

University of Rochester
Warner Graduate School of Education
Department of Counseling and Human Development

EDU 553 COUNSELOR SUPERVISION

Spring 2006

Thursdays: 4:45-7-25

Instructor: Doug Guiffrida, Ph.D., APC, NCC
Office: Dewey 1-318
Phone: 275-3964
Email: Douglas.Guiffrida@rochester.edu

Course Description

The purpose of this course is to provide students with an understanding of theory, research, and practice in clinical supervision. The course will help students develop the requisite skills necessary to become effective supervisors of counselor trainees and professional counselors.

Objectives

To help students:

- Understand various theories of, research about, and approaches to clinical supervision and supervisor development, as well as legal, ethical, multicultural, and assessment issues in supervision.
- Critically evaluate themselves as supervisors to begin developing a personal style of supervision.
- Develop writing and presentation skills.

Requirements:

1. ATTENDING. Students are expected to attend all scheduled meetings and to participate in each class.
2. READING:
 - a. Bernard and Goodyear (2004) *Fundamentals of Clinical Supervision* (3rd edition).
 - b. Course reader available on the library's electronic reserve.
3. SUPERVISING: Students will provide individual supervision to two master's students who are enrolled in their first counseling practicum. A minimum of 10 supervision sessions per student is required. These sessions will be audio or videotaped and reviewed by the class.
4. PRESENTING: Each student will present two supervision sessions, one with each one of his or her supervisees. The presentations should include selected audio/video segments of the sessions as well as (1) analysis regarding the developmental stage of the supervisee; (2) discussion of any ethical, legal, or multicultural issues or concerns regarding your work with the supervisee or the supervisee's work with clients; (3) personal reflections and learning from the experience; and (4) questions to pose to the class regarding ways to improve upon the session. A 3-5 page written reflection of the session that addresses the issues described above is due the day of the presentation. Students will also present their literature reviews to the class.
5. WRITING: In addition to the reflective essays listed in #4, the following assignments are

required: 1) a professional disclosure statement to be reviewed with and signed by supervisees; 2) a 15-20 page integrative literature review in which students explore a topic relevant to supervision and report it in APA, publishable form; and 3) a 6-8 page final reflection paper in which students highlight their learning from the course and reflect upon their development as clinical supervisors.

Evaluation

Grades will be given in accordance with the guidelines for graduate study as outlined in the “Graduate Studies Official Bulletin.” Grading weight will be calculated as follows:

- Class attendance and participation (15%)
- Informed Consent forms (5%)
- Supervision presentations and written reflections (30%)
- Literature Review and presentation (30%)
- Final reflection paper (20%)

Accommodations

Students requiring special accommodations due to a disability should contact the instructor as soon as possible. It is also important that students requiring special needs contact the Office of University Disability Resources, which is the department responsible for maintaining the Universities compliance with regulations under Section V of the Rehabilitation Act.

COURSE CALENDAR

January 19 - Introductions, course description, professional disclosure statement

January 26- Introduction to Clinical Supervision & Evaluation

Reading:

- Bernard and Goodyear chap. 1-2
- Hanna, M.A., & Smith, J. (1998). Using rubrics for documentation of clinical work supervision. Counselor Education and Supervision, 37, 269-279.
- Gertz, H.G. (1999). Assessment of clinical supervisor competencies. Journal of Counseling and Development, 77, 491-497.

Assignments: Disclosure Statements

February 2- Ethical and Legal Issues in Clinical Supervision

Reading:

- Bernard and Goodyear chap 3 & pg. 340-342.
- NBCC Standards for ethical practice of clinical supervision
- Guest, C., & Dooley, R. (1999). Supervisor malpractice: Liability to the supervisor in clinical supervision. Counselor Education and Supervision, 38, 269-279.
- ACA News (1999) Boundary Issues in Supervision and Consultation Part 1
- Remley, T., Herlihy, B., & Herlihy, S. (1997). The U.S. Supreme Court decides in Jaffee v. Redmond: Implications for counselors. Journal of Counseling and Development, 75, 213-218.
- Welch, B. (2003). Supervising with liability in mind. Insight.

Activities: Ethical/Legal Case Conceptualization

February 9 – Developmental Models of Supervision part I: IDM and Skovholt and Ronnestad

Reading:

- Bernard & Goodyear chap 4
- Ronnestad, M.H. & Skovholt, T.M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. Journal of Counseling and Development, 71, 396-405.
- Skovholt, T.M., & Ronnestad, M.H. (1992). Themes in therapist and counselor development. Journal of Counseling and Development, 70, 505-515.
- Stoltenberg, C.D. (1997). The integrated developmental model of supervision: Supervision across levels. Psychotherapy in Private Practice, 16, 59-69.
- Stoltenberg, C.D., McNeil, B., & Crethar, H.C. (1995). Persuasion and development in counselor supervision. The Counseling Psychologist, 23, 633-648.
- Eichenfield, G. & Stoltenberg, C.D. (1996). The sub-level I trainee: Some developmental difficulties encountered with counselor training. The Clinical Supervisor, 14, 25-37.

