

CPSE 746 - Supervision/Consul

Vaughn E. Worthen, Ph.D.

Winter 2016, Section 001: W from 9:00 am - 11:50 am

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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

American Counseling Association (www.counseling.org)

Association for Counselor Education and Supervision: www.siu.edu/~epse1/aces/

<http://www.div17.org/>

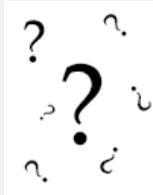
<http://www.apa.org/divisions/div36/>

<http://www.apa.org/divisions/div44/guidelines.htm>

<http://www.apa.org/divisions/div45/>

Division 14, the Society of Consulting Psychology <http://www.apa.org/divisions/div13/>

Materials

	Item	Price (new)	Price (used)
	FUND CLINICAL SUPERVISION 5E <i>Required</i> by BERNARD, J	151.35	113.55

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%

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.

Assignments

Supervision/consultation topical review and presentation

Due: Wednesday, Apr 18th at 11:59 pm

Supervision/Consultation topical review and presentation (100 points): The presentation will be made on Wednesday April 6th 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 February 24th. (10% for your research and presentation).**

Supervision Log

Due: Monday, Apr 18th 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 20th**. (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 20th**. (2.5 %)
- **Brief notes for each contact with your supervisees** (including phone contact) and a brief summary of each supervision session. Ongoing, **due Apr 18th**. (2.5 %)
 - Supervision Record Form-log.docx [Download](#)
- **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 18th**. (2.5 %)

Discussion Leader

Due: Monday, Apr 18th at 11:59 pm

Discussion Leader (100 points): Each student will be assigned to **lead two class discussions based on the readings**. You are expected to prepare a **30 minute presentation**, activity, or other format of your choosing to generate discussion and learning among the class. **(5% each/10% total)**

Participation and preparation

Due: Monday, Apr 18th 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%)**

Provide Supervision

Due: Monday, Apr 18th 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 student and will provide one hour of individual supervision to your supervisee. 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 Case Management

Due: Monday, Apr 18th 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 tapes and come to these sessions prepared to consult about your supervisory work including playing taped segments of your supervision sessions for your instructor and colleagues to view. In addition, **you will present the supervision instructor with a taped 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 tape (one time) for his review.** (20%)

Supervision Case Presentation

Due: Monday, Apr 18th at 11:59 pm

Supervision Case Presentations (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.
1. **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.

To work on Jan's second goal, we have explored and brainstormed ways to help her client 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.

1. **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.

1. **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.

1. **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).

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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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.

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 productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps 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.

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.

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
T Jan 10 Tuesday	Reviewing and organizing the course: Syllabus Making assignments
T Jan 17 Tuesday	What does positive and negative supervision look like? Book: Chapter 1: "Introduction to Clinical Supervision" (Discussion Leader - <i>Ofa</i>) Beginning Supervision Beginning Supervision (2016).docx Download Additional Readings: Worthen, V., & McNeill, B. W. (1996). A phenomenological investigation of "good" supervision events. <i>Journal of Counseling Psychology, 43</i> (1), 1-10. DOI: 10.1037/0022-006X.43.1.1 (<i>Ofa</i>) 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. <i>The Counseling Psychologist, 41</i> (1), 28-47. DOI: 10.1177/0011000012442648 (<i>Mike</i>) Effective and ineffective supervision - Ladany - The Counseling Psychologist-2013.pdf Download Effective and ineffective supervision(R).pptx Download Ellis, M. V., Berger, L., Hanus, A. E., Ayala, A. E., Swords, B. A., & Siembor, M. (2014). Inadequate and harmful clinical supervision: The revised framework and assessing occurrence. <i>The Counseling Psychologist, 42</i> (4), 434-472. DOI: 10.1177/0011000013508656 (<i>Amy</i>) Inadequate and harmful clinical supervision - Ellis - The Counseling Psychologist-2014.pdf Download Inadequate and harmful supervision(R).pptx Download Gray, L. A., Ladany, N., Walker, J. A., & Ancis, J. R. (2001). Psychotherapy trainees' experience of counterproductive events in supervision. <i>Counseling Psychology, 48</i> (4), 371-383. DOI: 10.1037//0022-0167.48.4.371 (<i>Rachael</i>) Psychotherapy trainees experience of counterproductive events in supervision.pdf Download Psychotherapy Trainees' experience of counterproductive events in(R).pptx Download
T Jan 24 Tuesday	Organizing Supervision

