client material. Jan reported that her positive experiences in supervision occurred when the supervisor was empathic and respectful of the client. In addition, she found it helpful when she was stuck with a client to have her supervisor offer some avenues to further explore with the client. Jan identified that her strengths in counseling include rapport building with clients and assigning appropriate homework assignments. Growing edges include being more invested than clients in the change process and outcome, developing more intervention/strategies to deepen emotions with clients, and difficulty setting boundaries around session times.

   At our fourth supervision session, Jan presented with two client concerns: (1) telephoning a client at home—the client, Pete, had told her that he didn't want to be contacted at home. Jan reported that she was very worried about telephoning him, but for scheduling purposes, she had to call him. We brainstormed alternate ways for her to contact him (via email), and how she might follow-up with the client at the next session; (2) "winding" down sessions in a timely manner—Jan feels that she has made progress but one particular client continued talking about issues in the hallway and stairway. For this client concern, we discussed how she can end the session and keep the work within the session room. Jan came up with the idea of mentioning to the client that the stairway echoes a lot and that this wouldn't be confidential.

access emotions—I suggested that Jan incorporate some Gestalt techniques, e.g., increased awareness, feeling word list, which she seemed to find helpful. We also discussed immediacy interventions and utilizing the therapeutic relationship as an indicator of how her client behaves/reacts in other relationships. Jan seemed interested in trying this immediacy approach.

3. **Areas of Strength in Supervision:** I believe that Jan and I have started to develop a "strong enough" supervisory working alliance. She appears to be willing to share her ideas, thoughts, and feelings with me. In addition, she asks for my feedback or opinion on decisions that she has made with clients or directions that she is working on with clients. Another strength is that we have been able to process our supervisory relationship and the manner of feedback—Jan reported that she enjoys the current approach. I also value that Jan seems open to trying out new techniques and learning about different theoretical orientations, e.g., Gestalt and existential.

4. **Growing Edges in Supervision:** One area of concern for me is that Jan may not perceive our supervision time to be as valuable or as important as other clinical matters. For example, at the beginning of our 2nd supervision session (scheduled to begin at 12:00 pm), she popped her head into my office to say that she was almost finished writing up her case notes. Fifteen minutes later she came back to my office to ask if I would look over her notes to make sure she had done it properly. We came back to my office at 12:20 pm to start the supervision session. I addressed the issue when it seemed appropriate during the session, but I am not sure that I communicated or she perceived how disturbed I was at her lateness.

5. **Questions:**
   a. How can I provide constructive feedback in a way that is supportive?
   b. How can I balance collaboration in supervision with the inherent evaluative nature of supervision?
   c. What about the parallel process of my being unable to start supervision sessions in a timely manner (akin to Jan's difficulty in managing session time).

Supervision Case Management

Apr 09 Due: Friday, Apr 09 at 11:59 pm

Supervision Case Management (200 points): For ethical and competent supervisory practice and to improve your supervision skills, it is essential that you obtain regular supervision of your supervision. You are *required to meet weekly (the second hour of class) in a "supervision of supervision" group*. It is expected that you will review your supervision recordings and come to these sessions prepared to consult about your supervisory work including playing recorded segments of your supervision sessions for your instructor and colleagues to view. In addition, *you will present the supervision instructor with a recorded supervision session for review and meet with him for an individual supervision of supervision session at least twice during the semester during the last hour of class. At these individual supervision sessions, you will give the instructor a copy of your supervision notes (both times) as well as a cued-up video recording (one time) for his review*. *(20%)*

Discussion Leader

Discussion Leader (100 points): Each student will be assigned to *lead discussions based on the assigned primary source readings*. You are expected to prepare a **10** *minute presentation/discussion to educate the other students on your assigned reading*. *(5% each/10% total)*

Provide Supervision

| **Apr** |
| **09** | Due: Friday, Apr 09 at 11:59 pm |

Provide Supervision (300 points): To develop your supervision and consultation skills, it is important that you have the opportunity to provide supervision to counselors in training. You will be **assigned to supervise one 1st year counseling psychology studen**t and will **provide one hour of individual supervision to your supervisee per week**. You will **review and sign your supervisee's case notes** (*how will these be handled*). You should negotiate the times of these supervisory meetings with your supervisee. You are **required to video (preferred) or audiotape your supervision sessions** so your instructor can view segments of them and provide feedback. You are also required to keep a *Supervision Log* (review the Supervision Log assignment) that will include brief case notes about each supervision session.

