

George Mason University
PY892.005 Supervision Theory and Practice (Fall 2006)

INSTRUCTOR Jonathan Mohr, Ph.D.
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MEETING TIME Fridays 9:00 – 11:40 AM (Clinic Conference Room)

OFFICE HOURS Tuesdays, 12:00-1:30 PM; Thursdays, 9:00 – 10:30 AM; or by appointment (after class is possible)

REQUIRED TEXT

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd ed.). Boston: Allyn & Bacon.

SUPPLEMENTARY READINGS

A list of required empirical and theoretical articles is attached. All articles can be accessed through the library's electronic databases.

RESERVED MATERIALS

The following texts will be held at the library reserve desk (first floor, Johnson Center) throughout the semester and may be useful when working on the presentation:

Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.

Fleming, I., & Steen, L. (Eds.). (2004). *Supervision and clinical psychology: Theory, practice and perspectives*. New York : Brunner-Routledge.

Holloway, E. (1995). *Clinical supervision: A systems approach*. Thousand Oaks, CA: Sage Publications.

Pope-Davis, D. B., & Coleman, H. L. K. (Eds.). (1997). *Multicultural counseling competencies: Assessment, education and training, and supervision*. Thousand Oaks, CA: Sage Publications.

COURSE DESCRIPTION

This course is a doctoral-level seminar designed to introduce students to theory, research, and practice of clinical supervision—particularly with regard to supervision of psychotherapy. The course focuses on selecting effective supervision strategies, establishing and maintaining the supervisory relationship, and applying supervisory techniques in accordance with current research and standards. A number of learning approaches will be used, including lecture, discussion, reading, supervision labs (using video cameras), peer supervision of supervision, paper writing, and class presentations.

SPECIFIC COURSE OBJECTIVES

Students will be expected to develop knowledge of research and theory related to the following areas:

- Factors underlying good and bad clinical supervision
- Models of psychotherapist and supervisor development
- Tasks and factors associated with establishment and termination of the supervisory relationship
- Ethical and legal issues in the provision of clinical supervision
- Evaluation of supervisees and supervisors
- Influence of sociodemographic diversity factors and other individual difference variables in supervision

Students will be expected to develop the ability to...

- conduct supervisory sessions at the level of a skilled beginner
- engage in tasks associated with the establishment and termination of the supervisory relationship
- monitor and analyze their behavior and interpersonal process as a supervisor
- accept and make good use of constructive feedback from peers regarding one's supervision skills
- provide constructive feedback to peers regarding their supervision skills
- apply concepts from supervision models and research to case material (including one's own cases)
- identify and describe diversity-related and other ethical dimensions of case material
- articulate their current supervisory style, strengths, and weaknesses

STRUCTURE OF CLASS MEETINGS

Class will typically include a combination of discussion, lecture, and peer supervision, with the addition of students' presentations toward the end of the semester. The class will take a break of 10 minutes halfway through the meeting. Once supervision of supervision begins, the class structure will be as follows (times are approximate):

9:00-9:20	Check in, logistical issues, discuss any pressing issues related to work with supervisee
9:20-10:20	Weekly readings
10:20-10:30	Break
10:30-11:40	Two case presentations

ATTENDANCE

Unless special arrangements are made, students are expected to attend all classes. Attendance is important for good comprehension of the course material, and it allows you to learn and contribute to others' learning through class discussion. Furthermore, regular attendance helps to foster the group cohesion and spirit that are critical to the success of a small seminar.

CLASS PREPARATION AND PARTICIPATION

To a considerable extent, the success of this class will be dependent on your preparation for and participation in class. Students are expected to come to class having completed all of the readings and other assignments for that day, and having prepared thoughts, observations, and questions related to the class material. Please read the assigned material with a curious and questioning mind. Let the readings inspire new ideas and new connections between your clinical experiences and course material. The quality of class discussion will be a direct consequence of the degree to which students come to class with something interesting or provocative to say or ask.

PROJECTS

Students are required to complete two projects (see schedule below for project deadlines). Handouts with detailed guidelines for these two projects will be provided in class.

