***ED 5850***

***Counselling Supervision: Theory and Practice***

**[Online]**

***Fall 2020***

# The University of Lethbridge, Faculty of Education

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Office Hours: by email to set up a phone call or videoconference

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# Dr. Blythe Shepard, Ph.D. is of British and Kanien'kehá:ka ancestry having status with the Mohawks of the Bay of Quinte. She served on the Board and Executive of the Canadian Counselling and Psychotherapy Association (CCPA) for more than 10 years and is now President Emerita. She obtained a PhD in 2002 in Educational Psychology with a specialty in counselling psychology from the University of Victoria. She is a Canadian Certified Counsellor not a Registered Psychologist.

# COURSE DESCRIPTION:

*Counselling Supervision: Theory and Practice* is an entry level course that focuses on fundamental issues in the theory and practice of clinical supervision, including: models of supervision, the supervision relationship, the impact of culture and diversity and personal factors on supervision, supervision techniques and practices, evaluation, and legal/ethical considerations in supervision. Students will develop supervisory attitudes and knowledge that will support their role in supervisory relationships.

# COURSE OBJECTIVES:

* Distinguish between clinical supervision and counselling, consultation, and administrative supervision
* Identify the roles and functions of a clinical supervisor and supervisee
* Develop a clinical supervisory contract and a supervisory professional disclosure statement
* Demonstrate understanding of different models of clinical supervision
* Formulate a personal model of clinical supervision
* Review ethical and legal considerations in clinical supervision
* Develop familiarity with a range of clinical supervision methods for assessing and working with supervisees
* Examine potential relationship issues in the clinical supervisory relationship
* Assess one’s current competence as a clinical supervisor using the National Clinical Supervision Framework self-assessment tool
* Examine cultural and diversity issues in clinical supervision
* Summarize the advantages and disadvantages of group supervision and individual supervision
* Identify the role and function of evaluation in the supervisory process
* Consider the issues in conducting online supervision
* Demonstrate a clinical supervision session

# REQUIRED TEXTS:

Shepard, B., Robinson, B., & Martin, L. (Eds.). (2016). *Clinical Supervision of the Canadian Counselling and Psychotherapy Profession*. Ottawa, ON: Canadian Counselling and Psychotherapy Association.

Shepard, B. & Martin, L. (2012/2020). *Supervision of counselling and psychotherapy handbook: A handbook for Canadian Certified supervisors and applicants.* Ottawa, ON: The Canadian Counselling and Psychotherapy Association. **Revised handbook will be available in 2020. Please hold off ordering for the course as CCPA anticipates the revised version to be in print sometime in September 2020.**

**The handbook can be bought online from the Canadian Counselling and Psychotherapy Association at htt**[**ps://www**](http://www.ccpa-accp.ca/ccpa-publications/)**.ccp**[**a-accp.ca/ccpa-publications/**](http://www.ccpa-accp.ca/ccpa-publications/)

The following reference materials, such as the *CCPA Code of Ethics* and *Standards of Practice*, will complement the required course readings. These documents are available at **no cost**:

1. The CCPA *Code of Ethics* is available at https://www.ccpa-accp.ca/wp-content/uploads/2020/05/CCPA-2020-Code-of-Ethics-E-Book-EN.pdf

# Supplementary Readings

Supplementary resources (i.e. articles, handouts) will be posted on the course moodle site. Aasheim, L. (2012). *Practical clinical supervision for counsellors. An experiential guide*.

New York, NY: Springer.

Bernard, J. M., & Goodyear, R K. (2019). *Fundamentals of supervision* (7th ed.). Toronto: Pearson.

Falender, C. A., & Shafranske, E. P. (2016). Supervision essentials for the practice of competency-based supervision. Washington, DC: American Psychological Association.

Ladany, N., & Bradley, L. J. (Eds.). (2010). *Counselor supervision: Principles, process, and practice* (4th ed.). New York: Routledge.

Norcross, J. C., & Popple, L. M. (2017*). Supervision essentials for integrative psychotherapy*. Washington, DC: American Psychological Association.

See **Course Moodle site** for supplementary readings

# MATERIALS:

* + External microphone (optional)
	+ Computer to video record (web camera built in or external is very helpful for your final assignment).
	+ Please ensure that you can password protect or encrypt all recorded information prior to distribution.

**TIPS FROM THE INSTRUCTOR**

* You will need to set up a study schedule.
* Get a day timer (or use an online one) and insert all the due dates, the reading tasks, discussion forum activities etc.