Activity:

- Student led discussions of Skovholt & Ronnestad and IDM

Feb 16- Models and theories of supervision part II: Discrimination Model, IPR, Constructivist Supervision

Reading:

- Bernard, J. (1997) The discrimination model. In C.E. Watkins (Eds.) Handbook of psychotherapy supervision, NY: Wiley.
- Kagan, H. & Kagen, N. (1997). Interpersonal Process Recall: Influencing Human Interaction. In C.E. Watkins (Eds.) Handbook of psychotherapy supervision, NY: Wiley.
- Schon (1995). Knowing in-action: The new scholarship requires a new epistemology. Change, 27, 27-39.
- Neufeldt, S. A. (1999). Training in reflective processes in supervision. In E. Holloway & M. Carroll (Eds.) Training Counseling Supervisors. London: Sage.
- Guiffrida, D.A. (2005). The emergence model: An alternative pedagogy for facilitating self-reflection and theoretical fit in counseling students. Counselor Education and Supervision, 44 (3), 201-213.

Activities:

IPR Video

Feb. 23- Multicultural Supervision

Reading:

- Bernard & Goodyear chap 5
- D'Andrea, M.D., & Daniels, J. Multicultural Counseling Supervision: Central Issues, Theoretical Considerations, and Practical Strategies.
- Fong, M.L., & Lease, S.H. Cross-Cultural Supervision: Issues for the White Supervisor.
- Crespi, T.D. (1995). Gender sensitive supervision: Exploring feminist perspectives for male and female supervisors. The Clinical Supervisor, 13, 19-29.

Assignments:

- Multicultural Supervision Competencies Questionnaire (pg. 336 Bernard & Goodyear). Using the form, complete a self-assessment.
- **Literature Review Proposals Due**

Activities:

- Supervision consultation
- Literature Review Proposal Discussion

March 2 Supervisory Relationship Issues, Organizing Supervision, individual supervision

Reading:

- Bernard & Goodyear chap 6-9

Activities:

- Supervision consultation
- Case Presentation _____

March 9 Writing and publishing an integrative literature review

Reading:

- Cooper, H.M. (1982). Scientific guidelines for conducting integrative research reviews. *Review of Educational Research*, 52, (2) 291-302.
- Ellis, M. V. (1991). Conducting and reporting integrative research reviews: Accumulating scientific knowledge. *Counselor Education and Supervision*, 30, 225-237.
- Schwitzer, A.M., Guiffrida, D. A., & Choate, L.H. (2005). Publishing in the Journal of College Counseling, part I: Comments on disseminating college counseling knowledge through research studies. *Journal of College Counseling*, 8, (2) 99-106.
- Guiffrida, D. A., Schwitzer, A.M. & Choate, L.H. (in press). Publishing in the Journal of College Counseling, part II: Comments on disseminating college counseling knowledge through professional issues and innovative practice articles. *Journal of College Counseling*

Activities:

- Supervision consultation
- Case Presentation _____

March 16 Group and Live Supervision

Reading:

- Bernard & Goodyear chap 10-11

Assignments:

- **Literature Review Outlines**

Activities:

- Supervision consultation
- **Case Presentation** _____
- **Case Presentation** _____

March 23- Self Efficacy and Social Cognitive Theory in Supervision

Assignments: Take the *Counselor Supervisor Self-Efficacy Scale* (Barnes, 2002) on pg. 333 in Bernard and Goodyear.

Reading:

- Barnes, K.L. (2004). Applying self-efficacy theory to counselor training and supervision: A comparison of two approaches.
- Smith & Agate (2004). Solutions for overconfidence: Evaluation of an instructional model for counselor trainees.

Activities:

- **Guest presenter- Dr. Kristen Barnes, St. John Fisher College**
- Supervision session consultation

Case Presentation _____

March 30 Research in Clinical Supervision

Reading:

- Bernard & Goodyear chap 12

- Borders, L.D. (1989). A pragmatic agenda for developmental supervision research. *Counselor Education and Supervision*, 16-24.

Assignments:

- Supervisory Styles Inventory- take and self-score (pg. 332 Bernard & Goodyear).

Activities:

- Supervision consultation
- **Case Presentation** _____

April 6: Peer Review Session

Assignments: **Literature Review Drafts**

Activities:

- Supervision consultation
- **Peer review of Literature Review Drafts**
- **Case Presentation (if needed)** _____

April 13-

Reading:

- Stoltenberg, C.D, McNeil, B., & Dellworth, U. (1998). *Supervisor Development and Training*.

Assignments:

- Pass out *Working Alliance Inventory, Supervisee Form* to each of your supervisees with an envelope and instruct your supervisees to return them to me.

Activities:

- Supervision consultation
- **Case Presentation** _____
- **Case Presentation** _____

April 20

Activities:

- **Literature Review Presentations**
- **Discussion of final reflection papers**
- **Case Presentations (if needed)** _____

Assignments:

- **Final Reflection papers**

April 27- No Class: Literature Reviews Due