



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7352-02-7

Course Title: Clinical Supervision

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Spring 2024

Course Credits: 03

Class Meeting Days: Wednesday

Class Meeting Hours: 1:00 – 4:00 pm

Class Location: Kieffer Hall, Room 9

Instructor Name: Vilmarie Baez, PsyD

Email: vilmarie.baez@chaminade.edu

Phone: 808.739.7430 (office)

Office Location: Behavioral Science Bldg. 116

Office Hours: Wednesdays 9:00 am - 12:00 pm. 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 the supervisor's ability 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 is 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 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 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 no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i 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 Hawai'i 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 Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.

3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Learning Outcomes

1. Students will acquire an understanding of multiple models of clinical supervision. These skills will be developed through role-plays, assignments, and presentations. (Competency 10)
2. Students will be able to critically evaluate selected professional, theoretical, and research literature related to prevalent issues in clinical supervision, and to examine their implications for practice. This will be cultivated in role-plays, in-class activities, and in the completion of the final assignment. (Competency 6)
3. Students will attain 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 developed 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 documented in role plays, presentations, and final assignments. (Competency 4, 10)
5. Students will illustrate an 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 exercised in assignments and roleplays. (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. (2005). *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.
- Cook, R.M., McKibben, W.B., & Wind S.A. (2018). Supervisee perception of Power in Clinical Supervision: The power dynamics supervision scale. *Training and Education in Professional Psychology*. doi: 10.1037/tep0000201
- Holt, H., Beutler, L.E., Kimpara, S., Macias, S., Haug, N.A., Shiloff, N., Goldblum, P., Temkin, R.A. & Stein, M. (2015) Evidence-based supervision: Tracking outcome and teaching principles of change in

- clinical supervision to bring science to integrative practice. *Psychotherapy*, 52 (2), 185-189. doi: 10.1037/a0038732
- Grant, Schofield, M. J.; Crawford, S. (2012) Managing difficulties in supervision: supervisors' perspectives. *Journal of Counseling Psychology*, 59, 528-541.
- Jordan, S.E. & Shearer, E.M. (2019). An exploration of supervision delivered via clinical video telehealth (CVT). *Training and Education in Professional Psychology*, 13(4), 323-330.
- 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
- Pieterse, A.L. (2018). Attending to racial trauma in clinical supervision: Enhancing client and supervisee outcomes. *The Clinical Supervisor*, 37(1), 204-220. doi: 10.1080/07325223.2018.1443304
- Smith, K. L. (2009) A brief summary of supervision models. Retrieved from: http://www.gallaudet.edu/documents/academic/cou_supervisionmodels%5B1%5D.pdf
- Thomas, J. T. (2007). Informed consent through contracting for supervision: Minimizing risks, enhancing benefits. *Professional Psychology: Research and Practice*, 38 (3), 495-498.
- Watkins, C.E., Hook, J., & Callahan, J. (2019). Humility in clinical supervision: Fundamental, foundational, and transformational. *The Clinical Supervisor*, 1-21.
- 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

Course Requirements in Relation to Credit Hours. This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are estimated to be 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams). **All assignments are to be submitted by the due date. Late assignments will not be accepted. If you have concerns about deadlines, please communicate with the professor prior to the due date.**

Attendance and Participation (5%): 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.

Quizzes (10%): Students will complete 7 quizzes. Quizzes will reflect content covered in the readings, lectures, or presentations from the previous two weeks. The 5 highest grades will be used towards the final grade and the lowest 2 will be dropped. Quizzes will consist of 4 multiple-choice questions, each worth a total of .5 points each. Each quiz will have a maximum total of 5 earned points. Quizzes will be available to students, through Canvas, during the first 15 minutes of class. *Missed quizzes can not be made up.*

Journal Article Review (10%): Students (with a partner) will have the opportunity to choose an article from the list of articles identified under “Assigned Readings.” Students will be expected to provide a 15–20-minute article presentation where they review 3-5 main points presented in the article. Students will also be required to link the article information directly to relevant information from the “Required Texts.” Students will provide a written summary, to be distributed to their peers, via PPT or a 1-page Word document. After the summary, students will be required to lead their peers in a relevant (10 minute) discussion or exercise. Students will be provided with a detailed grading rubric prior to the assignment due date.

Goal Setting (in-class assignment; 10%). Students will generate at least one SMART goal that identifies a goal for their “supervisees” as budding supervisors. Each goal should be linked to at least one competency benchmark 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. Students will submit documentation of the goal created and engage in a discussion to share reactions to the exercise.

Models of Supervision Video Reviews (18%).

Students will be expected to watch two videos from the Psychotherapy Supervision Video Series that can be found at the circulation desk at the library. Students must watch the following two videos:

1. Competency-Based Supervision
2. The Integrative Developmental Model of Supervision

Upon watching the videos (each is approximately 1hr and 45 minutes) students will briefly describe the model (no more than 2 pages maximum) including a discussion of: methods of supervision, goals of the model, and strengths and limitations of the model. This brief description will require that the student also incorporate information (and appropriate citations) from assigned readings. Students will also be expected to incorporate at least one resource of their choosing that is not an assigned reading for the course. Students will then react to the supervision session and share personal reactions to this model of supervision. For example, students can discuss what they liked/did not like, whether they think they would feel comfortable using this model or not, what some of the pros/cons of the model for the supervisor/supervisee, etc. The student’s reaction/reflection are intended to be a space to explore a personal approach to supervision similar to considering a theoretical orientation, it is also intended to display a student’s critical thinking skills. A detailed rubric will be provided for students.

