

Adler Graduate School

Richfield, Minnesota

AGS Course 670

Clinical Supervisor Training Course

February-March 2013

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 670
- 1.3 Clinical Supervisor Training Course
- 1.4 Three (3) credits

2. Course Description

This course prepares fully licensed clinicians to meet the State of Minnesota course criteria for Approved Supervisor status for the Minnesota Board of Behavioral Health and Therapy (LPC and LPCC) and Minnesota Board of Marriage and Family Therapy (LMFT). In addition, this course meets the criteria for the 30-hour supervision fundamentals course required for AAMFT Approved Supervisor status (the course has been formally approved by AAMFT). This course covers the major models of clinical supervision; developing the supervisor-supervisee relationship; structuring effective clinical supervision; interventions within supervisory modalities; cultural, gender, ethnic, and socioeconomic variables; and ethical and legal issues in clinical supervision. Telephone and videoconferencing supervision is also considered as these represent growing alternatives to in vivo clinical supervision.

Instructor:

Roger A. Ballou, PhD, LMFT, LPCC
AAMFT Approved Supervisor
State Approved Supervisor for the Minnesota Boards of
Behavioral Health and Therapy and Marriage and Family Therapy
Director of Clinical Licensing Programs
Adler Graduate School

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:

AAMFT. (2007). *Legal guidelines for family therapists*. Alexandria, VA: American Association for Marriage and Family Therapy. ISBN 1-931-84611-1

Borders, D., & Brown, L. (2005). *The new handbook of counseling supervision*. Washington, DC: American Counseling Association. ISBN 978-0-8058-5369-8

Campbell, J. (2006). *The essentials of clinical supervision*. Hoboken, NJ: John Wiley &

Sons. ISBN 0-471-23304-8

Minnesota Statutes and Rules governing LMFT. 148B (various sections) and 5300. Available as a download from www.bmft.state.mn.us.

Minnesota Statutes and Rules governing LPC and LPCC. 1488.50 through 1488.593 and 2150.0050 to 2150.7610 (various sections). Available as a download from www.bbht.state.mn.us.

AAMFT Code of Ethics. Available as a download from www.aamft.org

ACA Code of Ethics. Available as a download from www.counseling.org

3.2 Optional texts:

None

4. Competencies and Learning Outcomes

Students in this course:

- 4.1 Study the major models of clinical supervision, including their philosophical assumptions and pragmatic implications.
- 4.2 Articulate a personal model of clinical supervision, drawn from existing models of supervision and preferred styles of therapy.
- 4.3 Learn to facilitate co-evolving therapist-client and supervisor-therapist-client relationships.
- 4.4 Learn to identify and evaluate problems in therapist-client and supervisor-therapist-client relationships.
- 4.5 Develop skills in structuring supervision, solving problems, and implementing supervisory interventions within a range of supervisory modalities (for example, live, taped, and videoconference supervision).
- 4.7 Address distinctive issues that arise in clinical supervision mentoring.
- 4.8 Develop an increased sensitivity to contextual variables such as culture, gender, race, religion, sexual orientation, and socioeconomic status.
- 4.9 Become knowledgeable about the ethical and legal issues involved in clinical supervision, including specific values and responsibilities identified in organizational ethical codes.
- 4.10 Study the requirements and procedures for supervising clinical trainees.

5. Course Outline

- 5.1 Unit 1 (Tuesday, February 19)

Introduction to Clinical Supervision

The nature of clinical supervision
 Defining the clinical supervisor-supervisee relationship
 Clinical supervisor competencies
 Research in clinical supervision

5.2 Unit 2 (Tuesday, February 26)

Models of Clinical Supervision

Parallel process
 Isomorphism
 Interactional
 Relationship
 Interpersonal process recall (IPR)
 Developmental

Reading due: Borders & Brown, pages 1-17
 Campbell, pages 1-17 and 35-47

5.3 Unit 3 (Saturday morning, March 2)

Formats for Clinical Supervision

Individual clinical supervision
 Group formats for clinical supervision (stages of group development, group dynamics)
 Structuring individual and group clinical supervision
 Peer and team clinical supervision

Reading due: Borders & Brown, pages 18-66
 Campbell, pages 48-82

5.4 Unit 4 (Saturday afternoon, March 2)

Methods and Techniques for Clinical Supervision

Case consultation
 Live clinical supervision
 Modeling and demonstration
 Experiential techniques
 Recording client sessions
 Computer technology in clinical supervision
 Documentation, record keeping, and accountability

Reading due: Borders & Brown, pages 97-103
 Campbell, pages 83-111

5.5 Unit 5 (Tuesday, March 5)

Ethical and Legal Issues in Clinical Supervision

Informed consent
 Competence
 Boundary issues in clinical supervision
 Evaluation and gate keeping
 Legal concerns and liability

Reading due: Borders & Brown, pages 81-87 and 124-130
 Campbell, pages 18-34

5.6 Unit 6 (Tuesday, March 12)

Diversity in Supervisees, Clients, and Settings

The multicultural context
 Attending to differences
 Personality styles in clinical supervision
 Leadership styles
 Work values
 Learning styles
 Environmental factors

Reading due: Borders & Brown, pages 67-80
 Campbell, pages 112-159

5.7 Unit 7 (Tuesday, March 19)

The Beginning and Intermediate Stages of Clinical Supervision

Building the working alliance
 Orientation
 Creating a safe place
 Developing self-awareness
 Problems common to clinical supervision of beginning and intermediate trainees

Reading due: Borders & Brown, pages 111-123
 Campbell, pages 160-243

5.8 Unit 8 (Saturday morning, March 23)

The Advanced Stage of Clinical Supervision

Independence and self-supervision
 Collaboration
 Teamwork in clinical supervision
 Consultation and peer support
 Self-care, self-exploration, and life-long learning

Reading due: Campbell, pages 244-272

5.9 Unit 9 (Saturday afternoon, March 23)

Toward a Personal Philosophy of Clinical Supervision

Integrating self-assessment, knowledge of the field, and personal philosophy

Taking a stand

Articulating a vision and approach to clinical supervision

6. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association).

8. Assessment/Evaluation Procedures

8.1 Final course paper (75 points)

Develop a paper that presents your personal philosophy of clinical supervision. This paper should not exceed six (6) pages and must be in APA format (6th edition of the *APA Publication Manual*, 2009). Do not include an abstract. Include a title page and list of references. This paper is due by Friday, April 5.

Specifically, the paper should address:

An understanding of the clinical supervision literature

A theoretical orientation towards clinical supervision

A description of personal style, approach, and handling of clinical supervision

An articulation of supervisory methods

A summary of key ethical issues

Multicultural sensitivity

8.2 Brief out-of-class assignments during course (25 points)

8.3 Grading:

A 90-100 points

B 80-89 points

C 70-79 points

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other Adler Graduate School courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any Adler Graduate School course, students and faculty members are expected to observe Adler Graduate School policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components of Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential

information as you would follow in face-to-face discussion.

13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

18-Nov-12