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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 (CACREP Doctoral Standard Section II.C2.C3.C7; Section III.A1-4.B1. D3).
- Critically evaluate themselves as supervisors to begin developing a personal style of supervision (CACREP Standard Section III.B1.B2)
- Develop writing and presentation skills.

Requirements:
1. ATTENDING. The emphasis on personal reflection and experiential learning in this course necessitate attendance and participation in class meetings, which includes being active in classroom discussions and participating fully in class activities. While students are encouraged to attend all classes, students are allowed one excused absence without penalty. If a student misses a second or third class meeting, he/she will be required to complete a make-up assignment for each absence, the content of which will be determined in consultation with the professor. Makeup assignments will normally be targeted towards material the students misses and can include (1) watching a video and writing a reflection paper on it, (2) doing an independent reading assignment and reflection paper, or (3) viewing a peer’s supervision tape (that the absent student missed) and providing the peer and instructor with written feedback about the taped session. Students who miss more than three classes will normally not pass the course unless they provide documentation warranting extended excused absences.

2. READING:
- Course reader available on Blackboard.
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** (*CACREP Standard Section III.A1-A4; B1-B2*): 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 5-6 page written reflection of the session that addresses the issues described above is due the day of the presentation.

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 supervisee (*CACREP Standard Section III.A1-A4; B1-B2*); 2) a 3-4 page paper in which you describe the presumed developmental levels of your supervisees and discuss how an understanding of these stages can assist in planning interventions (*CACREP Standard Section III.A1-A2; D3*); 3) a 4-5 page paper in which you clearly define constructivist supervision and give your perspectives regarding the efficacy of the approach (*CACREP Standard Section III.A2*); and 4) a 7-8 page final reflection paper in which students highlight their learning from the course and reflect upon their development as clinical supervisors (*CACREP Standard Section III.A1-4; B1-2; D3*).

**Instructional Methods**

Class time will be devoted to lecture, discussions, group experiences, and various scheduled activities. Class discussions will be based on the required texts and handouts; therefore, it is necessary to come to class prepared by completing each of the assigned readings and assignments.

**Evaluation**

Grades will not be used to evaluate students in this class. Instead, students who successfully complete all assignments and course requirements will pass the course with a grade of satisfactory. If grades were used, they would be based on the following:

- Class attendance and participation (15%)
- Informed Consent forms (5%)
- Supervision presentations and written reflections (30%)
- Developmental Stages paper (15%)
- Constructivist Supervision paper (15%)
- Final reflection paper (20%)

**Accommodations**

If there is any student in this class who has need of accommodations in accordance with the Americans with Disabilities Act of 1990 and Section 504, of the Rehabilitation Act of 1973, please feel free to come and discuss these needs with the instructor. It is imperative that students requiring special accommodations provide the Warner School of Education Disabilities Coordinator (Ms. Brenda Grosswirth, 275-1009) with appropriate documentation of the disability prior to discussing accommodations with the instructor.
**COURSE CALENDAR**

**January 24:** Introductions, course description, professional disclosure statement

**January 31:** Introduction to Clinical Supervision & Evaluation  
**Readings (CACREP Standard Section III.A1.D3):**  
- Bernard and Goodyear chap. 1-2  

**Activities:**  
- Guest speakers- Dr. Karen Mackie and Dr. Bonnie Rubenstein, practicum instructors  
- Critical Incidents Case Discussion (chap 24)

**Assignments:** Disclosure Statements (see one example in Bernard and Goodyear, pg. 309).

**February 7:** Ethical and Legal Issues in Clinical Supervision  
**Reading (CACREP Standard Section III.A4):**  
- Bernard and Goodyear chap 3 & NBCC/ACES Codes of Ethics (pg. 353-360).  
- Neufeldt chapter 2.  

**Activities:**  
- Critical Incidents Case Discussion (chaps 12, 15, 21, 22)

**February 14:** Models and Theories of Supervision part I: Developmental & Social Role Models  
**Reading (CACREP Standard Section III.A2):**  
- Bernard & Goodyear chap 4  
- Neufeldt Chapter 3
Assignments:
- Developmental stages paper

**Feb 21: Models and theories of supervision part II: IPR and Constructivist Supervision**

*Reading (CACREP Standard Section III.A2):*
- Neufeldt- Chapter 1

**Assignment:**
- Constructivist Supervision paper

**Activities:**
- IPR Video

**Feb 28: Multicultural Supervision**

*Reading (CACREP Standard Section III.C4):*
- Bernard & Goodyear chap 5

**Assignments:**
- Multicultural Supervision Competencies Questionnaire (pg. 336 Bernard & Goodyear). Using the form, complete a self-assessment and come ready to discuss the results.

**Activities:**
- Supervision consultation
- Case Presentation ____________________________

**March 6: Supervisory Relationship Issues**

*Reading (CACREP Standard Section III.A3):*
- Bernard & Goodyear chap 6-7
- Neufeldt chapter 4.

**Activities:**
- Critical Incidents Case Discussion (chap 2, 14)
- Supervision consultation
- Case Presentation ____________________________

**March 13: Organizing Supervision, Individual Supervision**

*Reading (CACREP Standard Section III.A1.A3):*
- Bernard & Goodyear chap 8-9

**Activities:**
• Critical Incidents Case Discussion
• Supervision consultation
• Case Presentation __________________________
• Case Presentation __________________________

March 20: Group and Live Supervision
Reading (CACREP Standard Section A3):
• Bernard & Goodyear chap 10-11
• Neufeldt chapters 5-6.
Activities:
• Supervision consultation
• Case Presentation __________________________
• Case Presentation __________________________

March 27: Self Efficacy and Social Cognitive Theory in Supervision
Assignments (CACREP Standard Section III.A2):
• Take the Counselor Supervisor Self-Efficacy Scale (Barnes, 2002) on pg. 333 in Bernard and Goodyear.

Reading:
Activities:
• Supervision consultation
• Case Presentation __________________________
• Case Presentation __________________________

April 3: Research in Clinical Supervision
Reading (CACREP Standard Section III.A1-A3):
• Bernard & Goodyear chap 12
Assignments:
• Supervisory Styles Inventory- take and self-score (pg. 346 Bernard & Goodyear).
Activities:
• Supervision consultation
• Case Presentation __________________________
• Case Presentation __________________________

April 10:
• Supervision consultation
• Case Presentation __________________________
• Case Presentation __________________________

April 17:
Reading (CACREP Standard Section III.B2):
Assignments:
• Pass out Working Alliance Inventory, Supervisee Form (pg. 339) 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 24:
Activities:
- Discussion of final reflection papers
Assignments:
- Final Reflection papers

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