The doctoral practicum instructor may request that you update him on the work of your supervisee (Dr. Kawika Allen). You will be required to *complete a formal evaluation of your supervisee* at the end of the semester. *Your supervisee will also complete a formal evaluation of you*. These will be discussed with each other, co-signed, and turned into the instructor at the end of the semester. *(30%)*

Supervision/consultation topical review and presentation

| **Apr** |
| **09** | Due: Friday, Apr 09 at 11:59 pm |

Supervision/Consultation topical review and presentation (100 points): **The presentation will be made on Friday, April 9th during our last class period**. The presentation should last 10 - 15 minutes and you should briefly share what you learned from your search of the professional literature about an interesting issue concerning supervision/consultation. The presentation should go beyond what can be found in the textbook and supplemental readings about the topic. Please prepare a summary handout and/or PowerPoint/Prezi about the presentation that you can share with your classmates and the instructor. Include in your presentation/handout a list of references used to educate yourself on this topic. **An initial outline describing your topic and plan for the presentation is due Friday, February 26th**. *(10% for your research and presentation).*

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at https://titleix.byu.edu/report (https://titleix.byu.edu/report) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting http://titleix.byu.edu (http://titleix.byu.edu), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit https://hrs.byu.edu/equal-opportunity (https://hrs.byu.edu/equal-opportunity) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.
Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2)To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be

you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (http://cdd.la.psu.edu/education /The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines)

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit https://caps.byu.edu (https://caps.byu.edu); for more immediate concerns please visit http://help.byu.edu (http://help.byu.edu).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1
Week 1	
M Jan 11 Monday	
F Jan 15 Friday	**Zoom Link** **Reviewing and organizing the course:** • Syllabus • Making assignments
Week 2	

| F Jan 22 Friday | **Zoom Link**

What does positive and negative supervision look like?

Book:

Chapter 1: *"Introduction to Clinical Supervision"* (Each class period you are required to read
we can discuss about the chapter. Be ready to be called upon.)

(For primary source readings below and in each class period, you will be assigned to read and th
that reading. Be prepared to take about 10 minutes, including discussion or questions from other

Beginning Supervision

- Beginning Supervision (2019).docx Download

Additional Readings:

Worthen, V., & McNeill, B. W. (1996). A phenomenological investigation of "good" supervision ev
Psychology, 43, 25-34. (*Lisa*)

- A phenomenological investigation of good supervision events (1996).pdf Download
- A Phenomenological investigation of good supervision events(R).pptx Download

Ladany, N., Mori, Y., & Mehr, K. E. (2013). Effective and ineffective supervision. *The Counseling*
10.1177/0011000012442648 (*Alex*)

- Effective and ineffective supervision - Ladany - The Counseling Psychologist-2013.pdf Dow
- Effective and ineffective supervision(R).pptx Download

Ellis, M. V., Berger, L., Hanus, A. E., Ayala, A. E., Swords, B. A., & Siembor, M. (2014). Inadequa
Testing a revised framework and assessing occurrence. *The Counseling Psychologist, 42*(4), 434
10.1177/0011000013508656 (*Chunyue*)

- Inadeaquate and harmful clinical supervision - Ellis - The Counseling Psychologist-2014.pdf
- Inadequate and harmful supervision(R).pptx Download

