Course Syllabus
Chaminade University Honolulu
3140 Waiʻalae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: PP7352-01/02-7
Course Title: Clinical Supervision
Department Name: Hawaiʻi School of Professional Psychology
College/School/Division Name: School of Education and Behavioral Sciences
Term: Spring 2020
Course Credits: 03
Class Meeting Days: Tuesday/Wednesday
Class Meeting Hours: 1-4 PM
Class Location: Behavioral Science Bldg. 101

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Office Hours: Tuesdays 10:30 am – 12:00 pm, Wednesdays 10:30 am - 12:00 pm, and Thursday by appointment only. Others days/time may be available, based on availability, upon request (email contact).

University Course Catalog Description
The aim of this course is to provide students with an overview of theory, research and practice models for clinical supervision. Numerous conceptual models for clinical supervision are described and discussed with an emphasis on the following approaches: developmental, person-centered, psychodynamic, cognitive behavioral, skill training, systemic, and integrated. Students use role plays to begin exploring the nature of the supervisory relationship and their own emerging approach to supervising others. They also discuss common strategies, modalities, training issues and dilemmas.

Course Overview
This course will emphasize the integration of research, theory, and practice through a variety of methods, such as the use experiential exercises, the integration of theory, the application of challenging situational factors, and the methodology of creating an environment that supports "supervisor" to integrate critical-thinking skills in working with others.

Instructional Contact and Credit Hours
Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other

electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values
This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:
- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values
Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻŌlelo Noʻeau (Hawaiʻian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies
The Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawaiʻi School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:
1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.

3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice.

Learning Outcomes
1. Students will demonstrate understanding of multiple models of clinical supervision. These skills will be demonstrated through role-plays, assignments, and presentations. (Competency 10)
2. Students will be able to critically review selected professional, theoretical, and research literature related to prevalent issues in clinical supervision, and to examine their implications for practice. This will be demonstrated in role-plays, in-class activities, and in the completion of the final assignment. (Competency 6)
3. Students will demonstrate fundamental supervisory skills (e.g., establishing a productive working alliance, examining the impact of ecosystemic factors on the client supervisee-supervisor-site-family-community system, negotiating fit, developing case conceptualization skills, promoting reflexive and critical thinking skills, and learning to monitor and balance supervisee and client welfare issues simultaneously). These skills will be demonstrated through role-plays, in class activities, and presentations. (Competency 10)
4. Students will generate diversity-informed problem formulations and action plans in supervision. This will be demonstrated in role plays and final assignments. (Competency 4, 10)
5. Students will demonstrate understanding of the application of the APA Code of Ethics as it applies to supervision and identify and sensitively address ethical issues that arise in supervision systems. This will be demonstrated in assignments. (Competency 1, 10)

Required Learning Materials

Required Textbooks

Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision (6th ed.).* New Jersey: Pearson

Campbell, J. M. (2006). *Essentials of clinical supervision.* New Jersey: John Wiley & Sons, Inc.

Required Readings

American Psychological Association. (2014). Guidelines for Clinical Supervision in Health Service Psychology Retrieved from http://apa.org/about/policy/guidelines-supervision.pdf

Borders, D. (2014). Best practices in clinical supervision: Another step in delineating effective supervision practice. *American Journal of Psychotherapy*, *68* (2), 151-162.

Ellis, M. V. (2010) Bridging the science and practice of clinical supervision: Some discoveries, some misconceptions. The Clinical Supervisor, 29 (1), 95-116. doi: 10.1080/07325221003741910

Grant, Schofield, M. J.; Crawford, S. (2012) Managing difficulties in supervision: supervisors' perspectives. *Journal of Counseling Psychology*, *59*, 528-541.

Mctighe, J. P. (2011). Teaching use of self through process of clinical supervision. *Clinical Social Work Journal, 39*, 301-307.

O'Donovan, A., Halford, W. K., & Walters, B. (2011). Towards best practice of clinical psychology. *Australian Psychologist*, *46*, 101-112. doi:10.1111/j.1742-9544.2011.00033.x

Smith, K. L. (2009) A brief summary of supervision models. Retrieved from: http://www.gallaudet.edu/documents/academic/cou_supervisionmodels%5B1%5D.pdf

Sutter, E., McPherson, R. H., & Geeseman, R. (2002). Contracting for supervision. *Professional Psychology: Research and Practice, 33,* 495-498.

Wladkowski, S. P. (2011). The power dynamics of supervision: Ethical dilemmas. *Smith College Studies in Social Work*, *81*, 26–40. doi: 10.1080/00377317.2011.543041

Wong, L. C. J., Wong, P. T. P., & Ishiyama, I. F. (2013). What helps and what hinders in cross-cultural clinical supervision: A critical incident study. *The Counseling Psychologist*, *41*(1), 66-85. doi:10.1177/0011000012442652

Course Requirements

Attendance and Participation. Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Goal Attainment Scales. Students will generate one (1) behaviorally anchored goal attainment scale that identify goals for their "supervisees" as budding supervisors. Each goal attainment scale will identify 5 steps, behaviorally describing each step toward the goal that is descriptive, quantifiable, and practical/specific (not global) for the "supervisee" and for a supervisor-in-training. Each scale should have at two (2) competencies/goals for the "supervisee" to work on. This exercise is also intended to assist future supervisors in creating meaningful and helpful remediation plans, as well as use means toward documenting remediable behaviors.

