**410: Practicum in Supervision**



Instructor: Danielle Keenan-Miller, Ph.D.

Email: [Danikm@psych.ucla.edu](mailto:Danikm@psych.ucla.edu)

Phone: (310) 825-6243 or (323) 521-9079

Office Hours: Tuesdays at noon or by appointment (or drop by!)

The year-long course in supervision is designed to introduce advanced graduate students to the conceptual, ethical, and practical issues related to therapy supervision. The course has both didactic and practicum components.

**Major Course Objectives:** This course is meant to facilitate experiential learning through which you will acquire the ability to:

1. Describe supervisory models
2. Describe and enact supervisory competencies
3. Develop an appropriate supervisory alliance
4. Create and deliver appropriate formative and summative feedback
5. Identify and appropriately manage ethical and legal dimensions of supervision
6. Incorporate research on supervision into practice

The didactic component of the course will involve assigned readings (distributed weekly), class discussion, role plays, and goal setting. Topics for didactics can be tailored to student interest, so I would welcome your feedback regarding your areas of interest.

As part of the practical component of this learning experience, you will be supervising a 2nd year student on their adult, individual psychotherapy. You are required to meet weekly with the student and review the video of your supervisee’s session (either with or without them). You should be signing their notes weekly and helping them to maintain thorough and timely documentation. As the supervisor of record, I need to co-sign all notes, reports, letters, etc.

Our weekly meetings will be most effective if you come prepared with questions and willing to share the challenges you’re facing in the supervision. Our goal is to support one another through the process of learning to take on this new professional role. You should come prepared to discuss the strengths and weaknesses of your supervisee’s performance in our weekly meeting, and should be prepared to show video of both the therapy session and your supervision meeting. I will also be reviewing those videos outside of class, so please make sure they are available in the appropriate video folders and clearly labeled.

Please keep me apprised of all urgent and emergent clinical issues with your supervisee or their client. Should you have urgent questions outside of our scheduled supervision time (e.g. if your supervisee has to manage a clinical emergency), please get in contact with me immediately (try both email and my cell phone number above). I’m available to you for consultation as needed.

**Suggested Texts:**

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

Additional readings will be distributed on a weekly basis.

**Attendance:**

Attendance is expected each week. Please let me know if you are not going to attend on a given day. If you have a prolonged absence, you must also arrange for coverage of your supervision.

**Grading**

You may take this course pass/fail or for a grade. Your final grade each quarter will be based on your active engagement in course discussions and activities, developmentally appropriate displays of supervision competency with your supervisee, and thorough and timely documentation in the Clinic.

**Course Schedule**

Keep in mind that this is an approximate course schedule, subject to change based on the needs of student supervisors, your supervisees, and relevant casework.

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| July The first meeting & the supervisory contract  Models of supervision  Methods of learning  Building and maintaining a supervisory alliance |

1. Falender & Shafrankse (2004). Appendix A: Sample Supervision Contract Outline. *Clinical Supervision.*
2. Campbell (2000). Chapter 1: What is supervision? *Becoming an Effective Supervisor.*
3. Campbell (2000). Chapter 5: What is the role of the relationship in supervision? *Becoming an Effective Supervisor.*
4. Falender & Shafranske (2007). Competence in competency-based supervision practice: Construct and application. *Professional Psychology: Research and Practice, 38,* 232-240.
5. Neufeldt (2007). Chapter 3: Effective Strategies for Introductory Supervision. *Supervision Strategies for the First Practicum*.

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| August : Specific competencies and techniques of supervision |

1. Gray, Ladany, Walker & Ancis. (2001). Psychotherapy trainees’ experience of counterproductive events in supervision. *Journal of Counseling Psychology, 48*, 371-383.
2. Cummings & Ballantyne (2014). What does bad supervision look like? *The Behavior Therapist,* 230-235.
3. James, Milne Marie-Blackburn, & Armstrong. (2006). Conducting successful supervision: Novel elements towards an integrative approach. *Behavioural and Cognitive Psychotherapy, 35, I191-200.*
4. Gordon. (2012). Ten steps to cognitive behavioral supervision. *The Cognitive Behaviour Therapist, 5*, 71-82.
5. Sudak et al (2016). Core competencies in cognitive behavioral therapy training. *Teaching and Supervising Cognitive Behavioral Therapy.*
6. Falender, Shafranske & Ofek. (2014). Competent clinical supervision: Emerging effective practices. *Counselling Psychology Quarterly.*
7. APA Board of Educational Affairs. *Guidelines for Clinical Supervision in Health Service Psychology.*
8. James, Milne & Morse. (2008). Microskills of clinical supervision: scaffolding skills. *Journal of Cognitive Psychotherapy.*

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| September Managing trainee anxiety  Teaching conceptualization  Building an appropriate trainee conceptualization |

\*\* SAGE Self-Rating Round 1 due

1. Padesky (1993). Socratic Questioning: Changing minds or guiding discovery?
2. Neufeldt (2007). Chapter 4: Advanced supervision and case conceptualization. *Supervision Strategies for the First Practicum*.

