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 22nd – December 5th, 2016. Additional supervision hours will be required and are to be scheduled at the mutual convenience of supervisor and assigned supervisee(s).

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  
- Chapter President, North Central Florida Association for Marriage and Family Therapy  
- FAMFT Board Member & 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 Dr. Doan’s cell phone (352-514-4325), or contact Penny Fultz in 1215 Norman Addition at by phone (352-273-4130) or e-mail fultz@coe.ufl.edu.

Office Hours: Mondays 9-10, Wednesdays 10-12, or by appt.

TEACHING ASSISTANT – Christine McGrath Fair, M.S., cmcgrathfair@ufl.edu; 352-273-4332

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 FOCAL THEMES in your supervisory exchanges during that 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 (e.g. Supervisory Record Form and Self Critique of Supervision Session Form for the week).

- 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 (e.g. case presentation forms, process reflections, etc.)

**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:


### SCHEDULE and READING ASSIGNMENTS — FALL 2016

| WEEK 1  | Aug 22 | Introductions  
|---------|--------|-----------------|  
|         |        | Overview/logistics of the course  
|         |        | Theory, Practice, & Supervision  
| WEEK 2  | Aug 29 | Introduction to Clinical Supervision & General Approaches to Supervision:  
|         |        | Bernard & Goodyear Chapter 1 & 2  
|         |        | Lee & Nelson Chapter 1 & 2  
|         |        | Campbell, Chapter 1, 2, & 5  
| LABOR DAY HOLIDAY | | September 5th - NO CLASS  
| WEEK 3  | Sept 12 | The Supervisory Relationship:  
|         |        | Bernard & Goodyear, Chapter 3 & 4  
|         |        | Campbell, Chapter 5  
|         |        | STOLTENBERG & MCNEILL CHAPTER 6  
| WEEK 4  | Sept 19 | Organizational Aspects of Supervision:  
|         |        | Bernard & Goodyear Chapter 6  
|         |        | Lee & Nelson Chapter 3 & 4  
|         |        | Campbell Chapter 4  
| WEEK 5  | Sept 26 | Supervision Models and Theories:  
|         |        | Bernard & Goodyear, Ch. 2  
|         |        | Lee & Nelson Chapter 5 & 6  
|         |        | Campbell, Chapter 3  
|         |        | STOLTENBERG & MCNEILL CHAPTERS 1-5  
|         |        | DUE: OUTLINE OF THEORY PAPER  
| WEEK 6  | Oct 3  | Evaluating Our Supervisees and Ourselves:  
|         |        | Bernard & Goodyear Chapter 10  
|         |        | Lee & Nelson Chapter 13  
|         |        | Campbell, Chapter 10  
|         |        | Supervision Agreements and Relationships  
|         |        | Person of the Therapist Supervision, Aponte et al 2009 (JMFT Articles)  
| WEEK 7  | Oct 10 | Writing a Philosophy of Supervision  
|         |        | Lee & Nelson Chapter 8 & 15  
|         |        | Philosophy Applied: The Case of Sarah  
|         |        | DUE: PROCESS REFLECTION 1  
| WEEK 8  | Oct 17 | Ethical & Legal Considerations in Supervision:  
|         |        | Bernard & Goodyear, Chapter 11  
|         |        | Lee & Nelson, Chapter 11 & 12  
|         |        | Campbell, Chapter 7  
|         |        | Stoltenberg & McNeill Chapter 10  
|         |        | DUE: DRAFT 1 OF THEORY PAPER  
| WEEK 9  | Oct 24 | Delivery of Interventions in Clinical Supervision:  
|         |        | Bernard & Goodyear, Chapter 7  

Syllabus – MHS 7610 – Fall 2016 – Silvia Echevarria-Doan, Ph.D.  
Page 6 of 15
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:

| 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: |

| DOCTORAL: COUNSELING EDUCATION & SUPERVISION CORE COURSES |
|------------------|------------------|------------------|------------------|
| Course: MHS 7610-Seminar & Practicum in Clinical Supervision (Fall 2010) |
| Standard Addressed (✓) | Assignments Assessing Student Knowledge/Skills | Evaluation Criteria provided in | Standard met by way of: |
### SUPERVISION

