EDCP 685: Didactic Practicum in Counseling Supervision
Fall 2010

Instructor: Robert W. Lent, Ph.D.
Professor, CAPS Department
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Class Meetings: Mondays, 1:00 – 4:00 p.m., 3236 Benjamin

Live Supervision: Wednesdays, 1:00 – 4:00 p.m., Counseling Lab in PSYC

Office hours: Mondays, 4:00 - 6:00 p.m., or by appointment


COURSE GOALS: The primary goals of this course are to:

1. Learn about the process of supervision and the literature in this area (through readings and discussion),
2. Develop effective supervisory skills with beginning counselors-in-training (by doing supervision and having your own work supervised),
3. Develop and articulate a personal approach to supervision based on theory, research, and practice (as demonstrated in case presentations),
4. Develop an appreciation for the scientific underpinnings of counselor supervision (by reading and discussing selected readings and doing a topical presentation), and
5. Apply ethical standards to supervision with diverse populations (through readings and discussion)

EXPECTATIONS AND RESPONSIBILITIES: Students are expected to attend and participate actively in class sessions. In addition, students are required to meet with their supervisees for individual supervision once a week, including meeting prior to each supervisee’s first counseling session as well as for a final feedback session. Students are also required to prepare a final evaluation of each supervisee’s performance. Supervisory sessions must be audio-taped and progress notes should be completed for each session. In addition, there will be the opportunity to co-facilitate a “debriefing” group and to assist with monitoring the lab, as needed.

COURSE REQUIREMENTS AND EVALUATION: The course will be graded pass-fail, based on completion of the following activities:

1. Provide weekly supervision to one or two PSYC 700 students (40%). This includes initial meetings prior to client sessions, live observation of counseling sessions,
weekly supervision, and a final feedback session. Each supervisee will hold up to 10 counseling sessions. If you have only one supervisee in PSYC 700, you will also supervise at least two students in EDCP 618, the masters-level prepracticum in CAPS. (Each EDCP 618 supervisee will conduct up to 5 counseling sessions.) Alternatively, if you do not have any PSYC 700 supervisees, you will supervise at least four students in EDCP 618. I expect that each of you will have a total of approximately 20 or more individual supervision sessions by the end of the semester. In addition, co-facilitation of the debriefing group after counseling sessions is a part of supervising PSYC 700 students; participation in group supervision in EDCP 618 may be negotiable.

2. **Participation and Co-facilitation** (20%). Please notify me in advance if you will be absent from a class. Class time will be devoted primarily to discussion of assigned readings and group supervision. Students are expected to attend all class meetings, complete all assigned readings, bring in discussion questions and reactions, and participate actively in discussions. Each student will also co-facilitate one class meeting by (a) offering a brief (e.g., 10-15 minute) summary of the readings for that day, and (b) preparing questions to help stimulate discussion related to the readings and the issues they raise.

The development of a professional stance toward supervisee (and therefore client) concerns plays a central role in the evaluative process for this class. Such a stance is evidenced by punctual attendance at supervision sessions, maintaining confidentiality, professional handling of supervisee records, active engagement in the supervisory process, and active and thoughtful participation in class meetings.

3. **Informal Case Presentation** (10%). The informal case presentation includes a written report (distributed to the class by the Friday prior to the presentation), a brief verbal presentation of the report (5 minutes), an audio or videotape of a supervision session (10 minutes should be played for the class), and a discussion of the case (15 minutes). Total presentation time is roughly 30 minutes. The attached format should be used for the presentation (see p. 9). Case presentation reports may be emailed to class members as an encrypted, password-protected document, or a hard copy of the report may be placed in a sealed envelope marked "confidential" and distributed to our mailboxes.

4. **Formal Case Presentation** (10%). The formal case presentation includes a written report (distributed to the class by the Friday prior to the presentation). The written report should follow the attached format for a formal case presentation (see p. 10). Included in this case summary is a summary of the student’s approach to supervision. The formal case presentation consists of a brief verbal presentation of the report (5 minutes), an audio or videotape portion of the session (10 minutes), and a discussion of the case (30 minutes). Total presentation time is roughly 45 minutes. Distribution of the case presentation reports should follow the same procedures as for the informal case presentations.
5. **Topical Presentation** (10%). Provide a 30-minute presentation on a supervision topic of your choice, one we have not covered much in class and that either relates to your supervision experiences this semester or piques your research interest. Sample topics include counselor (or supervisor) self-efficacy, parallel process, supervisor countertransference, models of counselor or supervisor development, and gender issues in supervision. In your presentation, (a) summarize what research and theory tell us about your topic, (b) highlight what we don’t know and what new inquiry is needed to address our gaps in knowledge, and (c) relate this literature to your work with one or more of your supervisees.

6. **Final Evaluation materials** (10%). You need to complete a written evaluation for each of your supervisees (see the *Handbook of the Counseling Psychology Program* for the required format). In addition, have each of your supervisees complete an assessment of your supervisory performance. Copies of all evaluations, together with a 2-3 page self-assessment, should be handed in within one week after our last class meeting. Your self-assessment should focus on your progress in becoming a supervisor this semester, including main lessons learned, current strengths, and growing edges.