Roleplay Participation & Evaluation Sheets (12%). Students will participate in at least 2, more may be required but not graded, roleplays during 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.*

- Students will be expected to complete a self-evaluation after each roleplay; “Supervisors” are expected to complete a “supervisee” evaluation form. Forms are to be submitted by the end of the semester to earn credit for participation in role-plays.

FINAL ASSIGNMENT

Part 1: Supervision Contract (15%)*. Students will script an original **informed consent protocol (10 points)** 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. Students will be required to provide a **video recording of a supervision session reviewing the contract (2.5 points)** with their in-class supervisee. The video should review all pertinent information in the contract and is not to exceed a 60-minute supervision hour (the full hour may not be required). Two 10-minute sections should be identified, one section should reflect an area of competence that you believe was a strength and one section should identify an area of competence you believe is an area of growth. A **one-page reaction paper (2.5 points)** discussing what the student felt were the most important aspects of their contract, what it was like to review the contract with their supervisee, what they learned, and what they might do differently once they are licensed supervisors will also be completed.

Part 2: Mock Supervision Session (20%)*. Students will conduct a mock supervision session with their supervisee using one of the models of supervision reviewed in class. Students should include all of the following:

1. A one page session plan/agenda (this can be an outline and should be inline with the supervisees identified goal(s) from the goal setting assignment).
2. A 45 – 60-minute video recording. Two 10-minute sections should be identified (time stamps must be included), one section should reflect an area of competence that you believe was a strength and one section should identify an area of competence you believe is an area of growth. A 1–2-page reflection should identify the area of growth identified and assessed for each video clip.
3. A one page session “note” documenting what happened in the supervision session and any next steps

* Students must pass the final assignment with an 80% (28/35 points) or above in order to pass the course

Project/Assignment	Point Value (out of 100 pts)
Attendance and Participation	5 points
Quizzes	10 Points
Journal Club Presentation	10 Points
Goal Setting	10 points
Models of Supervision Video Review (x2 at 9 points each)	18 points
Roleplay & Evaluation (2 Role-plays at 6 points each)	12 points
Final (Part 1: Supervision Contract & Part 2: Mock Supervision Session)	35 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

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (< 69); Failed - No credit given

Course Policies

Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in a minimum total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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 is 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

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, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported 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 prevent them from attending class, and they should make arrangements to obtain missed information and 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.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

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 options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

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 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 HSPP Program Catalog, 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 Program Catalog, 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 and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless

prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	1/10	-Introduction -What is supervision? -Review APA-Guidelines for Clinical Supervision	B&G: Ch. 1 C: Ch. 1 APA, 2014	
2	1/17	-Ethical and Legal Issues in Supervision	B&G: Ch.11 C: Ch. 2 Borders, 2014	Sample Journal Article Review (Dr. Baez)
3	1/24	-Supervision Models -Supervisor/Supervisee Pairing	B&G: Ch. 2 & 3 C: Ch. 3 Smith, 2009	Quiz #1
4	1/31	- Supervisor Contract - Goal Setting	B&G: 152-153; 255-259; 315-317 C: Ch. 6, 112-122 <i>Thomas, 2007*</i>	Journal Article Review 1 st Supervision Video Review
5	2/7	Goal Setting in Class Exercise		
6	2/14	-Methods and Techniques for Clinical Supervision	C: Ch. 5 <i>O'Donovan et al., 2011*</i>	Journal Article Review Quiz # 2
7	2/21	-Supervisory Relationship	B&G: Ch. 4 & 5 Cook et al., 2018; <i>Wong & Ishiyama, 2013*</i>	Journal Article Review

8	2/28	Multicultural Supervision	<i>B&G: Ch. 6 Pieterse, 2018*</i>	Journal Article Review Quiz # 3
9	3/6	Telesupervision	<i>Jordan & Shearer, 2019*</i>	Journal Article Review
10	3/13	- Formats for Clinical Supervision - Individual Supervision - Group Supervision	B&G: Ch. 8 & 9 C: Ch. 4	Quiz #4
11	3/20	-Organizing Supervision -Preparing for Supervision	B&G: Ch. 7 <i>Holt et al., 2015*</i>	Journal Articles Review
12	3/27	- Beginning Stage of Supervision - Providing Feedback	C: Ch. 7	Part 1: Final Assignment - Supervision Contract Quiz #5
13	4/3	- Intermediate and Advanced Stage of Supervision	C: Ch. 8 <i>Grant et al., 2012*</i>	Journal Article Review
14	4/10	-Advanced Stage of Supervision -Termination	C: Ch. 9 <i>Mctighe, 2011*</i>	Journal Article Review 2 nd Supervision Video Review
15	4/17	-Evaluation - Reference Letters - Career Long Professional Development	B&G: Ch. 10 & 12 <i>Watkins et al., 2019*</i>	Journal Article Review Quiz # 6
16	4/24			Part 2: Final Assignment -Mock Supervision Session Quiz # 7

B&G = Bernard3/20, 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.

**article can be used for Journal Article Review Assignment*