Supervision Contract. Students will script an original informed consent protocol that might be used to inform a future supervisee as to what he/she might expect in supervision. A general protocol will be distributed in class. It will list many of the issues common to the process of maintaining ongoing informed consent in supervision. This model may be expanded to include other issues of importance in informed consent. No replicated agreements will be accepted, as you will be expected to critically examine a potential contract for use in practice.

Theoretical Models of Supervision. Students will be choosing one (1) model of supervision to present to the class. Students will choose one (1) of the following approaches to supervision to present on: Psychoanalysis, Psychodynamic, Interpersonal Approaches, Dialectical Behavioral, Rational Emotive Behavioral, Cognitive, Client-Centered, Gestalt, Experiential Model of On-the-Job Teaching, Integrative Approaches, Systemic Cognitive-Developmental, Developmental Integrative Approach, Other Developmental Approaches, Supervisor Process Models, or an approach not listed and approved by instructor. Each presentation should focus on the following:
1. Theoretical Foundation
2. Methods of Supervision

3. Goals of the Model
4. Strengths and Limitations of the Model
5. Original Work

Each student is expected to create a PowerPoint as handouts. The PowerPoint presentation and handouts are expected to be the original work of the student. Each presentation should utilize at least two (2) resources, excluding the textbook.

Roleplay Participation. Students will participate in at least 2, more may be required but not graded, roleplays during the course of the semester. Roleplays are a particularly powerful way of exploring roles and functions, possible content and process issues, contextual issues, pacing skill development, seeking intensive feedback and supervision prior to entering the field. Thus, *your role in the roleplays will be considered practice for facilitating experiential learning for novice trainees, while playing the role of a supervisee in the roleplays; you will be evaluated as a trainer/supervisor of the supervisor-in-training.*

Final Packet/Presentation. Students will be required to complete an evaluation of their "supervisee (5 points)," complete a letter of recommendation (5 points) and present the "supervisees" progress to the class (5 points). Students will also be required to complete self-evaluation on their role as a supervisor (5 points). Students will also complete a reference letter for themselves (5 points) . Self-evaluations and references for the self will not be presented in class. The "packet" will consist of 4 documents total. A more detailed grading rubric will be provided upon explaining the assignment in class.

Project/Assignment	Point Value (out of 100 pts)
Attendance and Participation	10 points
Supervision Contract	15 points
Goal Attainment Scale	15 points
Theoretical Models of Supervision (presentation)	20 points
Role-play Participation (2 Role-plays at 7.5 points each)	15 points
Final Packet/Presentation	25 points

NOTE: Students are expected to come into this class with a preliminary knowledge of at least one theoretical orientation. This class is not meant as a theory course on psychological theories of change, but rather an integration of psychology theory and supervision theories.

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100 B = 80 – 89 C = 70 – 79 F = 69 and below

Course Policies
Instructor and Student Communication
Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time will take place up to 2 days.

Cell phones, tablets, and laptops
Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access
If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like

to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance
Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy
Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook at https://studentaffairs.chaminade.edu/

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 7th Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 7th Edition* for thesis and paper format.

<u>Scholarly writing</u>: The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Technology
The following technology may be required in order to complete courses in the Clinical Psychology program: For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version). 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	1/7 or 10	-Introduction -What is supervision? -Review APA-Guidelines for Clinical Supervision	B&G: Ch. 1 C: Ch. 1 APA, 2014	
2	1/14 or 15	-Ethical and Legal Issues in Supervision	B&G: Ch.11 C: Ch. 2 Borders, 2014	
3	1/21 or 22	Supervision Models Supervisor Contract Supervisor/Supervisee Pairing	B&G: Ch. 2 & 3 C: Ch. 3 Smith, 2009 Sutter et al., 2002	
4	1/28 or 29	Supervision Models Goal Attainment Scales		
5	2/4 or 5	Methods and Techniques for Clinical Supervision	C: Ch. 5 O'Donovan et al., 2011	Supervisor Contract
6	2/11 or 12	Supervisory Relationship	B&G: Ch. 4 & 5 Ellis, 2010	
7	2/18 or 19	Presentations		
8	2/25 or 26	Presentations		
9	3/3 or 4	-Formats for Clinical Supervision - Individual Supervision -Group Supervision	B&G: Ch. 8 & 9 C: Ch. 4	
10	3/10 or 11	-Organizing Supervision -Preparing for Supervision	B&G: Ch. 7 C: Ch. 6	
11	3/17 or 18	Beginning Stage of Supervision	C: Ch. 7 Copeland et al., 2011	Goal Attainment Scale
12	3/24	Intermediate and Advanced Stage	C: Ch. 8	

	or 25	of Supervision	Grant et al., 2012	
13	3/31 or 4/1	-Advanced Stage of Supervision -Termination	C: Ch. 9 Mctighe, 2011	
14	4/7 or 8	-Evaluation Reference Letters -Career Long Professional Development	B&G: Ch. 10 & 12	
15	4/15 or 16	Multicultural Supervision	B&G: Ch. 6 Wong & Ishiyama, 2013	
16	4/21 or 22	Final Presentations		Student Evaluation Packet Supervisor/Self Evaluation Packet

B&G = Bernard, J. M., & Goodyear, R. K. (2018). Fundamentals of clinical supervision (6th ed.). New Jersey: Pearson

C = Campbell, J. M. (2006). Essentials of Clinical Supervision. New Jersey: John Wiley & Sons, Inc.