In summary, you will need to provide the following packet of materials: (a) your assessment of your supervisees, (b) their assessment of you, and (c) your self-assessment. All narrative responses should be typed. Please hand in all of these materials in a single envelope.

**STRUCTURE OF CLASS MEETINGS:** Most class meetings will include a mixture of discussion, brief lecture, and supervision of your supervision, with the addition of topical presentations toward the end of the semester. Once we begin supervision of supervision, the class structure will typically be as follows (times are approximate):

- 1:00 – 1:20: Check in, discuss logistical issues and any pressing clinical issues re your supervisees
- 1:20 – 2:20: Present/discuss weekly readings or topical presentations
- 2:20 – 2:30: Break
- 2:30 – 3:45: Case presentation(s)
- 3:45 – 4:00: Deal with any outstanding issues, informal supervision of supervision

**STATEMENT ON DISABILITIES:** If you have a documented disability and wish to discuss academic accommodations, please contact the instructor as soon as possible and before the third week of the semester.

**STATEMENT ON RELIGIOUS OBSERVANCES:** Students will not be penalized because of observances of religious beliefs. It is the students’ responsibility to notify the instructor in writing regarding any missed absences for religious observances within the first three weeks of class.
**MULTICULTURAL STATEMENT:** The University of Maryland Counseling Psychology Program is committed to creating a multicultural training environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.

**ACADEMIC INTEGRITY:** The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

**COURSE EVALUATION:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, November 30th and Sunday, December 12th. Please go directly to the website [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**SCHEDULE: Dates, Topics, Readings, and Assignments**

*Note: BG = Bernard & Goodyear; LFN = Ladany, Friedlander, & Nelson*

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Sep. 8</td>
<td><strong>Course Introduction</strong></td>
<td>Go over gameplan for supervision experience; syllabus and expectations</td>
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<td>Procedures</td>
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<td>Supervision Lifeline</td>
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<td>Sep. 13</td>
<td><strong>Supervision: Historical and Conceptual Overview (BG)</strong></td>
<td>An Events-Based Understanding of the Supervision Process (LFN)</td>
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Sep. 20  
**Ethical, Legal, and Evaluation Issues (BG); Managing Sexual Attraction (LFN)**

READINGS: BG: 2-3, Ethical guidelines (pp. 353-360); LFN: 6; Ladany et al. (1997)

- You will receive your supervisee pairings in PSYC 700 today
- EDCP 618 supervisees should be assigned by our next class
- To do: Schedule weekly meeting with supervisees prior to Sept. 29th
- To do: Begin weekly individual supervisions, focusing on practice of beginning helping skills
- To do: Attend orientation session re PSYC 700 pre-practicum details on **Wed., Sept. 22nd, 1:00 – 4:00**, in the Fretz room; practice equipment set-up and beginning a counseling session

Sept. 27  
**Organizing the Supervision Experience, Models of Supervision (BG) Remediating Skill Problems (LFN)**

READINGS: BG: 4 & 8 (pp. 205 [supervision contract] - 217 only); LFN: 2; Hill & Lent (2006)  
Student co-facilitator: **Trish**

- Note that PSYC 700 supervisees begin to see their clients (and live observation commences) this **Wed., Sept. 29th**
- You will receive your supervisee pairings in EDCP 618 today
- **Brief orientation to supervision of EDCP 618 students - Mimi**

Oct. 4  
**The Supervisory Relationship: Individual, Cultural, and Developmental Considerations (BG) Heightening Multicultural Awareness (LFN)**

READINGS: BG: 5; LFN: 3; Lent et al. (2009); Reese et al. (2009)  
Student co-facilitator: **John**

- Complete and hand in copy of the supervision contract (PSYC 700)
- Note that EDCP 618 supervisees begin to see their clients this week

Oct. 11  
**The Supervisory Relationship: Supervisory Triad and Dyad (BG) Negotiating Role Conflicts (LFN)**

READINGS: BG: 6; LFN: 4; Worthen & McNeill (1996); Gray et al. (2001)  
Student co-facilitator: **Maria W.**

- Complete and hand in copy of the supervision contract (EDCP 618)
Informal Case Presentation: Trish
Informal Case Presentation: John

Oct. 18

**The Supervisory Relationship: Contributing Factors (BG)**

**Working Through Countertransference (LFN)**

READINGS: BG: 7; LFN: 5; Ladany et al. (2000)
Student co-facilitator: Maria B.

✓ EDCP 618 supervisees should begin their counseling sessions by this week or the previous one

Informal Case Presentation: Maria W.
Informal Case Presentation: Robert

Oct. 25

**Supervision Interventions: Individual & Group Supervision (BG)**

**Repairing Gender-related Misunderstandings (LFN)**

READINGS: BG: 9-10; LFN: 7
Student co-facilitator: Robert

Informal Case Presentation: Maria B.
Informal Case Presentation: Matt

Nov. 1

**Supervision Research Issues (BG)**

**Addressing Problematic Emotions, Attitudes, and Behaviors (LFN)**

READINGS: BG: 12 (pp. 297-302 only); LFN: 8; Ladany & Inman (2008)
Student co-facilitator: Matt

Formal Case Presentation: Trish

Nov. 8

**Counseling Termination Issues**


Formal Case Presentation: John
Formal Case Presentation: Maria W.