Applied Supervision Project

For this multipart project, you will have the opportunity to supervise one first-year doctoral student who is conducting clinical interviews with volunteers through PSYC 810. This project is designed to increase your (1) experience and comfort in the supervisor role, (2) basic supervision skills (including evaluation skills), (3) experience with "best practices" in supervision such as developing a supervision contract, record keeping, and outcome assessment, (4) sensitivity to elements of the supervision process and supervisory relationship (including ethics- and diversity-related concerns), (5) awareness of your personal reactions to supervisees (and the effects of these reactions on the supervision process), and (6) ability to accept and make constructive use of feedback regarding your supervision work. You will meet 9-10 times with your supervisee. Basic sequence of sessions is as follows:

Supervision Session #1:	Complete consent process, assess client experience, help supervisee prepare for first interview
Supervision Session #2:	Discuss first session (possibly observing videotape), prepare for second session
...	...
Final Session:	Summative evaluation, assess and terminate the supervisory relationship

Each supervision session should be videotaped. You will present two supervision sessions to the class over the course of the semester (dates to be assigned). For these presentations, you should show segments of a videotape of the supervision session (preferably segments about which you have questions). You will maintain a typed weekly log of your supervision sessions and your reflections on the process of learning to be a supervisor. Also, you will evaluate your supervisee using both quantitative and qualitative approaches. Likewise, your supervisee will evaluate you using both approaches. Toward the end of the semester, you will write and submit a paper including an analysis of your work with your supervisee (incorporating concepts discussed in class), a description of how you would have continued to work with that supervisee if you had the opportunity, reflections on your supervisory style, strengths, and weaknesses, and your thoughts about what you learned from the project.

Topical Supervision Presentation

For this project, you will do a presentation on a particular supervision issue that you wish to study in depth (and that has not been covered much in class). This project is designed to increase your expertise in an area of interest related to supervision, and to develop presentation skills that can be used to teach other mental health providers about clinical supervision issues. Sample topics include supervisor countertransference, parallel process, gender issues in supervision, termination in supervision, models of counselor & supervisor development, and supervision models related to specific theories of psychotherapy. You may choose one of two formats for your presentation:

- Literature focus: This format is focused squarely on the theoretical and empirical literatures related to your chosen topic. Presentations should feature the range of relevant theoretical, clinical, and empirical perspectives, and should attempt to highlight ways that various viewpoints and empirical findings converge and diverge. Illustrative clinical examples can be included.
- Clinical focus: This format is focused on the application of your chosen topic to one or more of your supervision cases. Presentations should include an explanation of important concepts and viewpoints related to the topic, and should demonstrate a thorough and thoughtful application of those concepts and viewpoints to the case material.

The presentation will be assessed on the following criteria: (1) clear statement of objectives and learning goals at the start of the presentation, (2) clarity and organization of the entire presentation, (3) accuracy and depth of content, (4) reference to relevant empirical findings, diversity issues, and other ethics issues when appropriate, (5) ability of presenters to stimulate discussion and provide time for and respond to audience questions, and (6) effective use of visual aids and other supplementary materials (use of Powerpoint is suggested). Presentations are to be 30 minutes in length. You should provide a handout of useful resources for your given topic.

EVALUATION AND GRADES

The final grade will be based on the following factors (weighted as indicated by percentages):

55%	Applied supervision project
30%	Topical supervision presentation
15%	Class preparation and participation

A grade of B denotes work that meets course objectives and demonstrates the intellectual command expected of graduate students. Work exceeding this standard receives an A. Note that a grade of C or lower denotes an unsatisfactory level of achievement for a graduate student. Grades will be assigned according to the following percentages (rounding decimals up to the next integer):

A = 93-100%	A- = 90-92%	B- = 80-82%	F = below 70
B+ = 87-89%	B = 83-86%	C- = 70-72%	
C+ = 77-79%	C = 73-76%		

GUIDELINES FOR PRESENTATION OF SUPERVISION SESSIONS

You will be expected to give two 30-minute case presentations on your supervision sessions over the course of the semester. You should present on a supervision session from the previous week. Those who are not presenting are expected to adopt the role of supportive colleague and to offer positive feedback, constructive criticism, and recommendations. There is some flexibility regarding presentation format, but the following structure is offered to provide one possible way of organizing the presentation:

