SEMENAR & PRACTICUM IN COUNSELING SUPERVISION

Course Description: The 7610 doctoral seminar and practicum prepares doctoral students to become *Reflective Practitioners* of Clinical Supervision. Doctoral participants are expected to:

- Critically review current research and theory relevant to the practice of clinical supervision in Marriage and Family Counseling/Therapy, Mental Health Counseling, and/or School Counseling and reflect in writing the insights gained;
- Actively supervise (with Dr. Doan’s assistance) selected MED/EDS and MAE/EDS practicum and/or internship students in Marriage and Family Counseling/Therapy, Mental Health Counseling, and/or School Counseling and present supervisory work samples on videotape for class reflection and feedback; and
- Mindfully attend to the ethical imperatives and legal requirements inherent in the clinical supervision of Marriage and Family Therapists, Mental Health Counselors, and/or School Counselors in Florida.

Class Location: 1205 Norman Hall, University of Florida

Class Schedule: Mondays, Noon TO 4PM (Official UF Class Periods 11:45-3:50)
August 24th – December 7th, 2015. Additional supervision hours will be required and are to be scheduled at the mutual convenience of supervisor and assigned supervisee(s). NOTE: Please keep the exam date (December 14th) for this course open in case we need to meet.

Instructor: *Silvia Echevarria-Doan, Ph.D.* LMFT, LCSW; Associate Professor Emerita, Counselor Education, SHDOSE, College of Education (OFFICE NRNA 1203)
Florida Licensed Marriage and Family Therapist
Florida Licensed Clinical Social Worker
Florida Qualified Supervisor (LMFT, LCSW, LMHC’s)
Clinical Member and Approved Supervisor, American Association For Marriage and Family Therapy
Member, American Family Therapy Academy
President, North Central Florida Association for Marriage and Family Therapy; FAMFT Co-Chair of Ethics & Diversity Committee

Address: 1215 Norman Hall, University of Florida
PO Box 117046, Gainesville, FL 32611-7046
Office Phone & Email: 352.273.4323; silvia@coe.ufl.edu; Appointments can be made VIA EMAIL; In case of emergency, please call her cell phone (352-514-4325) or contact Candy Spires (352-273-4334) in 1215 Norman Hall or e-mail her at cspires@coe.ufl.edu.

Office Hours: Mondays 11:30-noon, Tuesdays 1-4 pm, or by appt.

7610 SEMINAR EXPECTATIONS for Doctoral supervisors (S/U Grades Apply):

- Critically review & discuss selected current examples of the MFT, MHC, and/or SCG literature & videotape resources on clinical supervision.

- Demonstrate familiarity with selected models of supervision & their application in practice by identifying their operation in videotaped samples shown in class, critically discussing their philosophical assumptions & pragmatic implications, & utilizing them as needed in your practice (see Bernard & Goodyear, 2013). Completion of Intervention Assignment is also part of this expectation.

- Prepare a FINAL PAPER on your evolving personal model/theory of supervision that offers your current creative synthesis of insights drawn from existing models of supervision in the professional literature and your personal supervisory experiences. Resources and discussion will be offered in class to help you focus your response to this assignment. Be sure to:
  - reference concepts from the supervisory literature that are relevant to your model/theory;
  - reference seminar & supervisory experiences that further explicate your model/theory;
  - demonstrate your awareness of the INTERRELATED INTERACTIONS AND SYSTEMS inherent in the supervisory/therapeutic situation(s) identified; and
  - demonstrate the application of your model/theory in your evaluation to a case example.
  - [NOTE that the resulting document may serve as a first draft of the paper required for those seeking either AAMFT’s or NBCC’s Approved Supervisor Status].

- Directly supervise at least two (and up to 3) assigned counseling practicum supervisees in at least twelve (12) face-to-face hour-long supervisory conversations (i.e., minimum 12 hours for each supervisee supervised) based on the raw data (e.g., audio-tapes, videotapes, live observation/ supervision, written verbatim accounts) provided to the supervisor by the supervisee.

