

Department of Graduate Psychology
James Madison University

PSYC 853 Advanced Supervision

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I. Course Description

This course provides an advanced exploration of the theory and practice of counseling supervision, including models, techniques, process, case conceptualization, ethical issues, and legal considerations.

II. Course Objectives & CACREP 2016 Doctoral Standards

When you have successfully completed this course, you will have demonstrated knowledge, skills, and practices in the following core content areas of the CACREP 2016 Doctoral Standards:

- Purposes of clinical supervision (Section 6, B2a);
- Theoretical frameworks and models of clinical supervision (Section 6, B2b);
- Roles and relationships related to clinical supervision (Section 6, B2c);
- Skills of clinical supervision (Section 6, B2d);
- Opportunities for developing a personal style of clinical supervision (Section 6, B2e);
- Assessment of supervisees' developmental level and other relevant characteristics (Section 6, B2f);
- Modalities of clinical supervision and the use of technology (Section 6, B2g);
- Administrative procedures and responsibilities related to clinical supervision (Section 6, B2h);
- Evaluation, remediation, and gatekeeping in clinical supervision (Section 6, B2i);
- Legal and ethical issues and responsibilities in clinical supervision (Section 6, B2j); and
- Culturally relevant strategies for conducting clinical supervision (Section 6, B2k).

COURSE CACREP STANDARDS and KPI CHART

CACREP STANDARDS INCLUDED IN COURSE	2.a.	2.b.	2.c.	2.d.	2.e.	2.f.	2.g.	2.h.	2.i.	2.j.	2.k.
Overall Standards	x	x	x	x	x	x	x	x	x	x	x
<u>Assignment:</u> Class Facilitation		x	x	x		x	x	x	x	x	x
<u>Assignment:</u> Clinical Supervision Practice	x	x	x		x	x	x	x	x	x	
<i>KPI2 Supervision (I)</i> <u>Assignment:</u> Case	x	x	x	x		x					x

Conceptualization											
Literature Review											
Level of KPI indicated by: I = Introductory; R= Reinforcement; M= Mastery											

KPI Rubric

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (4)
<i>KPI2 Supervision: Knowledge and skills for effective clinical supervision. Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision</i>	Does not meet expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Is approaching expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Meets expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.	Surpasses expectations for level of training and experience when: (a) applying appropriate supervision theories and models (b) establishing supervisory relationships with supervisees, (c) providing evidence-based and culturally competent supervision.

III. Required Texts

Bernard, J.M., & Goodyear, R.K. (2019). *Fundamentals of clinical supervision. 65th ed.* Boston, MA: Allyn & Bacon.

IV. Method of Instruction

The format of this course combines class discussion and experiential activities. We will learn from one another therefore all students will engage as ‘active participants’ in a vigorous, rich learning process. The quality of our experience is contingent upon attendance and preparation. Therefore, all students need to complete reading assignments as scheduled in order to meaningfully contribute to class discussion and to attend class on time every week.

Class Conduct: It is important that you are an active participant in the course. With regard to electronic devices: **Cell phones are to be turned off and texting is not allowed during class time.** If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond.

V. Evaluation Criteria and Procedures

Students will be evaluated on their understanding of the course material, the quality of their demonstrated skill acquisition, and the quality of their participation. The final course grade will be determined based on the following criteria:

Course Activity	Point Value
Professional Behavior/Participation	50 points
Case Conceptualization/Literature Review	150 points
Supervision Project	300 points
Supervisory Reflections	150 points
Total	650 points

Grade Scale:

A	585-650	C	455-496
B+	565-584	D+	435-454
B	520-564	D	390-434
C+	500-519	F	0-389

Please note: All papers and assignments are due at the beginning of the class or at the time specified. Assignments turned in late will not receive full credit. The final score will be reduced by one grade for each day the assignment is late. All written assignments must be typed and formatted according to the following: 12-point font, Times New Roman, double spacing, 1" margins. In addition, the paper should follow the formatting guidelines of the APA Style Manual, Sixth Edition. Copies are available in the library and bookstore.