Gray, L. A., Ladany, N., Walker, J. A., & Ancis, J. R. (2001). Psychotherapy trainees' experience
supervision. *Journal of Counseling Psychology, 48*(4), 371-383. DOI: 10.1O37//OO22-O167.48.4 |

Week 3	
F Jan 29 Friday	**<u>Zoom Link</u>** **Organizing Supervision** <u>Book:</u> **Chapter 7:** ***"Organizing the Supervision Experience"*** <u>Additional Readings:</u> Falender, C. A., & Shafranske, E. P. (2007). Competence in Competency-Based Supervision Pra *Professional Psychology: Research and Practice,* Vol. 38(3) 232-240. doi: <u>http://dx.doi.org/10.10</u> • Competence in competency-based supervision practice - Construct and application (2007).p • Competence in Competency-Based Supervision Practice.pptx <u>Download</u> Nelson, K. W., Oliver, M., & Capps, F. (2006). Becoming a supervisor: Doctoral student perceptio experience. *Counselor Education and Supervision, 46,* 17-31. (***Anthony***) • Becoming a supervisor - doctoral student perceptions of the training experience (2006).pdf • Becoming a supervisor.pptx <u>Download</u> Supervision Contract Example (created by a previous class) • Supervision Contract (2015).docx <u>Download</u> Crisis Evaluation Guidelines • Crisis Evaluation Guidelines (2021).docx <u>Download</u>
Week 4	

| F Feb 05 Friday | **Zoom Link**

Ethical and Legal Considerations

Book:

Chapter 11: *"Ethical and Legal Foundations for Supervision Practice"*

Additional Readings:

Barnett, J. E., Goodyear, R. K., Erickson-Cornish, J. A., & Lichtenberg, J. W. (2007). Commenta practice of clinical supervision. *Professional Psychology: Research and Practice, 38*(3), 269-275. (**Alex**)

- Commentaries on the ethical and effective practice of clinical supervision (2007).pdf Downlc
- Commentaries on the ethical and effective practice of.pptx Download

Barnett, J. E., & Molzon, C. H. (2014). Clinical supervision of psychotherapy: Essential ethics iss Journal of Clinical Psychology, 70(11), 1051-1061. DOI: 10.1002/jclp.22126 (**Lisa**)

- Clinical supervision of psychotherapy - essential ethics issues for supervisors and supervise
- Clinical supervision of psychotherapy.pptx Download

Guidelines for clinical supervision in health service psychology. (2015). *American Psychologist, 7* (**Megan**)

- Guidelines for clinical supervision in health service psychology.pdf Download
- Guidelines for clinical supervision in health service psychology.pptx Download

Case Presentation: (**Lisa**)

Individual Supervision: (**Rachel**) |
| Week 5 | |

F Feb 12 Friday	**Zoom Link**

Supervision Models

Book:

Chapters 2: *"Supervision Models: Psychotherapy-Based and Developmental Models*

Additional Readings:

DEVELOPMENTAL MODELS OF SUPERVISION

Developmental Supervision (**Chunyue**)

- http://www.slideshare.net/amberforehand/developmental-supervision
- Integraded Developmental Model: https://www.youtube.com/watch?v=Gu7cIST3Q4I
- Approaching Supervision from Dev Perspective.pdf Download
- Supervision a conceptual model-1982-Loganbill-3-42.pdf Download

Westefeld, J. S. (2009). Supervision of psychotherapy: Models, issues, and recommendations. *T*
296-316. DOI: 10.1177/0011000008316657 (**Anthony**)

- The Counseling Psychologist-2009-Westefeld-296-316.pdf Download
- Supervision of Psychotherapy.pptx Download

SOLUTION FOCUSED SUPERVISION

Presbury, J., Echterling, L. G., & Mckee, J. :E. (1999). Supervision for inner-vision: Solution-focus
and Supervision, 39(2), 146-155. (**Rachel**)

