

Course: **SERP 640 - CLINICAL SUPERVISION AND TEACHING**

Instructor: Jared C. Schultz, Ph.D., CRC

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Office Hours / Availability: Mondays 2:00 – 3:30 or by appointment

Time: Wednesdays 9:00 – 12:00 am

Place: EDUC 102

## Course Overview

This course provides advanced graduate students instruction in the process of clinical supervision. Clinical supervision is a unique intervention process that is focused on the professional identity and skill development of the supervisee. This course will focus on developing a quality supervisory working alliance, conceptualization skills, evaluation, teaching and consultation skills, and developing skills in both group and individual supervision modalities. It will address the theoretical basis of supervision, as well as techniques.

## Course Objectives

**Learning Objective 1:** Learning fundamental principles, generalizations, or theories.

### **Outcomes for Learning Objective 1:**

- Gain exposure to the variety of clinical supervision theories from which supervisors operate.
- Gain a more diverse view of professional identity development.
- Understand the role of clinical supervision in the service provision context.

**Learning Objective 2:** Learning to apply course materials (to improve rational thinking, problem solving and decisions)

### **Learning Outcomes for Objective 2:**

- Obtain a working knowledge of the theoretical constructs that guide clinical supervision.
- Construct a theoretically based case conceptualization of supervisees.

**Learning Objective 3:** Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course

### **Learning Outcomes for Objective 3:**

- Engage in the process of self-exploration, and gain an appreciation for the influence a supervisor's personal history, attitudes, and beliefs may have on the supervision process.
- Develop a theoretical orientation from which to practice clinical supervision.

## CACREP Standards

The following are the CACREP standards that are covered in this course.

- 6.B.2.a. Purposes of Clinical Supervision
- 6.B.2.b. Theoretical Frameworks and Models of Clinical Supervision
- 6.B.2.c. Roles and Relationships Related to Clinical Supervision
- 6.B.2.d. Skills of Clinical Supervision
- 6.B.2.e. Opportunities for Developing a Personal Style of Clinical Supervision
- 6.B.2.f. Assessment of Supervisees' Developmental Level and Other Relevant Characteristics
- 6.B.2.g. Modalities of Clinical Supervision and the Use of Technology
- 6.B.2.h. Administrative Procedures and Responsibilities Related to Clinical Supervision
- 6.B.2.i. Evaluation, Remediation, and Gatekeeping in Clinical Supervision
- 6.B.2.j. Legal and Ethical Issues and Responsibilities in Clinical Supervision
- 6.B.2.k. Culturally Relevant Strategies for Conducting Clinical Supervision
- 6.B.3.f. Screening, Remediation, and Gatekeeping Functions Relevant to Teaching

## Required Texts

Bernard, J.M. & Goodyear, R.K. (2018). Fundamentals of clinical supervision (6<sup>th</sup> Ed.). Pearson: Boston, MA.

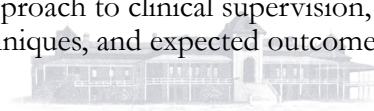
American Psychological Association (2010). Publication Manual of the American Psychological Association (6<sup>th</sup> Ed.). Washington, D.C.

There will also be articles and readings assigned that will be available in d2l. Additional articles and reading materials will also be available.

## Learning Activities

The following are the learning activities for which you will receive a grade. Please read each very carefully. Additional information for each assignment will be provided.

1. Self -Assessment and Self-Improvement Plan (50 points) – Each student will write a paper in which you conduct a self-assessment of knowledge, skills, and attitudes requisite to provide clinical supervision. Based on that self-assessment, you will then develop a self-improvement plan.
2. Theoretical Orientation for Clinical Supervision Paper (50 points) – Each student will write a paper that summarizes your approach to clinical supervision, including theoretical approaches, critical processes, style, techniques, and expected outcomes.



- Supervision Role Play Transcript and Analysis (100) – Each student will conduct a supervision role play. The role play will be video recorded. Students will turn in the video, as well as a transcript of the supervision session with annotations describing the skills being utilized and the rationale for their use within the context of the session.

## Grading

The point totals for grades are as follows:

	Assignment	Points
1.	Self -Assessment and Self-Improvement Plan	50
2.	Theoretical Orientation for Clinical Supervision	50
3.	Supervision Role Play Transcript and Analysis	100
	Total	200

Total Points = 200

<u>Percentage</u>	<u>Max</u>	<u>Min</u>	<u>Letter Grade</u>
0.94	200	- 188	A
0.90	187	- 180	A-
0.87	179	- 174	B+
0.84	173	- 168	B
0.80	167	- 160	B-
0.77	159	- 154	C+
0.74	153	- 148	C
0.70	147	- 140	C-

If you have a concern about a deadline, or assignment requirement, please feel free to contact me. I recognize that life happens, it will be best to address concerns with me as early as possible.