VI. Course Requirements and Assignments

A. Professional Behavior/Class Participation – 50 points

Your grade for the class participation will be based on your respectful and attentive commitment throughout the term. I am looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all the counseling courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Our class times are your opportunities to hone that skill of being fully present. Please read all assignments before class and do your best to actively engage with the assigned readings and experiences. If you are unable to attend class due to an emergency, I expect you to contact me as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Due to the training nature of this course, it is expected that students will attend all weekly course-related activities including: 1) group supervision class; 2) supervision with your supervisee; and 3) supervision with your university supervisor. In case of absence due to illness or other crisis condition, students will notify the appropriate supervisors and supervisees as appropriate. It is the student's responsibility to make up absences in individual supervision

The following rubric will be used to evaluate your professional behavior/class participation:

Exceeds requirements	Meets requirements	Does not meet requirements
Arrives promptly and fully prepared at every class session. Consistently	Attends every class, arrives promptly, and is well prepared,	Is absent or, when present, rarely interacts with other members of the

<p>engages, actively listens, and builds on the contributions of other members of the class. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.</p>	<p>having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.</p>	<p>class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Engages in non-verbal relational aggression, such as eye rolling and dismissive gestures that communicates disrespect or contempt for peers and the instructor. Brings a presence that sabotages productive group dynamics.</p>
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B. Case Conceptualization/Literature Review – (150 points total; 50pts per presentation).

Students will participate in three supervisee case conceptualizations over the course of the semester. For this assignment, students will identify a peer-reviewed case conceptualization supervision model to use from the literature (the same model will be used for all three conceptualizations). The presentation will include a brief review of the model selected and a handout for dissemination. Each case conceptualization will last approximately forty-five minutes as the class discusses the supervisee and supervisor, supervision strengths, supervision limitations, and supervision process. All students will be prompted to share part of a recorded supervision session with the class for review. Please be sure to address:

- The core issues with which the client is struggling. This should not be merely a diagnosis and an accounting of symptoms, but an elaborate exploration of the client’s inner world and conflicts.
- An account of how the client’s personality organization and neurotic conflicts manifest in the relationship with the counselor. How do the issues that are problematic for the client play out in the interpersonal process with the counselor?
- Analyze what the counselor does that is therapeutic (or perhaps not) in response to these interpersonal dynamics.
- An account of how the counselor’s counter-transference manifests in response to the client’s behavior throughout the process.
- An account of how the counselor’s counter-transference then plays out in the interpersonal process with you, the supervisor.
- Reference and include the available literature (a minimum of six citations outside the text) on topics relevant to your discussion.
- Develop a conference-style presentation on your case study, which presents the case, a discussion of the treatment, and your conceptualization of the relevant supervisory issues (Section 6, B2a, B2b, B2c, B2d, B2f, and B2k).
- Be sure that this presentation includes a review of the literature specific to counseling supervision and your selected supervision model.

The following rubric will be used to evaluate your performance on the case conceptualization/literature review experience:

Exceeds requirements	Meets requirements	Does not meet requirements
<p>Demonstrates a nuanced understanding of the client’s subjective experience and the subsequent manifestation of interaction between client and counselor (and ultimately supervisor); Demonstrates a comprehensive understanding of the triadic relationship in the conceptualization of client/supervisee/supervisor roles, relationships, developmental needs, and supervisory interventions; Writing is well-organized, appropriated formatted, and includes minimal grammatical and/or typographical errors; Provides more than the minimum citations; Presentation was engaging, informative, and held the audience’s interest.</p>	<p>Demonstrates an adequate understanding of the client’s subjective experience and the subsequent manifestation of interaction between client and counselor (and ultimately supervisor); Demonstrates an adequate understanding of the triadic relationship in the conceptualization of client/supervisee/supervisor roles, relationships, developmental needs, and supervisory interventions; Paper may need polishing but is readable and generally appropriated formatted, with minimal grammatical and/or typographical errors; Provides the minimum citations; Presentation was informative but the presenter read the slides.</p>	<p>Demonstrates an inadequate or incorrect understanding of the client’s subjective experience and the subsequent manifestation of interaction between client and counselor (and ultimately supervisor); Demonstrates an inadequate or incorrect understanding of the triadic relationship in the conceptualization of client/supervisee/supervisor roles, relationships, developmental needs, and supervisory interventions; Writing is difficult to follow or requires structural revision; Provides less than the minimum citations; Presentation was poorly organized and the presenter was disengaged, uninformed, or uninterested.</p>