1. (10 minutes) Provide a brief description of the supervisee, her/his helping session, and the supervision experience. Include discussion of the following
 - a. Basic characteristics of your supervisee, her/his "client," and the helping session,
 - b. The issues discussed between you and your supervisee (including formative feedback), and the manner in which these issues were discussed,
 - c. Any issues affecting the quality of the supervision session or the supervisory relationship, including diversity and other ethical issues,
 - d. Your reactions to the supervision session (e.g., What was most challenging? In what ways did the experience meet your expectations? In what ways did it run counter to your expectations? What were you most pleased about? What would you do differently next time? Was there anything you left unsaid, and—if yes—why? What did you learn about yourself as a supervisor?)
 - e. Questions or issues on which you would like some feedback.
2. (10 minutes) Show a portion of your videotaped session. Although the choice of segment is up to you, I strongly encourage you to choose the portion for which you would most benefit from feedback (rather than the portion you are most proud of). Before showing the segment, you may want to briefly provide some context for it and let your classmates know what you are most wanting feedback on. When video is playing, classmates should jot down observations regarding both the supervisor's strengths and possible areas for growth.
3. (15 minutes) Open discussion. Classmates provide feedback and ask questions. You may wish to jot down aspects of the discussion that may be valuable for either your next session or your paper. You will receive your classmates' written feedback at the end of the discussion.

ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Students are expected to abide by the GMU Honor Code: "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Exams and assignments are expected to be individual efforts unless noted otherwise by the instructor. Violations of the GMU Honor Code may result in failure of an assignment, depending on the severity of violation. All violations will be reported to the Honor Committee. Also, as graduate trainees in psychology, students are held to ethical standards established by the American Psychological Association (in volume 47 of *American Psychologist*, pp. 1597-1611). Just as important, students are expected to contribute to a classroom climate of openness and respect.

LATE ASSIGNMENT POLICY

Unless previous arrangements have been made with the instructor, there will be no extensions on assignments without penalty except in instances such as the following:

- hospitalization or illness that has been judged by your instructor as preventing you from completing the assignment on time
- death or serious illness in your family that has been judged by your instructor as preventing you from completing the assignment on time

In all other cases, students who turn in assignments late will be penalized at least one full letter grade. Decisions about the precise outcome of the lateness will be made on a case-by-case basis.

ACCOMMODATION OF DISABILITIES

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office. Note that this provision includes the range of disabilities, including physical, psychiatric, and learning disabilities.

SCHEDULE

The chart below includes the *tentative* schedule of topics, exams, textbook readings, supplementary readings, and paper deadlines for this course. Students are responsible for being aware of any changes in this schedule that are announced in class.

Date	Topics	Readings and Assignment Deadlines
9/1	Introductions, course overview and requirements.	
9/8	Supervisory roles. Models of supervision. Preparation for supervisee. Case Presenters: _____	B&G Chapters 1, 4; Borders & Fong (1994); Williams et al. (1997); Worthen & McNeill (1996). SUPERVISEES ASSIGNED TODAY
9/15	Evaluation in supervision. Trainee impairment. Legal issues.	B&G Chapters 2, 3 (pp. 49-52, 67-71); Forrest et al. (1999); Hoffman et al. (2005).
9/22	Ethical issues in the therapy and supervisory relationship. Case Presenters: _____	B&G Chapter 3 (pp. 52-67); Ladany et al. (1999); Ladany et al. (1997).
9/29	Diversity issues in supervision. DR. SHORT IS THE GUEST SPEAKER. Case Presenters: _____	B&G Chapter 5 (pp. 116-135); Constantine et al. (2005); Toporek et al. (2004).
10/6	The supervisory relationship Case Presenters: _____	B&G Chapter 6; Patton & Kivlighan (1997); Ladany et al. (1996).
10/13	Personal factors in supervision. MIDCOURSE EVALUATION Case Presenters: _____	B&G Chapter 7; Ladany et al. (2000); Mohr et al. (2005).
10/20	Organizing the supervision experience. Case Presenters: _____	B&G Chapter 8.
10/27	Individual supervision interventions. Case Presenters: _____	B&G Chapter 9.
11/3	Group supervision interventions. Case Presenters: _____	B&G Chapter 10.
11/10	Super secret, special topic of the day. Case Presenters: _____	LAST SUPERVISION SESSION AFTER TODAY
11/17	Paper Presentations: _____ _____	
THANKSGIVING RECESS – NO CLASS MEETING		
12/1	Paper Presentations: _____ _____	
12/8	Supervisor development. Supervision outcome. Looking back, looking forward, saying goodbye. COURSE EVALUATION	Baker et al. (2002). Bambling et al. (2006); Holloway & Neufeldt (1995). MATERIALS FOR APPLIED SUPERVISION PROJECT DUE

