

## **MODELS OF CLINICAL SUPERVISION - #C7454 ONLINE**

### **SPRING, 2007 (15 WEEKS, JANUARY 8<sup>th</sup> - APRIL 21<sup>st</sup>)**

**INSTRUCTOR:** Pat Shelton, Ph.D., MFT  
**ADDRESS:** 610 D Street, Suite A, San Rafael, CA 94901  
**TELEPHONE:** (415) 453-2440  
**E-MAIL ADDRESS:** [Pat-Shelton.PhD@comcast.net](mailto:Pat-Shelton.PhD@comcast.net) [please note the dash and the period]  
**AVAILABILITY:** Students may call or e-mail the instructor at any time. E-mail is preferred for most issues; however, in an emergency, telephone is the fastest way to make contact.

### **COURSE SYLLABUS**

#### **COURSE DESCRIPTION**

“Models of Clinical Supervision,” presents an in-depth examination of mandates, models, and methods of clinical supervision, including theoretical and practical concerns, ethical and legal accountability, and the increasingly complex standards of care which practitioners must satisfy in their work with diverse populations, including children, adolescents, adults, the aging, families, and those who are disabled, chemically dependent, hospitalized, imprisoned, or institutionalized.

#### **COURSE OBJECTIVES**

Upon completion of the course, the student will have:

1. Achieved a working knowledge of current social, ethical, and legal requirements affecting supervisors in every psychotherapeutic profession.
2. Gained and demonstrated an understanding of research-based concepts and major contemporary models of clinical supervision within a variety of professional settings.
3. Explored roles and expectations for both supervisor and supervisee, and reflected on the qualities that lead to competent supervision and effective supervisory relationships.
4. Developed a personal model of clinical supervision founded on present-day models, evaluative criteria, multicultural considerations, and sound ethical and legal principles.

#### **REQUIRED TEXTS**

1. Bernard, J. M., & Goodyear, R. K. (2003). *Fundamentals of clinical supervision* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon. [ISBN: 0205388736]
2. Falvey, J. E. (2001). *Managing clinical supervision: Ethical practice and legal risk management*. Pacific Grove, CA: Brooks/Cole. [ISBN: 0534530745]

#### **COURSE FORMAT**

The course will be presented online in weekly modules, using Argosy’s online format. Each week’s assignment will be uploaded by noon on Monday. Please contact me AS SOON AS POSSIBLE if you have any concerns, questions or conflicts regarding this course so that we can address and resolve your issues.

## ***COURSE ASSIGNMENTS — important information***

It is expected that each student will fully engage with the readings and participate in written online discussions. All written submissions must be original. Copying material either with or without quotation marks and citation is not permitted. (*Plagiarism and appropriate student behavior are described later in this document*). **Do not just copy material from the required reading and change a couple of words or you will also lose points.** Be sure you cite your source(s)—names and page numbers— for each discussion question.

**Lateness Policy:** Students are expected to complete all weekly assignments in a timely fashion. Weekly assignments will lose one point for each 24-hour period the posting is late. Term papers will lose 10 points for each 24-hour period the term paper is late. Please be aware that deadlines for assignments are given in Pacific Time.

## **TERM PAPERS**

Students will submit two term papers, one in the 6<sup>th</sup> week (mid-term) of the semester and the other during the 15<sup>th</sup> week. Papers must be well thought out, display original thinking and excellent coverage of the points being discussed, be written in APA format using the current edition of the *Publication Manual of the American Psychological Association*, and not contain spelling or grammatical errors. Point deductions WILL be made for spelling and grammar mistakes. An excellent site for checking grammar rules is *The American Heritage® Book of English Usage*, retrievable at <http://www.bartleby.com/64/1.html>. Be clear and concise, and make sure you cite the relevant page numbers from the text(s) for every point you make.

Send term papers as an “Attachment” to an e-mail addressed to [Pat-Shelton.PhD@comcast.net](mailto:Pat-Shelton.PhD@comcast.net), by 11:59 p.m. on Saturday of the week due (Pacific Time). Your term paper must be saved as a Microsoft Word Document or in Rich Text Format. Use Times New Roman 12-point font, with double-spaced lines and **one-inch margins**. Each term paper must be at least 10 pages in length.

The two term papers involve a process of developing an articulate personal supervision model which will be started in the first paper and concluded in the second. In the first term paper, each student will delineate an environment in which she or he is already supervising or one in which he or she might like to supervise someday. In the second paper, the student will formulate and describe a supervisory model that would suit her or him best as a supervisor.