#### Standard A: Knowledge

<table>
<thead>
<tr>
<th>1. Understands the purposes of clinical supervision.</th>
<th>V</th>
<th>Reviewed in Bernard &amp; Goodyear text</th>
<th>Chapter presentations &amp; discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Understands theoretical frameworks and models of clinical supervision.</td>
<td>V</td>
<td>Reviewed in Bernard &amp; Goodyear text</td>
<td>Chapter presentations &amp; discussion</td>
</tr>
<tr>
<td>3. Understands the roles and relationships related to clinical supervision.</td>
<td>V</td>
<td>Reviewed in Bernard &amp; Goodyear text</td>
<td>Chapter presentations &amp; discussion</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>
<td>Chapter presentations &amp; discussion</td>
</tr>
</tbody>
</table>

#### Standard B: Skills/Practices

| 1. Demonstrates the application of theory and skills of clinical supervision. | V | Video presentations of ongoing supervisory sessions | Video Review in class |
| 2. Develops and demonstrates a personal style of supervision. | V | Ongoing discussions in class | Final Paper |

### TEACHING

#### Standard C: Knowledge

| 3. Understands ethical, legal, and multicultural issues associated with counselor preparation training. | V | Class discussions + video presentations | Video review in class |
| 4. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors. | V | Class discussions + video presentations | Video review in class |

#### Standard D: Skills and
<table>
<thead>
<tr>
<th>Practices</th>
<th>V</th>
<th>Video presentations of on going supervisory sessions</th>
<th>Video feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. 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>Video presentations of on going supervisory sessions</td>
<td>Video feedback</td>
</tr>
</tbody>
</table>

**RESEARCH AND SCHOLARSHIP**

<table>
<thead>
<tr>
<th>Standard E: Knowledge</th>
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</thead>
<tbody>
<tr>
<td>4. Knows models and methods of program evaluation.</td>
<td>Reviewed in Bernard &amp; Goodyear text</td>
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</table>

**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>Reviewed in MHS 6005 &amp; Bernard &amp; Goodyear text</td>
<td>Video review of supervision sessions</td>
</tr>
<tr>
<td>2. Understands various methods for evaluating counseling effectiveness.</td>
<td>Reviewed in MHS 6005 &amp; Bernard &amp; Goodyear text</td>
<td>Video review of supervision sessions</td>
</tr>
</tbody>
</table>

**LEADERSHIP AND ADVOCACY**

<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>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrates effective application of multiple counseling theories.</td>
<td>Video presentations of on going supervisory sessions</td>
<td>Video review of supervision sessions</td>
</tr>
<tr>
<td>3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.</td>
<td>Video presentations of on going supervisory sessions</td>
<td>Video review of supervision sessions</td>
</tr>
<tr>
<td>Standard G: Knowledge</td>
<td>Video presentations of ongoing supervisory sessions</td>
<td>Video review of supervision sessions</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>
</tr>
<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>Video presentations of ongoing supervisory sessions</td>
<td>Video review of supervision sessions</td>
</tr>
<tr>
<td>Standard J: Skills and Practices</td>
<td>Video presentations of ongoing supervisory sessions</td>
<td>Video review of supervision sessions</td>
</tr>
</tbody>
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SELECTED REFERENCE LIST


**MHC & SCG COUNSELING TECHNIQUES**


**MFT COUNSELING TECHNIQUES**


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**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
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 on pp. 2-3, and foundational competencies identified in the CACREP standards on pp.7-10. Assignments are designed to assess students’ learning and performance, and both written and verbal feedback is offered on a weekly basis throughout the semester. Students will receive a great deal of verbal and written feedback throughout the course.

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). My assessment of your written work will consist of comments and ratings of poor, below average, average, above average, and excellent. 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, please e-mail me and/or make an appointment.

WISHING YOU HAPPY HOLIDAYS AND AN AMAZING NEW YEAR!