GRS PS 993: Clinical Supervision of Psychotherapy Syllabus
Fall 2012
Variable Credit

Location: 648 Beacon St, room 602
Time: Mondays 2-4:00
Instructor: Lisa Smith, Ph.D.,
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                       Boston University
Office Phone: 617-353-9610
Office Hours: by appointment
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Course Description:

This course is designed to acquaint the senior level student with the research, theory, and practice of supervision. Students will have the opportunity to read extensively and develop a knowledge base regarding supervisory issues and theory. The didactic component of the course will help prepare students for their transition into the role of supervisor both in the program's affiliated practicum and/or for subsequent supervisory roles after graduate school has ended. This course will also provide a small group forum in which students will present case material from their actual supervision of 2nd year novice clinicians and receive supervision on their own supervision by a senior licensed clinician. Small group discussion of the actual supervision will allow for a fuller exploration of the theory and research of supervision and its application to actual clinical content.

Pre-requisites:

All participants must have completed both 2nd and 3rd year practicum placements required by the BU Clinical program. Participants must also be able to demonstrate a familiarity with the theory and delivery of evidence-based approaches to psychotherapy.

Grading Policy:

Course grades will be dependent on informed (i.e., based on reading the assignment in advance) and active participation in class.

1. Each student will be responsible for the supervision of a junior student's clinical caseload. This will include the supervision of up to 5 individual psychotherapy cases, with the provision of ongoing live or recorded supervision for one weekly case. Students will provide a minimum of two hours/week of individual supervision to the novice clinician. Case material from your supervisory work will be presented every week to a two-hour small group lecture/supervision seminar. The supervisory component of the course makes full and timely attendance mandatory in addition to full participation in discussions. You are expected to attend every class; missing <u>one</u> class due to illness or other personal emergencies may be accepted without penalty. Evaluation will be based on the student's ability to present case material, ability to make case formulations, and ability to design supervisory interventions. (Total of 50%)

2. Each student will be responsible for completing the assigned readings in a manner that allows a sophisticated lecture and discussion of the course topics. Students will be evaluated according to the degree of preparation and familiarity with the material assigned for the week. The instructor will note each week your apparent knowledge

of the assigned material separately from degree of engagement in discussion or activity. (Total of 20%)

3. Each student will make a formal summative presentation of their supervision at the end of the semester. The presentation will include material taken from recordings of actual supervision meetings. (Total of 20%)

4. Each student is responsible for knowing current clinic policy and practices including but not limited to: appropriate professional conduct, proper scheduling methods, and the initiation and maintenance of case files. (10%)

Academic Conduct:
Students should know and understand the CAS Academic Conduct Code. Copies of the CAS Academic Conduct Code are available in room CAS 105. Any suspected academic misconduct will be reported to the Dean's Office.

Course Outline:

1. 8/9/11 Overview of the course and the topic of supervision.
    Readings:
    Aten, J.D., Madsen, M.B., & Kruse, S. J. (2008). The supervision genogram: A tool for preparing supervisors in training. *Psychotherapy: Theory, Research, Practice, Training,* 111-116.
    Ellis, M. V. & Douce, L. A. (1994). Group supervision of novice clinical supervisors: Eight recurring issues. *Journal of Counseling & Development*, 72, 520-525.
    Falender, C.A., Cornish, J. A. E., Goodyear, R., Hatcher, R., Kaslow, N. J., Leventhal, G., Shafranske, E. P., Sigmon, S. T., Stoltenberg, C., & Grus, C. (2004). Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology, 60,* 771-785.
    Falvey, J. E. & Cohen, C. R. (2003). The buck stops here: Documenting clinical supervision. *The Clinical Supervisor, 22,* 63-80.
    Majcher, J. & Daniluk, J. C. (2009). The process of becoming a supervisor for students in a doctoral supervision training course. *Training and Education in Professional Psychology, 3,* 63-71.
    Malloy, K. A., Dobbins, J. E., Ducheny, K., Winfrey, L. L. (2010). The management and supervision competency: Current and future directions. In M. B. Kenkel & R. L. Peterson, (Eds.), <u>Competency-based education for professional psychology.</u> *pp. 161-178.* Washington, DC: American Psychological Association.
    Milne, D. (2007). An empirical definition of clinical supervision. *British Journal of Clinical Psychology, 46,* 437-447.
    O'Donovan, A. O., Halford, W. K., & Walters, B. (2011). Towards best practice supervision of clinical psychology trainees. *Australian Psychologist, 46,* 101-112.