C. Supervision Project – 300 points.

Part of this course requires doctoral students to fully participate in the provision of counseling supervision services to master’s level graduate students. This activity will be integrated into course activities and instruction. Topics will include developing a supervisory style, evaluating progress, modifying supervisory methods based on student needs, and developing counseling skills. Detailed requirements are provided as part of course instructor evaluation appendix.

***Counselor Supervisory Philosophy Statement**

Supervisors will develop a supervisor role induction disclosure statement. This document will be utilized as an informed consent document for you to use with your supervisee. Please be sure to include your educational level, credentialing, clinical experience and experience with supervision. Please include signature lines in this document and have your supervisee sign within the first two weeks of supervision.

***Observation of Supervisee Audio Recordings**

Supervisors are expected to prepare for supervision by observing the supervisee’s counseling audio tapes and related documentation. *You are to meet with your supervisee for one hour a week – each week. Your supervision sessions are to be video recorded.*

***Supervision Summary Documentation**

To document the delivery of supervision services, students must submit their supervision summary twenty-four hours before the weekly class meeting. The documentation can be found on CANVAS. Students must also submit a self-evaluation of their supervision skills at midterm and at end of the semester.

***Participation in Triadic Supervision**

Students will participate in one hour of weekly supervision with a university supervisor. For this task, students will be expected to complete the appropriate paperwork (in a timely manner for this specific activity).

The following rubric will be used to evaluate your performance on the case conceptualization/literature review experience:

3. Excellent	2. Acceptable	1. Unacceptable
Demonstrates a comprehensive understanding of counseling supervision theories, learning and protective factors related to resilience, optimum development and wellness. Consistently follows APA format without errors. Spelling and grammar are correct throughout the assignment. Organized, clear, and consistent.	Demonstrates an adequate understanding of counseling supervision theories, learning and protective factors related to resilience, optimum development and wellness. Follows APA format with only minor errors. Spelling and grammar are consistently correct. Generally organized, clear, and consistent.	Does not demonstrate an adequate understanding of counseling supervision theories, learning and protective factors related to resilience, optimum development and wellness. Review offers only simplistic summaries of models, offers incomplete reflection, and does not logically lead to the paper's conclusions. APA format not followed.

D. Supervisory Reflections - (150 pts)

Students are asked to write three reflection papers that parallel the Doctoral Comprehensive Examination essay question prompts. These reflections must be at least three pages each, of written content and should adhere to the APA guidelines (double-spaced, 1" margins, references). Title pages and abstracts for these assignments are not necessary. Please note, although this is a reflection of your work as a supervisor, empirical support will further support and clarify these essays.

- A: Summarize the legal and ethical issues associated with clinical supervision.
- B: Describe culturally relevant strategies for conducting clinical supervision.
- C: Discuss the evaluation, remediation, and gatekeeping issues in supervision.

3. Excellent	2. Acceptable	1. Unacceptable
Demonstrates a comprehensive understanding of counseling supervision legal and ethical issues, culturally relevant strategies for conducting supervision, evaluation, remediation and gatekeeping in supervision. Consistently follows APA format without errors. Spelling and grammar are correct throughout the assignment. Organized, clear, and consistent.	Demonstrates an adequate understanding of counseling supervision legal and ethical issues, culturally relevant strategies for conducting supervision, evaluation, remediation and gatekeeping in supervision. Follows APA format with only minor errors. Spelling and grammar are consistently correct. Generally organized, clear, and consistent.	Does not demonstrate an adequate understanding of counseling supervision legal and ethical issues, culturally relevant strategies for conducting supervision, evaluation, remediation and gatekeeping in supervision. Review offers only simplistic summaries of models, offers incomplete reflection, and does not logically lead to the paper's conclusions. APA format not followed.