- ☆ Below is an outline of each term paper. The assignment will be described more fully in the online materials for the course.
- ☆ Use additional articles if needed, e.g., from EBSCO (online through AUSFBA) to bolster your discussion. It is all right to use pertinent parts of previous assignments completed for this class.
- ☆ Each term paper should be 12 - 15 (max) pages long.
- ☆ Use 12-point Times New Roman font, APA format, and cite your source(s)—name(s) and page number(s)—for each point. However, please make all your margins 1 inch.

### **1. THE FIRST TERM PAPER**

- (A) For EACH of the items identified below, DESCRIBE and DISCUSS, using readings and class material from the first half of the semester:

- (1) The characteristics of the client population you are or would like to be working with, and the specific legal and ethical issues you would be facing with that population
- (2) The setting in which you are or would like to be supervising, e.g., in-patient unit, out-patient clinic, agency, graduate training program; the number and type of trainees or interns you would be supervising; and how you would determine how often you and your supervisee would meet
- (3) Contextual issues that would be present
  - (a) Age of clients—children, adolescents, adults, the aging
  - (b) The unit or constellation of therapeutic work, e.g., individuals, couples, families
  - (c) Special circumstances, e.g., people who are disabled, chemically dependent, hospitalized, imprisoned, or institutionalized
- (4) The expected or actual developmental stage(s) of your supervisees (referencing Stoltenberg and Delworth's "Integrated Developmental Model" and/or another of the developmental models)
- (5) Contractual elements of your relationship with your supervisees
  - (a) Screening, selection, and assignment of your supervisees
  - (b) Informed consent for supervision and the supervision contract
  - (c) Oversight of psychotherapy and/or other work done by your supervisees, including client screening, documentation of sessions, and procedures for dealing with crises like suicidal or homicidal plans
  - (d) Procedures for dealing with supervisee impairment, conflict, dual relationships, and ethical dilemmas
- (6) Frequency and methods for giving feedback and evaluation of supervisees
- (7) The records of supervision that you would keep, and how these would be handled after supervision has ended.

2. **TOPIC of the SECOND TERM PAPER** (See requirements above *Topic of First Term Paper*):

- (A) **For EACH of the items identified below, DESCRIBE and DISCUSS,** using readings and class material from the second half of the semester:
- (1) Your personal model of supervision (e.g., psychodynamic, cognitive-behavioral, client-centered, family systems, narrative, or solution-focused), including why that model suits you, and the supervisory techniques that would be specific to the model
  - (2) Multidimensional/multicultural elements, e.g., gender, race, ethnicity, sexual orientation, religion—and the implications of these factors for supervising therapists who are of similar or different background
  - (3) Your primary supervision format(s), e.g., individual, group, live supervision (or a combination), and the supervisory formats you would use, i.e., case presentation, audio-or videotapes, micro-counseling, IPR, and why
  - (4) How you would go about developing a working alliance with your supervisor or supervisee
  - (5) How you would deal with issues of fit between you and your supervisee, including cognitive style, attachment style, and theoretical orientation
  - (6) What dyadic and triadic supervisory relationship issues you might encounter
  - (7) What kinds of isomorphic or parallel processes you might expect to experience and deal with

- (8) The techniques and self-reflective activities you would use to understand your various experiences as a supervisor and that you would encourage your supervisee to use
- (9) The criteria and methods you would use to evaluate your work and that of your supervisee
- (10) Where you are in your own development as a supervisor, using one of the Supervisor Development Models
- (11) The support for being a supervisor that you would want to have.

### WEEKLY ASSIGNMENTS

1. As indicated in the course outline, read the required textbook chapters (or sections of chapters).
2. Log onto Argosy's online website at <http://online.argosyu.edu/home/> at least once a week; go first to the website for this course, and then to the week's learning module and assignment, where questions or issues based on the reading assignment will be posted in that week's module under "Learning Activities" as well as in the "Assignments" section (one of the icons at the top of the module's page will take you there). **Each week I will specify whether the assignment is to be emailed to me, posted on the Discussion Board, or both.** Except for the two weeks when term papers are due, I will have posted questions or issues for discussion by 8 a.m. on Mondays (Pacific Time). Students are required to submit their written responses to the discussion question(s) by 11:59 p.m. on Saturday each week (Pacific Time).
3. For Discussion Board assignments, post at least one response to each question/issue to receive credit for that week. However, you are also encouraged to provide supportive responses and rebuttal to the instructor's or other students' positions. ALL postings should be succinct, using supportive documentation (clearly citing the text, other readings or references, and, if applicable, the student's personal experience), and stated with courtesy and civility, especially when you are providing rebuttal.
4. To receive full credit, all assignments must be submitted on time, to the correct location (i.e., emailed to me or posted on the website), and provide the requested information.
5. Each weekly assignment is worth 10 points for a total of 130 points, and each term paper is worth 100 points for a total of 200 points.