Book:

Chapter 6 "Organizing the Supervision Experience" (Discussion leader - *Mike*)

Additional Readings:

Falender, C. A., & Shafranske, E. P. (2007). Competence in Competency-Based Supervision Practice: Construct and Application. *Professional Research and Practice*, Vol. 38(3) 232-240. doi: <http://dx.doi.org/10.1037/0735-7028.38.3.232> (*Hannah*)
Competence in competency-based supervision practice - Construct and application (2007).pdf Download
Competence in Competency-Based Supervision Practice.pptx Download

Nelson, K. W., Oliver, M., & Capps, F. (2006). Becoming a supervisor: Doctoral student perceptions of the training experience. *Counseling and Supervision*, 46, 17-31. (*Ofa*)
Becoming a supervisor - doctoral student perceptions of the training experience (2006).pdf Download
Becoming a supervisor.pptx Download

T Jan 31
Tuesday

Ethical and Legal Considerations

Book:

Chapter 11: "Ethical and Legal Foundations for Supervision Practice" (Discussion leader - *Rachael*)

Additional Readings:

Barnett, J. E., Goodyear, R. K., Erickson-Cornish, J. A., & Lichtenberg, J. W. (2007). Commentaries on the ethical and effective practice of supervision. *Professional Psychology: Research and Practice*, 38(3), 269-275. DOI: 10.1037/0735-7028.38.3.268 (*Justin*)
Commentaries on the ethical and effective practice of clinical supervision (2007).pdf Download
Commentaries on the ethical and effective practice of.pptx Download

Barnett, J. E., & Molzon, C. H. (2014). Clinical supervision of psychotherapy: Essential ethics issues of supervisors and supervisees. *Journal of Clinical Psychology*, 70(11), 1051-1061. DOI: 10.1002/jclp.22126 (*Mike*)
Clinical supervision of psychotherapy - essential ethics issues for supervisors and supervisees.pdf Download
Clinical supervision of psychotherapy.pptx Download

Guidelines for clinical supervision in health service psychology. (2015). *American Psychologist*, 70(1), 33-46. doi:10.1037/a0038112 (*Amy*)
Guidelines for clinical supervision in health service psychology.pdf Download
Guidelines for clinical supervision in health service psychology.pptx Download

Case Presentation: (*Mike*)

Individual Supervision: (*Justin*)

T Feb 07
Tuesday

Supervision Models

Book:

Chapters 2 "Supervision Models" (Discussion leader - *Hannah*)

Additional Readings:

Theories and Models of Supervision
<http://www.aipc.net.au/articles/theories-and-models-of-supervision/> (*Justin*)

DISCRIMINATION MODEL

Discrimination Model (Janine Bernard) (*Amy*)

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

DEVELOPMENTAL MODELS

Developmental Supervision
<http://www.slideshare.net/amberforehand/developmental-supervision> (**Hannah**)

Introduction to Supervision Theories, Methods, and Ethics
<https://www.txca.org/images/tca/TheoriesofSupervision/TheoriesofSupervision.html> (**Rachael**)

Westefeld, J. S. (2009). Supervision of psychotherapy: Models, issues, and recommendations. *The Counseling Psychologist*, 37(2), 296-316. DOI: 10.1177/0011000008316657 (**Mike**)
The Counseling Psychologist-2009-Westefeld-296-316.pdf Download
Supervision of Psychotherapy.pptx Download

