

# **CO795: Fundamentals of Clinical Supervision**

Fall 2010

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## **Purpose:**

This course provides an overview of the theory, research and practice of clinical supervision and teaches the fundamentals of clinical supervision. It is designed to give students a comprehensive overview of supervision theory and practice. It does that through the interplay of the modalities of active learning: didactic presentation, reflective interaction, and the supervised experience of actual supervisory practice.

## **Objectives:**

- Learn and implement basic skills in clinical supervision
- Know the major models of supervision, including systemic and developmental models
- Understand the major roles and responsibilities of supervisors
- Recognize common ethical and clinical dilemmas in the practice of supervision
- Assist supervisees in developing cultural competent counseling skills, with sensitivity to gender, race, SES, sexuality and religion
- Develop and articulate personal philosophy of supervision

## **Required Reading:**

Bernard, J.M. & Goodyear, R.K. (1998). *Fundamentals of Clinical Supervision*. Needham Heights (2<sup>nd</sup> Ed.). Boston: Allyn & Bacon

Falvey, J.E. (2002). *Managing clinical supervision: Ethical Practice and Legal Risk Management*. Pacific Grove, CA: Brooks/Cole.

Lee, R. E., & Everett, C. A. (2004). *The Integrative Family Therapy Supervisor: A Primer*. New York: Brunner-Routledge.

Todd, TC & Storm, C (2002). *The Complete Systemic Supervisor* (2<sup>nd</sup> Ed.). Allyn & Bacon.

## **Additional Resources:**

The American Association for Marriage and Family Therapy (2002). AAMFT approved supervisors Handbook. Washington, D.C.: Author. (Available on-line at [www.aamft.org](http://www.aamft.org).)

American Counseling Association (2005). Ethical Standards. Alexandria, Va: Author.

## Assignments

All assignments must be written in APA style and should be double-spaced.

### 1. Personal Reflective Exercise (15 pts)

Submit a three page reflection paper regarding your own experiences as a supervisee. What were the most and least helpful experiences? What dilemmas did you face during supervision? Did you ever disagree with our supervisor and how did you reach a resolution? What did you learn about yourself, your counseling skills, your clients and the profession during supervision? What did you want or expect from supervision but did not receive? What are my non-negotiable traits as a supervisor and what are my flexible areas?

### 2. Literature Review- Course Students Only (30 pts)

As a major component of the course exercises, student will create a well written research paper by performing an exhaustive literature review on the supervision model of their choice. The paper should be 10 pages in length. This paper should be viewed as a means of constructing the student's philosophy/theoretical orientation of supervision. The paper should answer the following questions:

1. What are the underlying tenets of the theory.
2. What is the historical background of the theory (how did the theorist go about creating the model)
3. What are the major strengths of the model
4. What are the major weaknesses of the model
5. What are the multicultural considerations to take into account when applying the model to different groups
6. What does the model look like in practice and how will you adapt it to your work with your population.
7. Finally, included a theological and psychological reflection of your personality as it relates to supervision.

Please cite all relevant literature; this review should include a minimum of 14 professional article citations.

### 3. Case Conceptualization Paper - Course Students Only (20 pts)

Students will need to choose a literary character from a film or a book. The character needs to be a therapists by occupation ex. Psychiatrist in movie What About Bob? or Psychiatrist in Movie Antwun Fisher. In supervising the literary character students will provide a 5 page write up that answers the following questions:

1. What are the clinical challenges from the clinicians perspective?
2. What are the personality traits of your supervisee that may present difficulty during supervision?
3. What are some of the cultural considerations of your supervisee that you should consider?
4. What theoretical orientation is your supervisee using, does this adapt well with your supervision orientation?
5. What would your supervision interventions look like? (15pts).

### 5. Test taking during 3rd weekend (20 pts)

### 6. Class participation (15 pts)

## **Grading and Attendance**

This course will meet on the following weekends for continuing education hours or a 3.0 credit hour course. Class will meet from 6:30 to 9:30 on Fridays and 8:30 to 4:30 on Saturdays during the following weekends September 10-11, October 8-9, November 5-6 and for those taking the Continuing Education component, December 3-4.. Each class will be approximately one half didactic presentation and one half reflective and experiential interaction regarding that material.

Grading scale used by instructors:

A=90-100

B=80-89

C=70-79

Attendance and full participation is required for all class meetings. Accrediting guidelines do not allow any absences from class. In the event of an emergency absence the student will be required to complete additional coursework i.e. readings, papers etc. to make up for the time away. All absences must have excuse deemed valid by faculty i.e. medical or family emergency.

## **Course Outline:**

\*Topics subject to change or be shifted to another weekend at professor's discretion.

### **First weekend**

Supervision: A distinct intervention  
Supervisory responsibilities and ethical issues in supervision  
Major models of supervision, including MFT and developmental models  
Systemic thinking supervision

### **Second Weekend:**

Cultural and contextual issues in supervision  
Formats of supervision. Individual or group?  
Effective practices in supervision according to research  
Confidentiality, informed consent, and contracts  
Evaluation in Supervision: Supervisee and Supervisor Best Practices  
Ethical issues in supervision

### **Third Weekend:**

Troubleshooting the supervisory relationship  
Supervisory responsibilities and excellence in methodology  
Christian distinctives of Clinical Supervision Ethical Issues in Supervision

### **Fourth Weekend:**

Special topics  
Online supervision  
Supervising the spiritual formation of a supervisee  
What about the boundaries? Keeping the relationship professional  
Biblical insight into supervisory relationships  
Student Q & A session

## **Addendum:**

Additional course content:

At the conclusion of this course the participant will have met the nine learning objectives set forth in Approved Supervisor Designation: Standards and Responsibilities (AAMFT, 2002).

Participants will:

1. Through reading and class presentations, be familiar with the major models of supervision, in terms of their philosophical assumptions and pragmatic implications;
2. Through class discussion and completion of an individual class project, articulate their own personal models of supervision, drawn from existing models of supervision and from preferred styles of therapy;
3. By reading about the supervisor-therapist-client system, doing live supervision, studying videotapes of supervision, interchanging ideas with and obtaining feedback from their colleagues, and from supervision of their supervision by the instructor, be able to facilitate the co-evolving therapist-client and supervisor-therapist-client relationships, and...
4. Be able to identify and evaluate problems in therapist-client and supervisor-therapist-client relationships, and...
5. Be able to structure supervision, solve problems, and implement supervisory interventions within a range of supervisory modalities (e.g., live and videotaped supervision); and psychotherapeutic techniques.
6. Through consciousness-raising and permission-granting classroom discussion, and the constant interest of the instructor, recognize and address those distinctive issues that arise in supervision-of-supervision;
7. Through assigned readings, introspection, class discussion, and feedback around individual cases, be made sensitive to contextual variables such as culture, gender, ethnicity economics; and theological perspectives.
8. Through assigned readings and class discussion, be knowledgeable of ethical and legal issues of supervision, and...
9. Learn the requirements and procedures for supervising applicants for professional bodies such as ACES, NCBLPC and AAMFT Clinical Membership.