2. 9/10/12 Issues in live supervision.
    Readings:
    Amerikaner, M. & Rose, T. (2012). Direct observation of psychology supervisees' clinical work: A snapshot of current practice. *The Clinical Supervisor, 31,* 61-80.
    Champe, J. & Kleist, D. M. (2003). Live supervision: A review of the research. *The Family Journal: Counseling and Therapy for Couples and Families, 11,* 268-275.

Costa, L. (1994). Reducing anxiety in live supervision. *Counselor Education and Supervision, 34,* 30-40.

Griffith, B. A., & Frieden, G. (2000). Facilitating reflective thinking in counselor education. *Counselor Education and Supervision, 40,* 82-93.

Heppner, P. P., Kivlighan, D. M., Burnett, J. W., Berry, T. R., Goedinghaus, D. J., Doxsee, D. J., Hendricks, F. M., Krull, L. A., Wright, G. E., Bellatin, A. M., Durham, R. J., Tharp, A., Kim, H., Brossart, D. F., Wang, L., Witty, T. E., Kinder, M. H., Hertel, J. B., & Wallace, D. L. (1994). Dimensions that characterize supervisor interventions delivered in the context of live supervision of practicum counselors. *Journal of Counseling Psychology, 41,* 227-235.

Huhra, R. L., Yamokoski-Maynhart, C. A., & Prieto, L. R. (2008). Reviewing videotape in supervision: A developmental approach. *Journal of Counseling & Development, 86,* 412-418.

Russell-Chapin, L. & Sherman, N. Microcounseling Supervision: Helping students rate and classify and rate interview behavior. Leader guide. *Microtraining and Multicultural Development.*

Russell-Chapin, L. & DeNure, B. Five Approaches to Supervision: Developmental, Integrated, IPR, Psychodynamic, and Microskills. *Microtraining and Multicultural Development.*

Sobell, L. C., Manor, H. L., Sobell, M. B., & Dum, M. (2008). Self-critiques of audiotaped therapy sessions: A motivational procedure for facilitating feedback during supervision. *Training and Education in Professional Psychology. 2,* 151-155.

3. 9/17/12 Cognitive-Behavioral model of supervision.
   Readings:
Matthews, S. & Treacher, A. (2004). Therapy models and supervision in clinical psychology. In I. Fleming & L. Steen (eds.), *Supervision and Clinical Psychology: Theory, practice, and perspectives*, Hove and New York: Brunner-Routledge.

Milne, D, L. (2006). Developing clinical supervision research through reasoned analogies with therapy. *Clinical Psychology and Psychotherapy, 13, 215-222*.

Milne, D. L. & James, I. (2000). A systematic review of effective cognitive-behavioural supervision. *British Journal of Clinical Psychology, 39,* 111-127.

Milne, D, L. & Westerman, C. (2001). Evidence-based clinical supervision: Rationale and illustration. *Clinical Psychology and Psychotherapy, 8,* 444-457.

Page, A. C., Stritzke, W. G. K., & McLean, N. J. (2008). Toward science-informed supervision of clinical case formulation: A training model and supervision method. *Australian Psychologist, 43,* 88-95.

Pretorius, W. M. (2006). Cognitive behavioural therapy supervision: Recommended practice, *Behavioural and Cognitive Psychotherapy, 34,* 413-420.