- Supervision for inner-vision - solution-focused strategies.pdf Download
- https://www.youtube.com/watch?v=U61uHI-nurY

NARRATIVE SUPERVISION

Whiting, J. B. (2007). Authors, artisists, and social constructivism: A case study of narrative supe
Family Therapy, 35(2), 139-150. DOI: 10.1080/01926180600698434 (**Lisa**)

- Authors, artists, and social constructivism - a case study of narrative supervision.pdf Downl

Case Presentation: (**Alex**)

Individual Supervision: (**Megan**)

| F Feb 19 Friday | **Zoom Link**

Supervision Models

<u>Book</u>:

Chapters 3: *"Supervision Models: Process Models and Second-Generation Models"*

DISCRIMINATION MODEL
Discrimination Model (Janine Bernard) (*Alex*)

  • Discrimination Model <u>https://www.youtube.com/watch?v=7wOszCNcKR8</u>

STRENGTH-BASED SUPERVISION
Strength -Based Clinical Supervision: A Positive Psychology Approach to Clinical Training (2015) (*Megan*)

  • <u>https://books.google.com/books?id=2UZuBAAAQBAJ&pg=PP1&lpg=PP1&dq=wade+jones+%22Str vJLf7XNm&sig=PaYAqjdJCdGVAIwbl2ei-RyB8v8&hl=en&sa=X&ei=TB-jVPyPG9GqogSD1oGYCQ& q=wade%20jones%20%22Strength-based%22&f=false</u>

<u>Case Presentation</u>: (*Chunyue*)

<u>Individual Supervision</u>: (*Anthony*) |
| Week 7 | |

F Feb 26 Friday	**Zoom Link**

Consultation Theory and Interventions & Supervision Evaluation

<u>Book:</u>

Chapter 10: *"Evaluation"*

<u>Readings:</u>

Lehrman-Waterman, D., & Ladany, N. (2001). Development and validation of the evaluation proc
inventory. *Journal of Counseling Psychology, 48*(2), 168-177. DOI: 10.1037//0022-0167.48.2.168

- Development and validation of the evaluation process within supervision inventory (2001).pc

Hoffman, M. A., HIll, C. E., Holmes, S. E., & Freitas, G. F. (2005). Supervisor perspective on the
difficult, or no feedback to supervisees. *Journal of Counseling Psychology, 52*(1). 3-13. DOI: 10.1

- Supervisor perspective on the process and outcome of giving easy - difficult - or no feedbacl
- Supervisor perspective on the process and outcome of.pptx <u>Download</u>

Cooper, S. E., Monarch, N., Serviss, S. T., Gordick, D., & Leonard, H. K. (2007). Professional pre
beginning, entry, mid-level, and senior consulting psychologists. *Consulting Psychology Journal:*
1-16. DOI: 10.1037/1065-9293.59.1.1 (***Chunyue***)

- Professional preparation and continuing education for beginning - entry - midlevel and senio
  (2007).pdf <u>Download</u>

The Essentials of Appreciative Inquiry: A Roadmap for Creating Positive Futures (Mohr, B. J., & \

- <u>https://gcatd.org/resources/Documents/Special%20Interest%20Groups%20(SIGs)/Consultants/AI%</u>

Weigel, Richard G. (1998). A Day of Office in the Saddle. *Consulting Psychology Journal: Practi*
doi: <u>http://dx.doi.org/10.1037//1061-4087.50.3.190</u> (***Alex***)

- A Day of Office in the Saddle - 1998.pdf <u>Download</u>

Liebowitz, B., & Blattner, J. (2015). On becoming a consultant: The transition for a clinical psycho
Practice and Research, 67(2), 144-161. <u>https://doi.org/10.1037/cpb0000037</u> (***Megan***)

- On Becoming a Consultant (Liebowitz & Blattner 2015).pdf <u>Download</u>

Here are some **resources for your Consultation Theory and Application pape**r:

- Chapter-8-Counselor-as-Consultant.pdf Download
- Types of Mental Health Consultation (Caplan 1995).pdf Download
- Introduction and Overview of Mental Health Consultation.pdf Download

- Consultation in a hospital (2006).pdf Download

Case Presentation: (*Rachel*)

Individual Supervision: (*Alex*)

Week 8	
F Mar 05 Friday	**Zoom Link**

Multicultural Issues

Book:

Chapter 6: "Multicultural Supervision"

Additional Readings:

Falendar, C. A., Burnes, T. R., & Ellis, M. V. (2012). Multicultural clinical supervision and benchm
practice and supervisor training. *The Counseling Psychologist, 44*(1), 8-27. DOI: 10.1177/001100

- Multicultural Clinical Supervision - Falendar The Counseling Psychologist-2013.pdf Downlo

Burkard, Alan W., Johnson, Adanna J., Madson, Michael B., Pruitt, Nathan T., Contreras-Tadych,
Hess, Shirley A., & Knox, Sarah. (2006). Supervisor Cultural Responsiveness and Unresponsive
Journal of Counseling Psychology, Vol. 53(3), 288-301. doi: http://dx.doi.org/10.1037/0022-0167.

- Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision (200

Case Presentation: (*Megan*)

Individual Supervision: (*Chunyue*)

Week 9	

F Mar 12 Friday	**Zoom Link**
	
	Dimensions of the Supervision Relationship
	
	Book:
	
	Chapter 4: ***"Supervisory Relationships: Triadic and Dyadic"***
	
	Additional Readings:
	
	McNeill, B. W., & Worthen, V. (1989). The parallel process in psychotherapy supervision. *Profess Practice, 20*(5), 329-333. (**Anthony**)
	
	  • The parallel process in psychotherapy supervision.pdf Download
	
	Watkins, C. E. (2017). Reconsidering parallel process in psychotherapy supervision: On parsimo explanations. *Psychoanalytic Psychology, 34* (4), *506-515.* (**Lisa**)
	
	  • Reconsidering the Parallel Process 2017.pdf Download
	
	Nelson, M. L., & Friedlander, M. L. (2001). A close look at conflictual supervisory relationships: T *Counseling Psychology, 48*(4), 384-395. (**Alex**)
	
	  • A close look at conflictual supervisory relationships - the trainees perspective (2001).pdf Do
	  • A close look at Conflictual Supervisory relationships(1).pptx Download
	
	Ladany, N., Hill, C. E., Corbett, M. M., & Nutt, E. A. (1996). Nature, extent, and importance of wh disclose to their supervisors, *Journal of Counseling Psychology, 43*(1), 10-24. (**Chunyue**)
	
	  • Nature - extent and importance of what psychotherapy trainees do not disclose to their supe
	  • Nature, extent, and importance of what.pptx Download
	
	Mehr, K. E., Ladany, N. & Caskie, G. I. L. (2010). Trainee nondisclosure in supervision: What are *Psychotherapy Research, 10*(2), 103-113. DOI: 10.1080/14733141003712301 (**Anthony**)
	
	  • Trainee nondisclosure in supervision - what are they not telling you (2010).pdf Download
	
	Case Presentation: (**Anthony**)

	Supervision topical review paper proposal due
Week 10	
F Mar 19 Friday	**Spring Holiday**
Week 11	
F Mar 26 Friday	<u>**Zoom Link**</u> **Dimensions of the Supervision Relationship** <u>Book</u>: **Chapter 5:** ***"Supervisory Relationships: Supervisee and Supervisor Facto*** <u>Additional Readings</u>: Ladany, N., & Lehrman-Waterman, D. E. (1999). The content and frequency of supervisor self-dis supervisor style and the supervisory working alliance. *Counselor Education & Supervision*, *38*(3) - http://web.a.ebscohost.com/ehost/detail/detail?vid=2&sid=099930a9-81b6-4402-8f77-558814a6159 bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=aph&AN=1709370 - The content and frequency of supervisor self-disclosures and.pptx Download Ladany, N., & Melincoff, D. S. (1999). The nature of counselor supervisor nondisclosure. *Counse (***Rachel***) - http://web.b.ebscohost.com/ehost/detail/detail?sid=4c376981-b59e-4163-9c9b-7caa412ee7c0%40s bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=tfh&AN=1709371 - The nature of counselor supervisor nondisclosure.pptx Download <u>Case Presentation</u>: (***Lisa***) <u>Individual Supervision</u>: (***Megan***)
Week 12	