### COURSE OUTLINE

#### Class #

#### Assignment

1. Week of Jan. 8<sup>th</sup>. (A) Class Introductions; Personal Biographies and Goals. (B) Supervision: Definitions and Accountability. READ: Bernard & Goodyear, pp. 7-18, and Falvey, p. 2 - top of p. 6 and pp. 9-22.
2. Week of Jan. 15<sup>th</sup>. Supervisory Competence, Contracts, and Policies. READ: Falvey, Chaps. 3 & 4, pp. 23-54.
3. Week of Jan. 22<sup>nd</sup>. Ethical and Legal Issues. READ: Bernard & Goodyear, pp. 49-72.
4. Week of Jan. 29<sup>th</sup>. Supervisee Selection, Client Assignment, and Clinical Oversight. READ: Falvey, Chaps. 5 & 6, pp. 55-84.
5. Week of Feb. 5<sup>th</sup>. Evaluation: Criteria, Process, Issues, and More. READ: Falvey, Chap. 8, pp. 105-121, and Bernard & Goodyear, Chap. 2, p. 27 to top of p. 43.

6. Week of Feb. 12<sup>th</sup>. First TERM PAPER due Feb. 17<sup>th</sup>.
7. Week of Feb. 19<sup>th</sup>. Supervision Models. READ: Bernard & Goodyear, Chap. 4, pp. 73-100.
8. Week of Feb. 26<sup>th</sup>. The Supervisory Relationship: Individual and Developmental Differences. READ: Bernard & Goodyear, Chap. 5, pp. 101-135.
9. Week of Mar. 5<sup>th</sup>. The Supervisory Relationship: Dyadic and Triadic Processes and Issues. READ: Bernard & Goodyear, Chap. 6, pp. 136-157.
10. Week of Mar. 12<sup>th</sup>. The Supervisory Relationship: Contributing Factors. READ: Bernard & Goodyear, Chap. 7, pp. 158-179.
11. Week of Mar. 19<sup>th</sup>. Organizing the Supervisory Experience. READ: Bernard & Goodyear, Chap. 8, pp. 180-208.
12. Week of Mar. 26<sup>th</sup>. Interventions in Individual Supervision. READ: Bernard & Goodyear, Chap. 9, pp. 209-233.
13. Week of Apr. 2<sup>nd</sup>. Supervisor Development and Training. READ: Bernard & Goodyear, Chap. 12 from p. 279 - top of p. 292.
14. Week of Apr. 9<sup>th</sup>. Wrap up. We will focus on issues that were not covered in the texts, including supervision of counselors working with substance abuse, eating disorders, and couples. Links to relevant articles will be provided.
15. Week of Apr. 16<sup>th</sup>. Second TERM PAPER due April 22<sup>nd</sup>.

Notes: (1) There is some overlap between the two textbooks, but hopefully, the repetition will enhance your learning. (2) Both texts contain examples of useful forms for supervision. Falvey uses FoRMSS, a system she developed; Bernard & Goodyear provide many resources in their "Toolbox" chapter and online, [www.ablongman.com/bernard3e](http://www.ablongman.com/bernard3e).

## STUDENT EVALUATION

- ◇ Grades will be based upon a score of 330 possible points. Students worried about failure are encouraged to consult with the instructor before it is too late!
- ◇ Students will be given their point totals, including assignments and first term paper, at midterm.
- ◇ Reminder re Lateness: Term papers lose 10 points and weekly assignments lose one point for each 24-hour period the assignment is late.

<i>Possible Points per Assignment</i>	
Weekly Assignments	130 points (13 weekly discussions)
Each Term Paper	100 points
Total	330 points
<i>Letter Grade Equivalents</i>	
290 - 330 points	<b>A</b>
260 - 290 points	<b>B</b>
230 - 260 points	<b>C</b>
< 260 points	<b>F</b>

**Grading Criteria for Term Papers: Each Term Paper is worth 100 points.**

**Grade:**

**A** = 90+ points: Paper is in appropriate APA format, well thought out and provides **excellent** coverage of material.