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| October Routine outcome monitoring of therapy & supervision |

1. Milne. (2016). How can video recordings best contribute to clinical supervisor training? *The Cognitive Behavior Therapist, 9*, 1-14.
2. Lewis, Scott & Hendricks. (2014). A model and guide for evaluating supervision outcomes in cognitive-behavioral therapy-focused training programs. *Training and Education in Professional Psychology.*
3. Swift et al., (2014). Using client outcome monitoring as a tool for supervision. *Psychotherapy.*

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| November Ethical and legal issues in supervision |

1. Falender & Shafranske (2004). Chapter 7: Ethical and legal perspectives and risk management. *Clinical Supervision: a competency-based approach.*
2. Corey, Corey & Callanan. Chapter 9: Issues in supervision and consultation. *Issues and Ethics in the Helping Professions.*
3. Ladany et al. (1999). Psychotherapy supervisor ethical practices: Adherence to guidelines, the supervisory working alliance, and supervisee satisfaction. *The Counseling Psychologist, 27,* 443-475.
4. Fly et al. (1997). Ethical transgressions of psychology graduate students: Critical incidents with implications for training. *Professional Psychology: Research and Practice*.

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| December Skills for evaluation |

1. APA. Competency Benchmarks in Professional Psychology.
2. Sudak. Chapter 5: Feedback in Cognitive and Behavioral Therapy Training. *Teaching and Supervising Cognitive Behavioral Therapy.*
3. Kaslow et al. (2007). Guiding principles and recommendations for the assessment of competence. *Professional Psychology: Research and Practice*.
4. Falender & Shafranske (2004). Chapter 1: The practice of clinical supervision, pages 28- 30. *Clinical Supervision: a competency-based approach.*

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| January Self-Reflective capacity in therapy and supervision |

1) Hatcher. (2015). Interpersonal competencies: Responsiveness, technique, and training in psychotherapy. *American Psychologist,* 747-757.

2) Bennett-Levy et al. (2001). The value of self-practice of cognitive therapy techniques and self-reflection in the training of cognitive therapists. *Behavioural and Cognitive Psychotherapy, 29*, 203-220.

3) Tompkins. (2013). Enhancing self-efficacy to achieve competence. *Journal of Cognitive Psychotherapy, 27*, 71-80.

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| February Multicultural Issues in Supervision |

1) Garrett et al. (2001). Multicultural supervision: A paradigm of cultural responsiveness for supervisors. *Journal of Multicultural Counseling and Development, 29,* 147- 158.

2) Hardy & Laszloffly. (1995). The cultural genogram: Key to training culturally competent

family therapists. *Journal of Marital and Family Therapy, 21,* 227-237.

3) Lopez et al. (1989). Development of culturally sensitive psychotherapists. *Professional Psychology: Research and Practice.*

4) Falender & Shafranske (2004). Chapter 6: Building Diversity Competence in Supervision. *Clinical Supervision: a competency-based approach.*

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| March Supervision in high-risk clinical situations |

1. Rudd, Cukrowicz, & Bryan (2008). Core competencies in suicide risk assessment and management: Implications for supervision. *Training and Education in Professional Psychology, 2,* 219-228.
2. Ludgate (2016). Chapter 14: Self-management in CBT training and supervision. *Teaching and Supervising Cognitive Behavioral Therapy.*

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| April Remediation and gate-keeping functions of supervisors |

WATCH: Sudak videos from Wiley book

1. APA Trainee Remediation Plan Template.
2. Kaslow et al. (2007). Recognizing, assessing, and intervening with problems of professional competence. *Professional Psychology: Research and Practice.*
3. Jacobs et al. (2011). Trainees with professional competency problems: preparing trainers for difficult but necessary conversations. *Training and Education in Professional Psychology.*
4. Cohen-Filipic & Flores. (2014). Best practices in providing effective supervision to students with values conflicts. *Psychology of Sexual Orientation and Gender Diversity, 1,* 302-309.

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| May Termination-related issues |

\*SAGE Self-Rating Round 2 due

1. Neufeldt (2007). Chapter B-15: Reviewing the course and terminating supervision. *Supervision Strategies for the First Practicum*.

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| June Goals for lifelong supervision learning |

1. Campbell (2000). Chapter 6: How does the supervisor select methods and techniques to help the supervisor grow and develop? *Becoming an Effective Supervisor.*
2. Campbell (2000). Chapter 10: What is the role of personal development in supervision? *Becoming an Effective Supervisor.*