- Provide Dr. Doan with a BRIEF TYPED SUMMARY (MINIMUM TWO paragraphs via CANVAS or email BY FRIDAY EACH WEEK summarizing any FOCAL THEMES in your supervisory exchanges of the previous week (a suggested outline will be provided in class). Include issues and questions you want addressed in Monday’s class; these
reports, considered together, will constitute a portfolio of your work as a clinical supervisor this semester.

- Regularly videotape the supervisory sessions with the assigned supervisees and be ready to present FOCAL THEME selections from the videotape during seminar sessions for peer review and critique. Come prepared to class with completed forms when you are scheduled to present.

- Demonstrate (via videotape) your ability to structure supervision sessions, facilitate the co-evolving therapist/client and supervisor/therapist/client relationships, solve clinical problems, and implement supervisory interventions.

- Assist supervisees to demonstrate enhanced professional competence in utilizing a relevant skill-set, SUCH AS the ten areas of professional practice identified as MACRO-SKILLS below:
  ♦ Establishing and nurturing a working alliance throughout the Supervisory & Therapeutic system
  ♦ Assessing supervisee/client/system concerns-contexts/resources;
  ♦ Researching literature relevant to supervisee case construction, problem formulation, solution generation, and efficacious intervention;
  ♦ Helping the supervisee to conceptualize goal-specific intervention plans;
  ♦ Attending to economic, ethical, gender, multicultural, and spiritual influences/issues relevant to supervisee and client;
  ♦ Helping the supervisee to design & implement purposeful Intervention strategies;
  ♦ Evaluating supervisee/client/system stability/change and revising intervention plans accordingly;
  ♦ Managing self (i.e., reactivity in self and others);
  ♦ Articulating the conceptual model (i.e., the paradigm) and the theoretical propositions on which you and the supervisee rely;
  ♦ Persisting (i.e., refusing to give up) in the effort to assist the supervisee/client/system to close the gap between reported performance and desired performance.

Written Assignments –
1. Weekly Focal Theme Summary
2. Intervention Assignment based on supervision model of choice
4. Forms as requested by instructor

7610 SEMINAR EXPECTATIONS for MED/EDS supervisees (S/U Grades Apply): The Supervised Practicum and Internship experiences in Marriage and Family Counseling, Mental Health Counseling, and School Counseling at the University of Florida offer participants the opportunity to manage and intervene in real counseling cases while supervised by more
experienced professional Marriage & Family Therapists/Mental Health Counselors/School Counselors. MFC, MHC, & SCG practicum participants will be expected to:

- Develop and demonstrate minimal professional competence in selected skill-sets, such as the ten areas of professional practice identified above as MACRO-SKILLS;
- Fulfill client-contact requirements pertinent to the particular practicum or internship in which the supervisee is enrolled;
- Demonstrate an initial synthesis of theory and practice which articulates the supervisee’s current understanding of the dynamics of stability/change and is:
  - conversant with the general principles (i.e., the standard of care) and ethical imperatives of professional practice;
  - representative of the professional role for which the student is preparing;
  - consistent with the practices and procedures of the practice setting in which the student is working;
  - efficacious in fostering client movement in productive directions;
  - open to continual scrutiny and revision in response to critical feedback and disciplined research.

**ALERT:** This course will include client information, dialogues, discussions, interviews, live demonstrations, readings, slides, supervision, and videos of sensitive material. Enrollment indicates a willingness to actively participate and to honor the privacy of those who have shared their stories so we can learn. Should there be particular concerns, please talk with the instructor.

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**MHS 7610 TEXTBOOK LIST for FALL 2013**

**REQUIRED TEXTS:**


RECOMMENDED TEXTS for MHS 7610:


<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Overview/logistics of the course; Introductions; Theory &amp; Practice: Review and Application to Supervision</th>
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<tbody>
<tr>
<td>Aug 24</td>
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<thead>
<tr>
<th>WEEK 2</th>
<th>Introduction to Clinical Supervision &amp; General Approaches to Supervision: Bernard &amp; Goodyear Chapter 1 &amp; 2; Lee &amp; Nelson Chapter 1 &amp; 2; Campbell, Chapter 1, 2, &amp; 5</th>
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<tr>
<td>Aug 31</td>
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<tr>
<th>LABOR DAY HOLIDAY</th>
<th>September 7th - NO CLASS</th>
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<tbody>
<tr>
<td>WEEK 3</td>
<td>The Supervisory Relationship: Bernard &amp; Goodyear, Chapter 3 &amp; 4; Campbell, Chapter 5 STOLTENBERG &amp; MCNEILL CHAPTER 6</td>
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<td>Sept 14</td>
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<thead>
<tr>
<th>WEEK 4</th>
<th>The Delivery of Supervision: Bernard &amp; Goodyear Chapter 6 Lee &amp; Nelson Chapter 3 &amp; 4 Campbell Chapter 4</th>
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<td>Sept 21</td>
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<tr>
<th>WEEK 5</th>
<th>Evaluating Our Supervisees and Ourselves: Bernard &amp; Goodyear Chapter 10; Lee &amp; Nelson Chapter 13 Campbell, Chapter 10; Supervision Agreements and Relationships Person of the Therapist Supervision, Aponte et al 2009 (JMFT Articles)</th>
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<td>Sept 28</td>
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<tr>
<th>WEEK 6</th>
<th>Supervision Models and Theories: Bernard &amp; Goodyear, Ch. 2 Lee &amp; Nelson Chapter 5 &amp; 6 Campbell, Chapter 3 STOLTENBERG &amp; MCNEILL CHAPTERS 1-5 DUE: DRAFT 1 OF THEORY PAPER</th>
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<td>Oct 5</td>
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<tr>
<th>WEEK 7</th>
<th>Ethical &amp; Legal Considerations in Supervision: Bernard &amp; Goodyear, Chapter 11; Lee &amp; Nelson, Chapter 11 &amp; 12 Campbell, Chapter 7 Stoltenberg &amp; McNeill Chapter 10</th>
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<tr>
<td>Oct 12</td>
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<tr>
<th>WEEK 8</th>
<th>The Delivery of Clinical Supervision: Bernard &amp; Goodyear, Chapter 7; Campbell, Chapter 4 &amp; 6; STOLTENBERG &amp; MCNEILL CHAPTER 7-8 PROCESS REFLECTION 1</th>
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<td>Oct 19</td>
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<tr>
<th>WEEK 9</th>
<th>Valuing Diversity: Bernard &amp; Goodyear Chapter 5,</th>
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<tr>
<td>Oct 26</td>
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</table>
Lee & Nelson Chapter 10, Campbell Chapter 8  
**DUE: DRAFT 2 OF THEORY PAPER**

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<thead>
<tr>
<th>WEEK 10</th>
<th>Nov 2</th>
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</table>
| Writing a Philosophy of Supervision  
Lee & Nelson Chapter 8 & 15  
Philosophy Applied: The Case of Sarah |

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<tr>
<th>WEEK 11</th>
<th>Nov 9</th>
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</table>
| Effective Practices  
Lee & Nelson Chapter 7  
STOLTENBERG & MCNEILL CHAPTER 11  
ACES— Best Practices in Clinical Supervision  
**DRAFT 3 OF THEORY PAPER; Peer review process** |

<table>
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<tr>
<th>WEEK 12</th>
<th>Nov 16</th>
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| Supervision Interventions I:  
Bernard & Goodyear, Chapter 8. & 9;  
Campbell, Chapter 9  
**In-Class Presentations on Selected Interventions** |

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<tr>
<th>WEEK 13</th>
<th>Nov 23</th>
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</table>
| Supervision Interventions II:  
Lee & Nelson, Chapter 14  
**In-Class Presentations on Selected Interventions** |

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<thead>
<tr>
<th>WEEK 14</th>
<th>Nov 30</th>
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</table>
| Supervising Supervisors:  
Bernard & Goodyear, pp. Chapter 12;  
STOLTENBERG & MCNEILL CHAPTER 9 |

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<tr>
<th>WEEK 15</th>
<th>Dec 7</th>
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</table>
| Wrap-up & PROCESS REFLECTIONS 2  
**DUE: FINAL THEORY PAPER**  
PROCESS REFLECTION 2 |

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### CACREP APPLICABLE PROFESSIONAL STANDARDS ADDRESSED in MHS 7610

The 2009 CACREP (Council for the Accreditation of Counseling and Related Educational Programs) Standards call for the documentation of student knowledge and/or skill performance of key components for all program areas. The focus of the assessments for Clinical Supervision will be on the comprehension and application of basic tasks and developmental principles essential to the practice of Clinical Supervision.