✓ Identify/discuss supervisees whose counseling performance is marginal
Nov. 15  Topical Presentations (2): Matt, Maria B.

Formal Case Presentation: Robert

Nov. 22  Topical Presentations (2): John, Maria W.

Formal Case Presentation: Maria B.

Nov. 29  Topical Presentations (2): Robert, Trish

Formal Case Presentation: Matt

Dec. 6  **Termination and Course Evaluation**

✓ To do: Hold termination sessions with your supervisees. Discuss your evaluations of them and receive their evaluations of your work
✓ Complete final evaluations of your supervisees
✓ Be prepared to discuss supervisees’ evaluation of supervision and your self-assessment of growth as a supervisor in class
✓ Hand in all evaluations, including self-assessment, by Dec. 13th
✓ Do online course evaluation

**READINGS**

*Required Texts:*


*Required Articles:*


GUIDE FOR PROTOCOL FOR INFORMAL CASE PRESENTATION REPORTS

PRESENTER:

DATE OF CONFERENCE:

IDENTIFYING DATA: Include the first name or initial of the supervisee, as well as gender, race, age, experience and number of supervision sessions to date.

GOALS FOR SUPERVISION: Describe the mutually agreed upon goals for supervision.

DESCRIPTION OF THE SUPERVISORY RELATIONSHIP: Summarize the status of the supervisory relationship. Describe issues related to race, gender, sexual orientation, experience level, age, etc. Identify any current or potential concerns.

SUPERVISOR IMPRESSIONS OF SUPERVISEE: Identify the strengths and weaknesses of the supervisee with regard to counseling. Include an assessment of the supervisee's work with her/his clients. Also identify the strengths and weaknesses of the supervisee with regard to supervision. Describe the supervisee's progress to date. Include a summary of supervisory sessions and describe specific interventions which were effective and ineffective.

SUPERVISOR IMPRESSIONS OF SELF: Describe the strengths and weaknesses of the supervisor in the role of supervisor. Comment on countertransference issues for the supervisor.

SUPERVISION PLAN: Articulate a plan for future supervisory sessions.

SUPERVISOR QUESTIONS: Provide questions that you would like to discuss about the supervisee, the supervisory relationship, and your role as a supervisor.

ADDITIONAL REQUIREMENTS: The case presentation report should be typed and no longer than four pages. Provide one copy for the professor and each class member on the Monday prior to the presentation. Do not include identifying information about the client or the supervisee on the summary. Case presentation reports should be placed in a sealed envelope marked "confidential" prior to distribution. Collect (and destroy) the summaries at the end of the discussion. In addition to the written summary, the student must provide an audio or videotape of the session. It would be helpful to play a portion of the tape that relates to a question posed during the case presentation.
GUIDE FOR PROTOCOL FOR FORMAL CASE PRESENTATION REPORTS

PRESENTER:

DATE OF CONFERENCE:

IDENTIFYING DATA: Include the first name or initial of the supervisee, as well as gender, race, age, experience and number of supervision sessions to date.

SUMMARY OF THEORETICAL APPROACH TO SUPERVISION: Summarize your theoretical approach to supervision in no more than two pages. Identify and address critical supervision issues that may emerge in the process of supervision. Include citations. Be sure to apply this approach throughout the remainder of this report.

GOALS FOR SUPERVISION IN THE PRESENTED CASE: Describe the mutually agreed upon goals for supervision developed between the supervisee and the supervisor for this case.

DESCRIPTION OF THE SUPERVISORY RELATIONSHIP: Summarize the status of the supervisory relationship. Describe issues related to race, gender, sexual orientation, experience level, age, etc. Identify any current or potential concerns.

SUPERVISOR IMPRESSIONS OF SUPERVISEE: Identify the strengths and weaknesses of the supervisee with regard to counseling. Include an assessment of the supervisee’s work with her/his clients. Also identify the strengths and weaknesses of the supervisee with regard to supervision. Describe the supervisee’s progress to date. Include a summary of supervisory sessions and describe specific interventions which were effective and ineffective.

SUPERVISOR IMPRESSIONS OF SELF: Describe the strengths and weaknesses of the supervisor in the role of supervisor. Comment on countertransference issues for the supervisor.

SUPERVISION PLAN: Articulate a plan for future supervisory sessions.

SUPERVISOR QUESTIONS: Provide questions that you would like to discuss about the supervisee, the supervisory relationship, and your role as a supervisor.

ADDITIONAL REQUIREMENTS: The case presentation report should be typed and no longer than four pages. Provide one copy for the professor and each class member on the Monday prior to the presentation. Do not include identifying information about the client or the supervisee on the summary. Case presentation reports should be placed in a sealed envelope marked "confidential" prior to distribution. Collect (and destroy) the summaries at the end of the discussion. In addition to the written summary, the student must provide an audio or videotape of the session. It would be helpful to play a portion of the tape that relates to a question posed during the case presentation.