Urbani, S., Smith, M. R., Maddux, C. D., Smaby, M. H., Torres-Rivera, E., & Crews, J. (2002). Skills-based training and counseling self-efficacy. *Counselor Education & Supervision, 42,* 92-106.

4. 9/24/12 Developmental and social role models of supervision.
   Readings:
Beinhart, H. (2004). Models of supervision and the supervisory relationship and their evidence base. In I. Fleming & L. Steen (eds.), *Supervision and Clinical Psychology: Theory, practice, and perspectives*, Hove and New York: Brunner-Routledge.

Stoltenberg, C. D. (2005). Enhancing professional competence through developmental approaches to supervision. *American Psychologist,* 857-864.

Zorga, S. (2003). Stage and contextual approaches to development in professional supervision. *Journal of Adult Development, 10,* 127-134.

5. 10/1/12 Learning processes in supervision.
Readings:

Aten, J.D., Strain, J.D., & Gillespie, R.E. (2008). A transtheoretical model of clinical supervision. *Training and Education in Professional Psychology. 2,* 1-9.

Crews, J. Smith, M. R., Smaby, M. H., Maddux, C. D., Torres-Rivera, E., Casey, J. A., & Urbani, S. (2005). Self-monitoring and counseling skills: Skills-based versus interpersonal process recall training. *Journal of Counseling & Development, 83,* 78-85.

Ellis, M. V. (2006). Critical incidents in clinical supervision and in supervisor supervision: Assessing supervisory issues. *Journal of Counseling Psychology, 38,* 342-349.

Orchowski, L., Evangelista, N., M., & Probst, D. R. (2010). Enhancing supervisee reflectivity in clinical supervision: A case study illustration. *Psychotherapy Theory, Research, Practice, Training, 47,* 51-67.

Owen, J. & Lindley, L. D. (2010). Therapist's cognitive complexity: Review of theoretical models and development of an integrated approach for training. *Training and Education in Professional Psychology, 4,* 128-137.

Milne, D. L. & James, I. A. (2002). The observed impact of training on competence in clinical supervision. *British Journal of Clinical Psychology, 41,* 55-72.

6. 10/15/12 Legal and ethical issues in supervision.
Readings:

American Psychological Association (2002). Ethical principles of Psychologists and Code of Conduct.

Association for Counselor Education and Supervision (1993). Ethical Guidelines for Counseling Supervisors. *Spectrum, 53.*

Dye, H. A. & Borders, D. (1990). Counseling Supervisors: Standards for preparation and practice. *Journal of Counseling & Development, 69,* 27-29.

Barnett, J. E., Erickson Cornish, J. A., Goodyear, R. K., Lichtenberg, J. W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology: Research and Practice, 38,* 268-275.

Harrar, W. R., Vandecreek, L. & Knapp, S. (1990). Ethical and legal aspects of clinical supervision. *Professional Psychology: Research and Practice, 21,* 37-41.

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

7. 10/22/12 Issues of Diversity in supervision.
Readings:

Allen, J. (2007). A multicultural assessment supervision model to guide research and practice. *Professional Psychology: Research and Practice, 38,* 248-258.

Cary, D. & Marques, P. (2007). From expert to collaborator: Developing cultural competency in clinical supervision. *The Clinical Supervisor, 26,* 141-157.

Dennis, M. & Aitken, G. (2004). Incorporating gender issues in clinical supervision. In I. Fleming & L. Steen (eds.), *Supervision and Clinical Psychology: Theory, practice, and perspectives*, New York: Brunner-Routledge.

Garrett, M. T., Borders, L. D., Crutchfield, L. B., Torres-Rivera, E., Brotherton, D., & Curtis, R. (2001). Multicultural superVISION: A paradigm of cultural responsiveness for supervisors. *Journal of Multicultural Counseling and Development, 29,* 147-158.

Hernandez, P. (2008). The cultural context model in clinical supervision. *Training and Education in Professional Psychology. 2,* 10-17.