*The following 2009 CACREP (COUNCIL for the ACCREDITATION of COUNSELING and RELATED EDUCATIONAL PROGRAMS) STANDARDS are addressed in part in this course:*

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### DOCTORAL: COUNSELING EDUCATION & SUPERVISION CORE COURSES

Course: MHS 7610-Seminar & Practicum in Clinical Supervision (Fall 2010)

<table>
<thead>
<tr>
<th>Standard Addressed (V)</th>
<th>Assignments Assessing Student Knowledge/Skills</th>
<th>Evaluation Criteria provided in Syllabus (V)</th>
<th>Standard met by way of:</th>
</tr>
</thead>
</table>

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Syllabus – MHS 7610 – Fall 2015 – Silvia Echevarria-Doan, Ph.D.  
Page 7 of 15
### SUPERVISION

#### Standard A: Knowledge

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Understands the purposes of clinical supervision.</td>
<td>V</td>
<td>Reviewed in Bernard &amp; Goodyear text</td>
</tr>
<tr>
<td>2. Understands theoretical frameworks and models of clinical supervision.</td>
<td>V</td>
<td>Reviewed in Bernard &amp; Goodyear text</td>
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<tr>
<td>3. Understands the roles and relationships related to clinical supervision.</td>
<td>V</td>
<td>Reviewed in Bernard &amp; Goodyear text</td>
</tr>
<tr>
<td>4. Understands legal, ethical, and multicultural issues associated with clinical supervision.</td>
<td>V</td>
<td>Reviewed in Bernard &amp; Goodyear text + FL 491 statutes</td>
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#### Standard B: Skills/Practices

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<tbody>
<tr>
<td>1. Demonstrates the application of theory and skills of clinical supervision.</td>
<td>V</td>
<td>Video presentations of ongoing supervisory sessions</td>
</tr>
<tr>
<td>2. Develops and demonstrates a personal style of supervision.</td>
<td>V</td>
<td>Ongoing discussions in class</td>
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### TEACHING

#### Standard C: Knowledge

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<tr>
<td>3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.</td>
<td>V</td>
<td>Class discussions + video presentations</td>
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<tr>
<td>4. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.</td>
<td>V</td>
<td>Class discussions + video presentations</td>
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#### Standard D: Skills and Practices

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Syllabus – MHS 7610 – Fall 2015 – Silvia Echevarria-Doan, Ph.D.
Page 8 of 15
<table>
<thead>
<tr>
<th>Standard E: Knowledge</th>
<th>Reviewed in Bernard &amp; Goodyear text</th>
<th>Video feedback</th>
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<tbody>
<tr>
<td>4. Knows models and methods of program evaluation.</td>
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**COUNSELING**

<table>
<thead>
<tr>
<th>Standard G: Knowledge</th>
<th>Reviewed in MHS 6005 &amp; Bernard &amp; Goodyear text</th>
<th>Video review of supervision sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.</td>
<td></td>
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<tr>
<td>2. Understands various methods for evaluating counseling effectiveness.</td>
<td>V</td>
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<table>
<thead>
<tr>
<th>Standard H: Skills and Practices</th>
<th>Video presentations of on going supervisory sessions</th>
<th>Video review of supervision sessions</th>
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<tbody>
<tr>
<td>2. Demonstrates effective application of multiple counseling theories.</td>
<td>V</td>
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<tr>
<td>3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.</td>
<td>V</td>
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</table>