**B** = 80 – 89 points: Paper is well thought out, but is missing one component of APA format *OR* coverage of material is only **adequate**.

**C** = 70 – 79 points: Insufficient number of references provided **AND** **limited** coverage.

**F** = < 69 points: Paper is **disorganized** **AND** coverage is **not adequate** **AND** does not conform to APA format *OR* Evidence of **plagiarism** *OR* paper not submitted.

**Grading Criteria for Weekly Assignments: Each weekly assignment is worth 10 points.**

**Grade:**

**A** = 9 - 10 points: Posted discussion is well organized and provides **excellent** coverage of the topic area; **nearly all** comments are **thought provoking and incorporate material from the assigned readings**.

**B** = 8 - 9 points: Posted discussion is well organized and provides **good** coverage of the topic; **most** of the comments are thought provoking and incorporate material from the assigned readings.

**C** = 7 - 8 points: Coverage of material in posted discussion is **marginal**; writing is **slightly disorganized**; comments/questions demonstrate only a surface-level understanding of the assigned readings.

**F** = < 6 points: Posted discussion is **disorganized** and does not provide adequate coverage of the topic; comments/questions do not demonstrate an understanding of readings — *OR* — Evidence of **plagiarism** — *OR* — Written assignment **was not posted** by student.

**CALENDAR – ASSIGNMENT POSTINGS AND DUE DATES – SPRING**

**January 8 – April 21, 2007**

SUNDAY	MON.	TUES.	WED.	THUR.	FRI.	SATURDAY
Course materials uploaded	Jan. 1	2	3	4	5	6
Jan. 7 Week 1 Assignment #1 <i>POSTED online</i>	8 Spring Term begins	9	10	11	12	13 Autobiography & Assignment #1 due 11:59 pm
14 Week 2 Assignment #2 <i>POSTED online</i>	15	16	17	18	19	20 Assignment #2 due 11:59 pm
21 Week 3 Assignment #3 <i>POSTED online</i>	22	23	24	25	26	27 Assignment #3 due 11:59 pm
28 Week 4	29	30	31	Feb. 1	2	3 Assignment #4

<u>Assignment #4</u> <u>POSTED online</u>						due 11:59 pm
<b>4 Week 5</b> <u>Assignment #5</u> <u>POSTED online</u>	5	6	7	8	9	<b>10 Assignment #5</b> due 11:59 pm
<b>11 Week 6</b> <u>Assignment #6</u> <u>POSTED online</u>	12	13	14	15	16	<b>17 Assignment #6</b> due 11:59 pm
<b>18 Week 7</b> <u>Assignment #7</u> <u>POSTED online</u>	19	20	21	22	23	<b>24 Assignment #7</b> <b>MIDTERM PAPER</b> due 11:59 pm
<b>25 Week 8</b> <u>Assignment #8</u> <u>POSTED online</u>	26	27	28	<b>Mar. 1</b>	2	<b>3 Assignment #8</b> due 11:59 pm
<b>4 Week 9</b> <u>Assignment #9</u> <u>POSTED online</u>	5	6	7	8	9	<b>10 Assignment #9</b> due 11:59 pm
<b>11 Week 10</b> <u>Assignment #10</u> <u>POSTED online</u>	12	13	14	15	16	<b>17 Assignment #10</b> due 11:59 pm
<b>18 Week 11</b> <u>Assignment #11</u> <u>POSTED online</u>	19	20	21	22	23	<b>24 Assignment #11</b> due 11:59 pm
<b>25 Week 12</b> <u>Assignment #12</u> <u>POSTED online</u>	26	27	28	29	30	<b>31 Assignment #12</b> due 11:59 pm
<b>Apr. 1 Week 13</b> <u>Assignment #13</u> <u>POSTED online</u>	2	3	4	5	6	<b>7 Assignment #13</b> due 11:59 pm
<b>8 Week 14</b> <u>Assignment #14</u> <u>POSTED online</u>	9	10	11	12	13	<b>14 Assignment #14</b> <b>FINAL PAPER</b> due 11:59 pm
<b>15 Week 15</b> <u>Assignment #15</u> <u>POSTED online</u>	16	17	18	19	20	<b>21 Assignment #15</b> [Discussion Board] due 11:59 pm <b>Spring Term ends</b>