# ASSIGNMENT OVERVIEW

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| **Course Activity** | **Weighting** | **Due Date** |
| Professional Documentation | 20% | October 10  |
| Personal Model of Supervision: Essay that includes understanding of the supervisory relationship and the links between theory and practice | 25% | October 31 |
| Supervision Case Summary: Video tape of a 45-minute supervision session that includes a summary and critique | 35% |  November 23 |
| Discussion Forum Postings (required) | 20% | Weekly |
| **Total** | **100%** |  |

Your final grade for the course will be a composite mark based on your performance in these course activities. There is a **five (5%) percent deduction** for late assignments **unless arrangements are made with the instructor in advance**. Extensions will only be granted in exceptional circumstances that are unpredictable or out of your control.

**PLEASE NOTE:** Written assignments are to be submitted by midnight on the due date using the following format: Course#.Assign#.Last Name.doc

# CLASS FORMAT:

The course will consist of 12 classes and will be conducted utilizing a discussion forum format. Although some of the course readings and assignments will be completed independently, it is important to note that **this course is not an independent study course**. There will be weekly class discussions and collaborative activities. Because it is important that all students progress through course content together, the discussion forums will remain open for contributions from **Monday morning to Friday at noon** each week.

Students can expect the workload to average about 8 to 10 hours per week, based on the course requirements below. Please note that this estimate includes a reasonable weekly time allotment for navigation of the course site by individuals with basic academic computer skills and familiarity with the Moodle platform and the software needed for this course.

# ATTENDANCE:

Professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA). **Attendance online each week is necessary and required**. There are no skip weeks beyond a reading week in the fall and spring (January to April) term. If you are ill or otherwise unable to attend class or to take part in online discussions, please notify me by phone or email prior to the class. \*Non-excused absences will result in a 5% reduction in your final grade.

**PROFESSIONAL RESPONSIBILITIES:**

* + Questions, experiences shared, and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.
	+ Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided, and all encounters must reflect **respect for the right of colleagues** to differ and hold various values and opinions.
	+ All dialogue, interactions, and inclusive pedagogy should reflect the **professional manner** in which one would conduct themselves in any educational setting; refer to Code of Conduct.

# Students are reminded that ALL sessions (on videotapes, DVDs, USB, and/or on your computer) must be erased and transcripts shredded once you have received your final grade.

* + Withdrawal from an Online Course: If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar:

<https://www.uleth.ca/sites/ross/files/imported/academic-calendar/2020-21/sgs.pdf>

Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

CCPA Code of Ethics: <https://www.ccpa-accp.ca/wp-content/uploads/2020/05/CCPA-2020-Code-of-Ethics-E-Book-EN.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Faculty of Education Standards of Professional Conduct: <https://www.uleth.ca/education/resources/professional-conduct>

# INTELLECTUAL HONESTY

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased idea)

must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction.

However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position.

# PRIVACY and CONFIDENTIALITY

# Although we place a heavy emphasis in this course on your work settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

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# The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person’s specific permission, please do not mention identifying information about the person’s story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

# If you are aware of any situations where individuals are not honouring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

# While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forums, web conferencing, recordings, assignments, etc. there is no guarantee of confidentiality.

# WRITING FORMAT

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 7th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable. The APA website ([http://www.apastyle.org](http://www.apastyle.org/)) offers information about the citation styles of the American Psychological Association.

# OVERVIEW OF ASSIGNMENT DESCRIPTIONS

1. **Professional documentation 20%**

Students will prepare: a) a Professional Disclosure Statement and b) a Supervision Agreement tailored for their own Supervision practice. It is recommended that the models supplied in the Supervisor’s Toolbox (pp. 315-329) of Bernard & Goodyear (2019) be consulted in addition to the CCPA Handbook by Shepard and Martin (2012/2020). Bernard and Goodyear toolbox is available on the Moodle site.

**Criteria:**

* Individualized to fit the supervisor’s work (supervisory) context
* Comprehensive but succinct
* Written in clear, easy to comprehend language
* Lay out is appealing and easy to read.
* Documentation that helps to create a safe environment for discussion of diversity and cultural issues, values, and ideas (a relational approach).
* Further details will be given on the Moodle site.