STRENGTH-BASED SUPERVISION

Strength -Based Clinical Supervision: A Positive Psychology Approach to Clinical Training (2015; John C. Wade & Janic E. Jones) (**Justin**)
<https://books.google.com/books?id=2UZuBAAAQBAJ&pg=PP1&lpg=PP1&dq=wade+jones+%22Strength-based%22&source=bl&vJLf7XNm&sig=PaYAqjdJcGVAIwbl2ei-RyB8v8&chl=en&sa=X&ei=TB-jVPyPG9GqogSD1oGYCQ&ved=0CEkQ6AEwBg#v=onepage&q=wade%20jones%20%22Strength-based%22&f=false>

SOLUTION FOCUSED SUPERVISION

Presbury, J., Echterling, L. G., & Mckee, J. :E. (1999). Supervision for inner-vision: Solution-focused strategies. *Counselor Education and Supervision*, 39(2), 146-155. (**Rachael**)
Supervision for inner-vision - solution-focused strategies.pdf Download

NARRATIVE SUPERVISION

Whiting, J. B. (2007). Authors, artists, and social constructivism: A case study of narrative supervision. *The American Journal of Family Therapy*, 35(2), 139-150. DOI: 10.1080/01926180600698434 (**Amy**)
Authors, artists, and social constructivism - a case study of narrative supervision.pdf Download

A MODEL OF DEVELOPMENT OVER THE COURSE OF A PROFESSIONAL CAREER

Ronnestad, M. H., & Skovholt, T. M. (2003). The journey of the counselor and therapist: Research findings and perspectives on professional development. *Journal of Career Development*, 30(1), 5-44. (**Mike**)
The journey of the counselor and therapist - research findings and perspectives on professional development.pdf Download

Case Presentation: (**Hannah**)

Individual Supervision: (**Amy**)

Consultation Theory and Interventions/Evaluation

Book:

Chapter 10: "Evaluation" (Discussion leader - **Amy**)

Readings:

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

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(1), 3-13. DOI: 10.1037/0022-0167.52.1.3 (**Rachael**)
Supervisor perspective on the process and outcome of giving easy - difficult - or no feedback to supervisees.pdf Download
Supervisor perspective on the process and outcome of.pptx Download

Cooper, S. E., Monarch, N., Serviss, S. T., Gordick, D., & Leonard, H. K. (2007). Professional preparation and continuing education for beginning, mid-level, and senior consulting psychologists. *Consulting Psychology Journal: Practice and Research*, 59(1), 1-16. DOI: 10.1037/1065-9296.59.1.1 (**Hannah**)

Professional preparation and continuing education for beginning - entry - midlevel and senior consulting psychologists (2007).pdf Download

The Essentials of Appreciative Inquiry: A Roadmap for Creating Positive Futures (Mohr, B. J., & Watkins, M.) (**Justin**)
http://www.oandp.com/resources/projects/appreciative_inquiry.pdf

Newton, Nancy A., Khanna, Charu, & Thompson, Jennifer. (2008). Workplace Failure: Mastering the Last Taboo. *Consulting Psychology Journal: Practice and Research*, Vol. 60(3) 227-245. doi: <http://dx.doi.org/10.1037/1065-9293.60.3.227> (**Mike**)
Workplace failure - Masturing the last taboo - 2008.pdf Download

Weigel, Richard G. (1998). A Day of Office in the Saddle. *Consulting Psychology Journal: Practice and Research*, Vol. 50(3), 190-194. doi: <http://dx.doi.org/10.1037//1061-4087.50.3.190> (**Ofa**)
A Day of Office in the Saddle - 1998.pdf Download