F Apr 02 Friday	**Zoom Link**
	The Delivery of Clinical Supervision
	Book:
	Chapter 8: ***"Individual Supervision"***
	Additional Readings:
	Nelson, M. L., Barnes, K. L., Evans, A. L., & Triggiano, P. J. (2008). Working with conflict in clinic perspectives. *Journal of Counseling Psychology, 55*(2), 172-184. DOI: 10.1037/0022-0167.55.2.1
	Working with conflict in clinical supervision - wise supervisors perspectives.pdf Download
	Case Presentation: (***Chunyue***)
	Individual Supervision: (***Anthony***)
Week 13	

F Apr 09 Friday	**"Term Paper" Presentations from everyone**

"Term Paper" Presentations from everyone

Zoom Link

The Delivery of Clinical Supervision

Book:

Chapter 9: *"Group Supervision and Live Supervision"*

Additional Readings:

Case Presentation: (*Jared*)

Individual Supervision: (*Heidi*)

Zoom Link

Supervising Practitioners

Book:

Chapter 12: *"Facilitating Career-Long Professional Development"*

Additional Readings:

A MODEL OF PROFESSIONAL DEVELOPMENT OVER THE COURSE OF A CAREER

Ronnestad, M. H., & Skovholt, T. M. (2003). The journey of the counselor and therapist: Researc professional development. *Journal of Career Development, 30*(1), 5-44. (*Chunyue*)

- The journey of the counselor and therapist - research findings and perspectives on prof development.pdf Download

Tracey, T. J. G., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in psyc *Psychologist, 69*(3), 218-229. DOI: 10.1037/a0035099 (**Everyone is required to read**)

- A field without expertise (2014).pdf Download

model. *Journal of Counseling & Development, 88,* 204-209. (**Alex**)

- Client outcomes across counselor training level with a multitiered supervision model (2010).

Bambling, M., King, R., Raue, P., Schweitzer, R., & Lambert, W. (2006). Clinical supervision: Its i
alliance and client symptom reduction in the brief treatment of major depression. *Psychotherapy*
10.1080/10503300500268524 (**Megan**)

- Clinical supervision - its influence on client-rated working alliance and client symptom reduct
  depression.pdf Download

Goodyear, R. K., & Bernard, J. M. (1998). Clinical supervision: Lessons from the literature. *Coun*
38, 6-22. (**Anthony**)

- Clinical supervision Lessons from the literature - Goodyear Bernard - 1998.pdf Download

Milne, D., & Reiser, R. P. (2012). A rationale for evidence-based clinical supervision. *Journal of C*
139-149. DOI: 10.1007/s10879-011-9199-8 (**Rachel**)

- A rationale for evidence based clinical supervision (2012).pdf Download

Worthen, V. E., & Lambert, M. J. (2007). Outcome oriented supervision: Advantages of adding sy
consultations. *Counselling and Psychotherapy Research, 7*(1), 48-53. DOI: 10.1080/1473314060

- Outcome Oriented Supervision (2007).pdf Download

Case Presentation: (**Alex**)

Individual Supervision: (**Lisa**)

Week 14	
F Apr 16 Friday	**First Day of Winter Final Exams (04/16/2021 - 04/21/2021)**
Week 15	
M Apr 19 Monday	