# Personal Model of Supervision 25%

Develop a personal model of clinical supervision based on the theoretical and research literature and prepare a **10-12** page paper **including references** detailing this model (please keep to the page limit). Please include recognition of the phases of supervisee development. The paper requires a thorough literature review of both the theoretical/conceptual and research literature in which your preferred personal model is grounded as well as a section on the pragmatics of supervision within your preferred model describing the establishment of the contract, setting goals, roles and responsibilities (e.g., expectations), diversity concerns, techniques or methods (congruent with the theoretical foundation of your preferred model), and evaluating the outcome. You may include your disclosure statement and supervision agreement as an appendix to this assignment (not counted in the page count). Assignment details will be posted on the Moodle site. Please use the following format to submit your paper: *Course#.Assign#.LastName.doc.*

Charts, mindmaps, tables can be included if that helps you with organizing and presenting your ideas.

**Criteria:**

* Paper length fits with the requirements (Times New Roman, Font 12, double spaced)
* Contains at least **6 research articles** (peer reviewed) and may contain other materials (e.g., websites, book chapters etc.)
* Development of a supervision contract, goals, roles, and responsibilities based on your personal model of supervision.
* Includes how you address issues of diversity and social justice
* Techniques and methods of supervision and formats for supervision (e.g., individual, group etc.) are congruent with your theoretical foundation.
* Contains methods of evaluation (formative and summative) congruent with your theoretical foundation /model.
* Graduate writing style (clarity of writing, grammar, organization of paper, and basic APA style).

# Supervision Case Summary: Taped Session 35%

Each student will serve as counselling supervisor for one supervisee who is not a member of the course (you are to arrange). Contract the instructor if you are struggling to find a supervisee. Supervisors should have **at least one** supervision session with that supervisee **prior to the taped** **session** for the final assignment. Please ensure that you observe the supervisee interacting with a client (e.g., watch supervisee in action) as you will need to comment on this interaction in your final assignment. **Do not include the supervisee-client tape.** I am interested in the debrief of what you observed in that session.

You may use any one model or a combination of models of supervision. **Supervision sessions should be audiotaped or videotaped (preferable) with the written consent of the supervisee**. **Please send the consent form with your assignment**. The taped session must be made available to the instructor. Information as to how to submit will be posted on the course moodle site.

Provide a written summary of your supervision experience.

The summary should include the following (keep to a maximum of 12 pages; no need for references):

* a description of the supervision situation, including demographic description of supervisee and demographic description of client;
* an assessment of supervisee’s needs and developmental level. Provide a rationale for your assessment of the supervisee’s developmental level. Identify your own goals as well as your supervisee’s goals for the supervision experience;
* an explanation of your conceptualization **of the client** (please be sure to observe the supervisee with the client);
* a description of the counselling process you observed on the tape. Include here any discrepancies you encountered between your observations and your supervisee’s perceptions of the session;
* a rationale for the supervision model used;
* an analysis and evaluation of the supervision process. Describe the supervisor/
* supervisee fit and provide your assessment of the supervisory alliance; and
* a description and follow-up of any ethical/legal issues.

Evaluation criteria for the Supervision Case Summary includes:

* accuracy regarding assessment of supervisee’s needs and developmental level,
* quality and accuracy of your conceptualization of the client
* rationale for the model used and your assessment of the supervisee’s developmental level
* thorough analysis of the counselling process you observed
* comprehensive analysis and evaluation of the supervision process and the quality of the alliance formed with the supervisee.

Please use the following format to submit your paper: *Course#.Assign#.LastName.doc.*

**Recruiting a Supervisee:**

* Adhere to CCPA's Code of Ethics and Standards of Practice (paying attention to any boundary issues and dual roles)
* Make your commitment to the CCPA Code of Ethics and Standards of Practice for Counsellors known to the supervisee.
* Have the supervisee review and discuss these two CCPA documents
* The supervisee is a member of a professional association or Regulatory College or is a

graduate student in counselling or a related field.

* The profession to which the supervisee belongs also requires fidelity to a comprehensive

code of ethics and has an oversight body in place to address any ethics inquiries or complaints.

* The supervisor reviews and discusses the supervisee’s code of ethics with him/her
* Review the informed consent form with the supervisee (available on the Moodle site under Orientation to the Course.

# Discussion Forums 20%

Here are several general considerations when I assess student postings including:

1. The requirement that students post and respond to other’s posts two to three times to demonstrate that they have visited and revisited the material and conversations over several days. When students go the discussion boards once a week and post a flurry of messages, they do not benefit from the learning that occurs from the postings of their classmates. Requiring students to post over several days encourages them to read and respond to the range of responses.
2. Online discussion boards facilitate student reflection. As such, postings to the discussion boards should demonstrate a thoughtful approach to the content.
3. Research indicates that when using online discussion boards, students are more likely to cite research and class readings in their responses. Use this to your advantage by calling for the use of supporting evidence in your postings.
4. Students can incorporate quotes from other student responses as a way of synthesizing and extending the conversation.
5. Please use APA format when posting and responding.