Weigel, Richard G. (1998). Scale of Dragon, Toe of Frog, and the Compleat Consultant. *Consulting Psychology Journal: Practice and Research*, Vol. 50(3), 16-17. doi: <http://dx.doi.org/10.1037//1061-4087.50.1.3> (**Mike**)
Scale of Dragon, Toe of Frog, and the Compleat Consultant - 1998.pdf Download
Scale of dragon, toe of frog.pptx Download

Weigel, Richard G. (1999). One Size Does Not Fit All. *Consulting Psychology Journal: Practice and Research*, Vol. 51(1), 47-56. doi: <http://dx.doi.org/10.1037//1061-4087.51.1.47> (**Hannah**)
One Size Does Not Fit All - 1999.pdf Download

Case Presentation: (**Rachael**)

Individual Supervision: (**Hannah**)

T Feb 16
Tuesday

Monday Instruction

T Feb 21
Tuesday

Multicultural Issues

Book:

Chapter 5: "Multicultural Supervision" (Discussion leader - **Justin**)

Additional Readings:

Falendar, C. A., Burnes, T. R., & Ellis, M. V. (2012). Multicultural clinical supervision and benchmarks: Empirical support informing practitioner supervisor training. *The Counseling Psychologist*, 44(1), 8-27. DOI: 10.1177/0011000012438417 (**Rachael**)
Multicultural Clinical Supervision - Falendar The Counseling Psychologist-2013.pdf Download

Burkard, Alan W., Johnson, Adanna J., Madson, Michael B., Pruitt, Nathan T., Contreras-Tadych, Deborah A., Kozlowski, JoEllen M., Hines, A., & Knox, Sarah. (2006). Supervisor Cultural Responsiveness and Unresponsiveness in Cross-Cultural Supervision. *Journal of Counseling Psychology*, Vol. 53(3), 288-301. doi: <http://dx.doi.org/10.1037/0022-0167.53.3.288> (**Ofa**)
Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision (2006).pdf Download

Case Presentation: (**Amy**)

Individual Supervision: (**Mike**)

T Feb 28
Tuesday

Processes and Issues of the Supervisory Triad and Dyad

Book:

Chapter 3: "Processes and Issues of the Supervisory Triad and Dyad" (Discussion leader - **Hannah**)

Additional Readings:

McNeill, B. W., & Worthen, V. (1989). The parallel process in psychotherapy supervision. *Professional Psychology: Research and Practice*, 20(5), 445-453. doi: <http://dx.doi.org/10.1037/0893-3200.20.5.445> (**Justin**)
The parallel process in psychotherapy supervision.pdf Download

Nelson, M. L., & Friedlander, M. L. (2001). A close look at conflictual supervisory relationships: The trainee's perspective. *Journal of Counseling Psychology*, 48(4), 384-395. (**Rachael**)
A close look at conflictual supervisory relationships - the trainees perspective (2001).pdf Download
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 what psychotherapy trainees do not disclose to their supervisors, *Journal of Counseling Psychology*, 43(1), 10-24. (**Hannah**)
Nature - extent and importance of what psychotherapy trainees do not disclose to their supervisors (1996).pdf Download
Nature, extent, and importance of what.pptx Download

Mehr, K. E., Ladany, N. & Caskie, G. I. L. (2010). Trainee nondisclosure in supervision: What are they not telling you? *Counseling and Psychotherapy Research*, 10(2), 103-113. DOI: 10.1080/14733141003712301 (**Amy**)
Trainee nondisclosure in supervision - what are they not telling you (2010).pdf Download

Case Presentation: (**Ofa**)

Individual Supervision: (**Rachael**)

Supervision topical review paper proposal due

T Mar 07
Tuesday

Supervisee & Supervisor Factors Effecting the Relationship

Book:

Chapter 4: "Supervisee and Supervisor Factors Affecting the Relationship" (Discussion leader - **Mike**)

Additional Readings:

Ladany, N., & Lehman-Waterman, D. E. (1999). The content and frequency of supervisor self-disclosures and their relationship to supervisor and the supervisory working alliance. *Counselor Education & Supervision*, 38(3), (**Ofa**)
<http://web.a.ebscohost.com/ehost/detail/detail?vid=2&sid=099930a9-81b6-4402-8f77-558814a61592%40sessionmgr4002&hid=4107&bdata=JnNpdGU9ZWhvc3QtbGl2ZSdzY29wZT1zaXRl#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. *Counselor Education & Supervision*, 38(3), (**Justin**)
<http://web.b.ebscohost.com/ehost/detail/detail?sid=4c376981-b59e-4163-9c9b-7caa412ee7c0%40sessionmgr115&vid=0&hid=109&bdata=JnNpdGU9ZWhvc3QtbGl2ZSdzY29wZT1zaXRl#db=tfh&AN=1709371>
The nature of counselor supervisor nondisclosure.pptx Download

Case Presentation: (**Justin**)

Individual Supervision: (**Amy**)

T Mar 14
Tuesday

Supervision Interventions--Individual Supervision

Book:

Chapter 7 "Individual Supervision" (Discussion leader - **Ofa**)

Additional Readings:

Nelson, M. L., Barnes, K. L., Evans, A. L., & Triggiano, P. J. (2008). Working with conflict in clinical supervision: Wise supervisors' perspectives. *Journal of Counseling Psychology*, 55(2), 172-184. DOI: 10.1037/0022-0167.55.2.172 (**Hannah**)
Working with conflict in clinical supervision - wise supervisors perspectives.pdf Download

Case Presentation: (**Mike**)

Individual Supervision: (**Justin**)

T Mar 15
Tuesday

Withdraw Deadline (Full Semester)

T Mar 21
Tuesday

Supervision Interventions--Group Supervision

Book:

Chapter 8: "Group Supervision" (Discussion leader - *Rachael*)

Additional Readings:

Case Presentation: (*Amy*)

Individual Supervision: (*Ofa*)

T Mar 28
Tuesday

Live Supervision

Book:

Chapter 9: "Live Supervision" (Discussion leader - *Justin*)

Additional Readings:

Case Presentation: (*Ofa*)

Individual Supervision: (*Mike*)

T Apr 04
Tuesday

Teaching and Research in Supervision

Book:

Chapter 12: "Teaching and Research Supervision" (Discussion leader - *Amy*)

Additional Readings:

Nyman, S. J., Nafziger, M. A., & Smith, T. B. (2010). Client outcomes across counselor training level within a multitiered supervision model. *Counseling & Development, 88*, 204-209. (*Rachael*)

Client outcomes across counselor training level with a multitiered supervision model (2010).pdf [Download](#)

Bambling, M., King, R., Raue, P., Schweitzer, R., & Lambert, W. (2006). Clinical supervision: Its influence on client-rated working alliance and symptom reduction in the brief treatment of major depression. *Psychotherapy Research, 16*(3), 317-331. DOI: 10.1080/10503300500268524

Clinical supervision - its influence on client-rated working alliance and client symptom reduction in the brief treatment of major depression.pdf [Download](#)

Goodyear, R. K., & Bernard, J. M. (1998). Clinical supervision: Lessons from the literature. *Counselor Education and Supervision, 38*, 6-22. (*Amy*)

Clinical supervision Lessons from the literature - Goodyear Bernard - 1998.pdf [Download](#)

Worthen, V. E., & Lambert, M. J. (2007). Outcome oriented supervision: Advantages of adding systematic client tracking to supportive consultations. *Counselling and Psychotherapy Research, 7*(1), 48-53. DOI: 10.1080/14733140601140873 (*Ofa*)

Outcome Oriented Supervision (2007).pdf [Download](#)

Case Presentation: (*Hannah*)

Individual Supervision: (*Rachael*)

T Apr 11
Tuesday

"Term Paper" Presentations from everyone

M Apr 24
Monday

Final Exam:

TBA TBA

11:00am - 2:00pm