Patel, N. (2004). Difference and power in supervision: The case of culture and racism. In I. Fleming & L. Steen (eds.), *Supervision and Clinical Psychology: Theory, practice, and perspectives*, New York: Brunner-Routledge.

8. 10/29/12 Working alliance and supervision.
   Readings:

Gatmon, D., Jackson, D., Koshkarian, L., Martos-Perry, N., Molina, A., Patel, N., & Rodolfa, E. (2001). Exploring ethnic, gender, and sexual orientation variables in supervision: Do they really matter? *Journal of Multicultural Counseling and Development*, 29, 102-113.

Ladany, N., Ellis, M. V., & Friedlander, M. L. (1999). The supervisory working alliance,trainee self-efficacy, and satisfaction. *Journal of Counseling and Development, 77,* 447-455.

Ladany, N. & Lehrman-Waterman, D. E. (1999). The content and frequency of supervisor self-disclosures and their relationship to supervisor style and the supervisory working alliance. *Counselor Education and Supervision*, 38, 143-160.

Ladany, N., Walker, J. A., & Melincoff, D. S. (2001). Supervisory style: Its relation to the supervisory working alliance and supervisor self-disclosure. *Counselor Education and Supervision,* 40, 263-275.

9. 11/5/12 Counterproductive events in supervision.
   Readings:

Gray, L.A., Ladany, N., Ancis, J.R., and Walker, J. A. (2001). Psychotherapy trainees' experience of counterproductive events in supervision. *Journal of Counseling Psychology, 48,* 371-383.

Muratori, M. C. (2001). Examining supervisor impairment from the counselor trainee's perspective. *Counselor Education and Supervision*, 41, 41-56.

Nelson, M. L., Barnes, K. L., Evans, A. L., & Triggiano, P. J. (2008). Working with conflict in clinical supervision: Wise supervisors' perspectives. *Journal of Counseling Psychology, 55,* 172-184.

Nelson, M. L. & Friedlander, M. L. (2001). A close look at conflictual supervisory relationships: The trainee's perspective. *Journal of Counseling Psychology, 48,* 384-395.

Ramos-Sanchez, L., Esnil, E., Goodwin, A., Riggs, S., Touster, L. O., Wright, L. K., Ratanasiripong, P. & Rodolfa, E. (2002). Negative Supervisory Events: Effects on supervision satisfaction and supervisory alliance. *Professional Psychology: Research and Practice, 33,* 197-202.

10. 11/12/12 Trainees with professional competence problems
   Readings:

Falendar, C. A., Collins, C. J., & Shafranske, E. P. (2009). "Impairment" and performance issues in clinical supervision: After the 2008 ADA amendments act. *Training and Education in professional Psychology, 3,* 240-249.

Frame, M. W. & Stevens-Smith, P. (1995). Out of harm's way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education and Supervision, 35,* 118-129.

Gizara, S. S. & Forrest, L. (2004). Supervisors' experiences of trainee impairment and incompetence at APA-accredited internship sites. *Professional Psychology: Research and Practice, 35, 131-*140.

Huprich, S. K. & Rudd, M. D. (2004). A national survey of trainee impairment in clinical, counseling, and school psychology doctoral programs and internships. *Journal of Clinical Psychology, 60,* 43-52.

Lamb, D. H., Cochran, D. J., & Jackson, V. R. (1991). Training and organizational issues associated with identifying and responding to intern impairment. *Professional Psychology: Research and Practice, 22,* 291-296.

Oliver, M. N. I., Bernstein, J. H., Anderson, K. G., Blashfield, R. K., Roberts, M. C. (2004). An exploratory examination of student attitudes toward "impaired" peers in clinical psychology training programs. *Professional Psychology: research and Practice, 35*, 141-147.

Smith, P. L. & Moss, S., B. (2009). *Psychologist impairment: What is it, how can it be prevented, and what can be done to address it?* Wiley Periodicals Inc., on behalf of the American Psychological Association.