# Example Rubric

Each week your discussion board postings will be graded on a 10-point scale:

# Original Posting(s) - 7 points

Your original posting(s) each week should...

* refer to at least 2 points from the week’s reading
* critically analyze the content - your posting should not be just a summary of the reading
* may include relating new content to what you have already learned in the course to date
* may include relating content to your own personal experiences
* be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too (1 point)

# Responses to Other Student Postings - 3 points

Your responses to other students and the instructor should...

* incorporate quotes from the other postings (1 point)
* be logically reasoned and supported (1 point)
* be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too (1 point)

Checklist for posting to the discussion:

1. Does the contribution fit with the dialogue, or have you gone off on a tangent?
2. Are your ideas logically organized and written clearly?
3. Are the ideas worthwhile or just filler?
4. Can the reader (classmates and instructor) easily determine the main point?
5. Does the contribution add to the discussion?
6. Can you provide examples for your contributions?
7. Are you respectful of others’ ideas?
8. Are spelling, punctuation, and grammar correct?
9. If you referenced your text or other works, did you provide proper citation and references?

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| Numeric Value | Letter Grade | Grade Point |
| 97 – 100 | A+ | 4.00 |
| 93 – 96 | A | 4.00 |
| 90 – 92 | A- | 3.70 |
| 87 – 89 | B+ | 3.30 |
| 83 – 86 | B | 3.00 |
| 80 – 82 | B- | 2.70 |
| Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program. |
| 77 – 79 | C+ | 2.30 |
| 73 – 76 | C | 2.00 |
| 70 – 72 | C- | 1.70 |
| 67 – 69 | D+ | 1.30 |
| 63 – 66 | D | 1.00 |
| <63 | F | 0.00 |

*If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (*[*http://www.uleth.ca/ross/accommodated-learning-centre/*](http://www.uleth.ca/ross/accommodated-learning-centre/)*)for guidance and assistance. Counselling Services (*[*http://www.uleth.ca/counselling/*](http://www.uleth.ca/counselling/)*) is another resource available to all students.*

**Note:** Any course with a grade of less than B- cannot be considered for credit in the Faculty of Education Graduate Program.

**Tentative Schedule for ED 5850**

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| --- | --- | --- | --- |
| **Week**  | **Topic** | **Domains from CCPA Framework** | **Assignment** |
| September 14 to 18  | Defining Clinical Supervision; Regulation of CounsellingPsychotherapy; Orientation-Focused Models  | Domain 1: Professional Preparedness |  |
| September 21 to 25 | Developmental and Process Models of Clinical Supervision | Domain 1: Professional Preparedness |  |
| September 28 to October 2  | Managerial Tasks of Effective Clinical Supervision | Domain 1: Professional Preparedness Domain 2: Structuring |  |
| October 5 to October 9  | Legal and Ethical Foundations | Domain 1: Professional Preparedness Domain 5: Ethical, Legal, and Regulatory Domain 2: Structuring | Professional Documentation Assignment October 10 |
| October 13 to 16th (Thanksgiving is October 12) | Supervisory Relationships | Domain 3: Relational |  |
| October 19 to 23rd | Culture and Diversity in Clinical Supervision | Domain 6: Diversity and Social Justice |  |
| October 26 to 30  | Delivery of Clinical Supervision | Domain 1: Professional Preparedness | Personal Model of Supervision Assignment due October 31  |
| Nov 2 to 6 | Methods and Techniques in Clinical Supervision | Domain 1: Professional Preparedness |  |
| November 9 to 13 | **Reading Week – no classes** |  |  |
| November 16 to 20 | Assessment, Feedback, and Evaluation in Clinical Supervision | Domain 4: Assessment, Feedback, Evaluation, and Reporting. |  |
| November 23 to 27  | Technology- Assisted Supervision | Domain 1: Professional Preparedness | Supervision Case Summary assignment due November 23rd  |
| Nov 30 to December 4 | Professionalism and Self-Assessment: Professional Development Plan | Domain 7: Professionalism |  |
| December 7 to 9th (short week) | Integration, Reflection, and Future Directions |  |  |