SUPPLEMENTARY READING LIST

All of the following supplementary readings are available on library electronic databases such as PsycINFO (<http://furbo.gmu.edu/dbwiz/psy>).

September 8 – Supervisory Roles, Models of Supervision, and Preparation for Supervisee

Borders, L. D., & Fong, M. L. (1994). Cognitions of supervisors-in-training: An exploratory study. *Counselor Education & Supervision, 33*, 280-293.

Williams, E. N., Judge, A. B., Hill, C. E., & Hoffman, M. A. (1997). Experiences of novice therapists in prepracticum: Trainees', clients', and supervisors' perceptions of therapists' personal reactions and management strategies. *Journal of Counseling Psychology, 44*, 390-399.

Worthen, V., & McNeill, B. W. (1996). A phenomenological investigation of "good" supervision events. *Journal of Counseling Psychology, 43*, 25-34.

September 15 – Evaluation in Supervision

Forrest, L., Elman, N., Gizara, S. (1999). Trainee impairment: A review of identification, remediation, dismissal, and legal issues. *Counseling Psychologist, 27*, 627-686.

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*, 3-13.

September 22 – Ethical and Legal Problems Related to Supervisory and Therapeutic Relationships

Ladany, N., Lehrman-Waterman, D., & Molinaro, M. (1999). Psychotherapy supervisor ethical practices: Adherence to guidelines, the supervisory working alliance, and supervisee satisfaction. *Counseling Psychologist, 27*, 443-475.

Ladany, N., Melincoff, D. S., O'Brien, K. M., Hill, C. E., Knox, S., & Petersen, D. (1997). Sexual attraction toward clients, use of supervision, and prior training, A qualitative study of predoctoral psychology interns. *Journal of Counseling Psychology, 44*, 413-424.

September 29 – Diversity Issues in Supervision

Constantine, M. G., Warren, A. K., & Miville, M. L. (2005). White racial identity dyadic interactions in supervision: Implications for supervisees' multicultural counseling competence. *Journal of Counseling Psychology, 52*, 490-496.

Toperek, R. L., Ortega-Villalobos, L., & Pope-Davis, D. B. (2004). Critical incidents in multicultural supervision: Exploring supervisees' and supervisors' experiences. *Journal of Multicultural Counseling and Development, 32*, 66-83.

October 6 – The Supervisory Relationship

Ladany, N., Hill, C. E., Corbett, M., & Nutt, L. (1996). Nature, extent, and importance of what therapy trainees do not disclose to their supervisors. *Journal of Counseling Psychology, 43*, 10-24.

Patton, M. J., & Kivlighan, D. M. (1997). Relevance of the supervisory alliance to the counseling alliance and to treatment adherence in counselor training. *Journal of Counseling Psychology, 44*, 108-115.

October 13 – Personal Factors in Supervision

Ladany, N., Constantine, M. G., & Miller, K. (2000). Supervisor countertransference: A qualitative investigation into its identification and description. *Journal of Counseling Psychology, 47*, 102-115.

Mohr, J. J., Gelso, C. J., & Hill, C. E. (2005). Client and counselor trainee attachment as predictors of session evaluation and countertransference behavior in first counseling sessions. *Journal of Counseling Psychology, 52*, 298-309.

December 8 – Supervisor Development, and Supervision Outcomes

Baker, S. B., Exum, H. A., & Tyler, R. E. (2002). The developmental process of clinical supervisors in training: An investigation of the supervisor complexity model. *Counselor Education & Supervision, 42*, 15-30.

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

Holloway, E. L., & Neufeldt, S. A. (1995). Supervision: Its contributions to treatment efficacy. *Journal of Consulting & Clinical Psychology, 63*, 207-213.