**LEADERSHIP AND ADVOCACY**

<table>
<thead>
<tr>
<th>Standard G: Knowledge</th>
<th>Video presentations of on going supervisory sessions</th>
<th>Video review of supervision sessions</th>
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<tbody>
<tr>
<td></td>
<td>V</td>
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<tr>
<td>3. Identifies current multicultural issues as they relate to social change theories.</td>
<td>Video presentations of ongoing supervisory sessions</td>
<td>Video review of supervision sessions</td>
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<tr>
<td>5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.</td>
<td>V</td>
<td>Video presentations of ongoing supervisory sessions</td>
</tr>
</tbody>
</table>

**Standard J: Skills and Practices**
SELECTED REFERENCE LIST


**MHC & SCG COUNSELING TECHNIQUES**


MFT COUNSELING TECHNIQUES


**RECOMMENDED JOURNALS:**

Clinical Supervisor
Counselor Education and Supervision (especially Vol. 34, #2)
Journal of Counseling and Development
Journal of Counseling Psychology
The Counseling Psychologist
Journal of Marital & Family Therapy
Family Process
Journal of Couple and Relationship Therapy
Contemporary Family Therapy
The Family Journal
Journal of Systemic Therapies (especially Vol. 14, #2)
The American Journal of Family Therapy
Professional Psychology
REFLECTIONS on GRADING

My goal as a teacher is to construct opportunities (via assigned readings, classroom discussions, simulation exercises, and written products) that elicit behaviors demonstrating each student’s completion of expectations as listed above (on pp. 2-3), as well as their demonstration of selected foundational competencies (such as those identified in the CACREP standards). However, as part of the relational supervision embedded throughout the course, a great deal of feedback is given to the participants as the occasion permits.

There are two purposes to be served in academic evaluation: providing interested stakeholders with an accurate evaluation of student performances, and helping the student gain the ability to evaluate her/his own performance accurately. Self-evaluation and external evaluation constitute two sides of the same coin of performance evaluation and they inform each other. The outcomes of these evaluations contribute to an overall gestalt that forecasts the potential in a student’s future performance. Although the final grade for this class is based on the designation of Satisfactory vs. Unsatisfactory, it is not merely about turning in the work to obtain a final Satisfactory grade. The course contract stating basic course performance expectations for a satisfactory grade includes both quantitative accounting and qualitative assessment. From a quantitative standpoint, work is accounted for as it is turned in, but from a qualitative standpoint, assessment is more subjective and contingent upon value judgements, and thus, more subject to differences. Qualitative assessment (i.e., how the work is valued) is more difficult to determine because evaluating performance is often based on sentiments (i.e., whether the performance elicits surprise, insight, excitement, satisfaction...or anger, boredom, disappointment). Qualitative judgment on my part is the outcome of my reflection on your performance during the semester that revealed personal growth in your understanding and application of course content and learning opportunities. When strong value-loaded sentiments are elicited, I may give them more weight than I give the quantitative score (i.e., activities completed to qualify for a good grade). That’s why the course contract includes the phrase satisfactory completion of the assigned task.

In the interest of transparency, I want to incorporate your self-evaluation into the grading process. Plan to use your final What I have Learned paper as your contribution to the qualitative component described above. I expect you to tell me how you evaluate your own performance using a three-tiered system of grading student performance in a graduate course or seminar:

For instance, A and C indicates your (and my) response to performances that are ABOVE (i.e. those that elicit insight, excitement, satisfaction) in the case of A, or BELOW expectations (i.e. those that elicit anger, boredom, disappointment) in the case of C.

B designates your (and my) reasonable satisfaction with a job well done, indicating that the performance matched what is EXPECTED of every graduate student (i.e. average).

Adopting this proposed co-evaluation can help us to learn much about our values regarding scholarship and professional practice; it will elicit transparency (& demystification) that may reveal significance or meaning in appreciating the particulars of this teaching/learning experience. I will be very interested in the explanations/justifications you offer for your self-evaluation and I’ll compare it to my evaluation of your performance to determine significant differences and a final grade. Should you wish to talk with me further about this process, e-mail me and/or make an appointment.

WISHING YOU HAPPY HOLIDAYS AND AN AMAZING NEW YEAR!