## Class Schedule

### Week 1

Content: Course Organization, Introduction to Clinical Supervision, Purposes of Clinical Supervision, Teaching and Research in Supervision

Reading: B&G 1, Watkins 26

## **Week 2**

Content: Theoretical Frameworks and Models of Clinical Supervision

Reading: B&G 2, 3; Posted Article

1. Schultz, J.C. (2008). The tripartite model of supervision for rehabilitation counselors.

## **Week 3**

Content: Supervisory Working Alliance, Roles and Relationships Related to Clinical Supervision

Reading: B&G 4,5 Posted Article

1. Phillips, B., Schultz, J.C. & Thielsen, V.A. (2012). Supervisor self-efficacy and the supervisory working alliance.

## **Week 4**

Content: Culturally Relevant Strategies for Conducting Clinical Supervision

Reading: B&G 6

## **Week 5**

Content: Organizing Supervision, Supervisory Contracts,

Reading: B&G 7, Posted Article

1. Schultz (2006). Implementing clinical supervision in rehabilitation agencies.

## **Week 6**

Content: Tasks and Functions of Supervision, Individual and Group Modalities, Structure and Intent, Supervisory Style, Nuancing Intervention, Timing in Delivery, Opportunities for Developing a Personal Style of Clinical Supervision

Reading: B&G 8,9 Holloway Ch. 2,7,8

## **Week 7**

Content: Supervision Skill Development - Facilitating Case Conceptualization

Reading: Posted Articles

## **Week 8**

Content: Supervision Skill Development - Assessment of Supervisees' Developmental Level and Counseling Skills, Counselor Self-Evaluation

Reading: B&G 10

## **Week 9**

Content: Supervision Skill Development - Facilitating Professional Identity Development, Enhancing Supervisee Self-Awareness



Reading: Posted Articles

### **Week 10**

Content: Supervision Skill Development - Counselor Evaluation, Remediation and Gatekeeping, Counselor Dispositions

Reading: Posted Articles

1. Sabella, S., Bernaccio, C., Boland, E., & Schultz, J.C. (In Press). The Conceptualization and Assessment of Professional Dispositions in Rehabilitation Counselor Education.
2. Demyan, Abraham, & Bui (2018). Trainees Looking Through the Lens of a Supervisor: Remediation and Gatekeeping Responses to Hypothetical Problems of Professional Competency
3. Kallaugher & Mollen (2017). Student Experiences of Remediation in Their Graduate Psychology Programs

### **Week 11**

Content: Legal and Ethical Issues and Responsibilities in Clinical Supervision

Reading: B&G 11, Posted Articles

1. Schultz (2011). Construction and Validation of a Supervisor Principle Ethics Scale
2. Landon & Schultz (2018). Exploring Rehabilitation Counseling Supervisors' Role in Promoting Counselor Development of Ethical Fluency

### **Week 12**

Content: Modalities of Clinical Supervision and the Use of Technology

Reading: Posted Articles

1. Lund & Schultz (2015). Distance Supervision in Rehabilitation Counseling: Ethical and Clinical Considerations

### **Week 13**

Content: Administrative Procedures and Responsibilities Related to Clinical Supervision, Organizational Culture

Reading: Posted Articles

1. Millington & Schultz (2009). The challenge of organizational culture in quality assurance implementation.

### **Week 14**

Content: Life Long Learning in Supervision, Learning Plan Development

Reading: B&G 12

### **Week 15**

Student Presentations of Learning Plans and Publishable Papers



Due:

1. Self-Assessment
2. Supervision Theoretical Orientation
3. Publishable Paper

### Policies

1. **Accessibility and Accommodations:** At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.
2. If students need help writing college-level papers, they may take advantage of the Writing Center on campus. Here is a link to their website: [http://english.web.arizona.edu/index\\_site.php?id=287](http://english.web.arizona.edu/index_site.php?id=287) . The main location is 1227 N. Santa Rita Avenue, and there are several satellite locations for your convenience. The phone number is 621-3182. **Papers that are not written in clear, grammatical English will be returned to you with no grade.**
3. Some students may be adversely affected by the content, assignments, and activities that the course presents. If, as a student, you find that this applies to you, contact the instructor to discuss. The ability to manage your reactions to someone else's content is an important skill to learn as a counselor in training. Learning to integrate your reactions into your own development is crucial. If you need assistance, there are services available through CAPS: <http://www.health.arizona.edu/counseling-and-psych-services>[http://oasis.health.arizona.edu/hpps\\_oasis\\_program.htm](http://oasis.health.arizona.edu/hpps_oasis_program.htm)