Jacobs S. C., Huprich, S. K., Grus, C. L, Cage, E. A., Elman, N. S., Forrest, L., Schwartz-Mette, R., Shen-Miller, D., Van Sickle, K. S., and Kaslow, N. J. (2011). Trainees with professional competency problems: preparing trainers for difficult but necessary conversations. *Training and Education in professional Psychology, 5,* 175-184.

11. 11/19/12 Supervision and treatment efficacy
   Readings:
Callahan, J. L., Almstrom, C. M., Swift, J. K., Borja, S. E., & Heath, C. J. (2009). Exploring the contribution of supervisors to intervention outcomes. *Training and Education in Professional Psychology. 3,* 72-77.

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

Lau, M. A., Dubord, G. M., Parikh, S. V. (2004). Design and Feasibility of a New Cognitive-Behavioural Therapy Course Using a Longitudinal Interactive Format. *Canadian Journal of Psychiatry*, 49, 696-700.

Nyman, S. J., Nafziger, M. A., & Smith, T. B. (2010). Client outcomes across counselor training level within a multitiered supervision model. *Journal of Counseling and Development, 88,* 204-209.

Sholomskas, D., E., Syracuse-Siewart, G., Rounsaville, B. J., Ball, S. A., Nuro, K. F., & Carroll, K. M. (2005). We don't train in vain: A dissemination trial of three strategies of training clinicians in cognitive-behavioral therapy. *Journal of Consulting and Clinical Psychology, 73,* 106-115.

Wheeler, S. & Richards, K. (2007). The impact of clinical supervision on counselors and therapists, their practice and their clients. A systematic review of the literature. *Counselling and Psychotherapy Research, 7,* 54-65.

Worthington, E. L. (2006). Changes in supervision as counselors and supervisors gain experience: A review. *Training and Education in Professional Psychology, 5*, 133-160.

12. 11/26/12 Readings on supervision research:

Ellis, M. V. (2010). Bridging the science and practice of clinical supervision: Some discoveries, some misconceptions. *The Clinical Supervisor, 29,* 95-116.

Ellis, M.V., Ladany, N., Krengel, M., & Schult, D. (1996). Clinical supervision research from 1981 to 1993: A methodological critique. *Journal of Counseling Psychology, 43,* 35-50.

Goodyear, R. K. & Bernard, J. M. (1998). Clinical supervision: Lessons from the literature. *Counselor Education and Supervision, 38,* 6-22.

Goodyear, R. K., Bunch, K., & Claiborn, C. D. (2005). Current supervision scholarship in psychology: a five-year review. *The Clinical Supervisor, 24,* 137-147.

Iberg, J. R. (1991). Applying statistical control theory to bring together clinical supervision and psychotherapy research. *Journal of Consulting and Clinical Psychology*, 59, 575-586.

Milne, D. L., Aylott, H., Fitzpatrick, H., & Ellis, M. V. (2008). How does clinical supervision work? Using a "best evidence Synthesis" approach to contruct a basic model of supervision. *The Clinical Supervisor, 27,* 170-190.

Milne, D. L., Sheikh, A. I., Pattison, S., & Wilkinson, A. (2011). Evidence-based training for clinical supervisors:A systematic review of 11 controlled studies. *The Clinical Supervisor, 30,* 53-71.

Stoltenberg, C. D., McNeill, B. W., & Crethar, H. C. (1994). Changes in supervision as counselors and therapist gain experience: A review. *Professional Psychology: Research and Practice, 25,* 416-449.

13. 12/3/12 Student presentations.

14. 12/10/12 Student presentations.

Schedules and topics are subject to change, in which case, announcements will be made in class as appropriate.

Books

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

Bernard,J. M. & Goodyear, R. K. (2008). *Fundamentals of clinical supervision (4th ed.).* Boston, MA: Allyn & Bacon.

Falvey, J. E. (2002). *Managing clinical supervision: Ethical practice and legal risk management.* Pacific Grove, CA: Brooks/Cole.