VII. University and Departmental Policies.

Counseling Programs Academic Policies: Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Academic Integrity: It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU academic honor code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>. You are expected to understand the boundaries of plagiarism and to adhere to a policy of academic honesty.

Adding/Dropping Classes: Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at www.jmu.edu/registrar/.

Attendance: If you need to miss class, you are responsible for obtaining any material distributed during the class. More than two absences will result in a five-point final grade reduction.

Inclement weather: Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you may call the JMU Weather Line at 540.433.5300. You may also listen to the JMU radio station at 1610 AM or other local radio and television stations which inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://jmu.edu/JMUpolicy/1309.shtml>.

Religious Accommodations: Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

Disability Accommodations: We believe that cultural diversity also includes differences based on physical abilities. Therefore, we believe that reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Confidentiality and Title IX: Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and well-being. If you want to report any event, the contact person is James Robinson, director of the JMU Office of Equal Opportunity, at <http://www.jmu.edu/oeo/>. Furthermore, we also will take necessary action to respond to

any disclosures of dangerousness to self or others. For more information, go to <http://knowyourix.org/title-ix/title-ix-in-detail/>.

Advanced Supervision Schedule Spring 2022

Week of	Topic	Readings	Reminders/Scheduled Items
1/18	Synchronous: Orientation <i>Roles, Paperwork, Ethics</i>	JMU Doctoral Handbook	Review syllabus and class expectations.
1/25	Asynchronous: Counselor Stages of Development Introduction to Clinical Supervision	Chapter 1 Woodside, et al (2007) Jordan & Kelly (2011) Novice to Expert Scale	
2/1 (4)	Residency Week, Meet Friday, 2/4: Supervision Models	Chapter 2 Smith (2009)	
2/8	Asynchronous: Supervision Models	Chapter 3 Granello (2000)	Supervisory Philosophy Statement Due
2/15	Synchronous: Supervisory Relationship	Chapter 4 Watkins (2003)	Last week of supervision with class instructor.
2/22	Asynchronous: Supervisory Relationship	Chapter 5	First week of supervision with doctoral student.
3/1	Synchronous: Multicultural Supervision	Chapter 6 Ancis & Marshall (2010) Glossoff & Durham (2010)	Supervision Summary Due
3/8	Asynchronous: Organizing the Supervision Experience	Chapter 7 Borders, et al. (2017).	Supervision Summary Due
3/22	Synchronous: Individual Supervision	Chapter 8	Supervision Summary Due Midterm Evaluations Due (Prac Student)
3/29	Residency Week, Meet Friday, 4/1: Group Supervision/Live Supervision	Chapter 9	Supervision Summary Due <i>Case Presentation (2)</i>
4/5	Asynchronous: Evaluation	Chapter 10	Supervision Summary Due <i>Case Presentation (2)</i>
4/12	Synchronous: Ethical and Legal Foundations	Chapter 11 Hein, et al (2011)	Supervision Summary Due <i>Case Presentation (2)</i>
4/19	Asynchronous: Facilitating Career-Long Professional Development	Chapter 12 Crocket, et al	Supervision Summary Due <i>Case Presentation (2)</i>
4/26	Synchronous: Case Presentations		Supervision Summary Due <i>Case Presentation (2)</i>
5/3	Asynchronous: Case Presentations		Supervision Summary Due <i>Case Presentation (2)</i> Supervisory Reflections Due Final Evaluations Due (Prac Student and Self) <i>All cases closed by 4/26/19</i>

References

- Ancis, J.R., & Marshall, D. S., (2010). Using a multicultural framework to assess supervisees' perceptions of culturally competent supervision. *Journal of Counseling & Development*, 88, 277- 284.
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- Jordan, K., & Kelly, W.E. (2011). A preliminary factor analytic investigation of beginning counseling students worries. *Psychology Journal*, 8, 2-10.
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