EDCP 685: Didactic Practicum in Counseling Supervision  
Fall 2012

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Class Meetings: Wednesdays, 10:00–12:45 p.m., 3214 Benjamin

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

Office hours: Tuesdays, 1:00 - 5:00 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, you will co-facilitate a “debriefing” group.

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

1. Provide weekly supervision to two PSYC 700 students (30%). This includes initial meetings prior to client sessions utilizing a semi-structured supervision interview (designed by instructor), live observation of counseling sessions for PSYC 700
students, weekly supervision, and a final feedback session. Each supervisee will conduct 10 (Psyc 700) counseling sessions. 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 (following the Wednesday live lab supervision) is a part of supervising PSYC 700 students.

2. **Participation and Co-facilitation** (10%). 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 Presentations** (10% each). The two informal case presentations include a written report (distributed to the class by the Monday evening prior to the presentation), a brief verbal presentation of the report (5 minutes), an audio or videotape of a supervision session (about 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. Case presentation reports may be emailed to class members as an encrypted, password-protected document via dropbox.

4. **Formal Case Presentation** (20%). The formal case presentation includes a written report (distributed to the class by the Monday evening 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. In addition, you will provide an informal update on your other supervisee near the end of the semester (instead of a 2nd formal case presentation).

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, a specific cultural issue in supervision, ethics of some aspect of supervision, 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. The best format is to make power point slide handouts.

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, each of your supervisees will complete an assessment of your supervisory performance. Copies of all evaluations, together with a 2-3 page self-assessment (template to be distributed to you later in the semester), 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):

- 10:00 – 10:30: Check in, discuss logistical issues and any pressing clinical issues re your supervisees; preparation for de-briefing group later that day
- 10:30 – 11:30: Present/discuss weekly readings or topical presentations
- 11:30 – 11:40: Break
- 11:40– 12:45: Case presentation(s), topic presentations, or continuation of discussion of readings depending on topics for that class meeting

**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).

**POLICY ON CLASS ABSENCES** (based on new University of Maryland Policy):

Regular attendance and participation in this class is the best way to learn the skills being taught. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, a student must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than two time(s), the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when presentations are scheduled, he or she is required to notify the instructor in advance, and upon returning to class, the instructor may require the student to bring documentation of the illness, signed by a health care professional.

**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

Sep. 4  Course Introduction

✓ Go over plan for supervision experience; syllabus and expectations
✓ Procedures
✓ What trainees want from supervision
✓ Identifying your strengths and expectations as a supervisor
✓ Supervision Lifeline: 1) vertical line showing each clinical supervisory experience; 2) aspects that were particularly easy or helpful and particularly difficult or challenging; and 3) anything that was missing that would have helped you at that stage of counselor development
✓ Supervisory Styles Inventory
✓ Counselor Supervisor Self-Efficacy Scale
✓ What we know about effective and ineffective supervision (based on Ladany, Mori, & Mehr, 2013, The Counseling Psychologist)

Sep. 11  Supervision: Historical and Conceptual Overview (BG)
An Events-Based, Corrective Understanding of the Supervision Process (LFN)

READINGs: BG: 1; LFN: 1; Callahan et al. (2009); Ladany, Inman, Hill, Knox, et al., (2012); Majcher & Daniluk (2009). Bring 3 discussion questions to class

Sep. 18  Ethical, Legal, and Evaluation Issues (BG); Competence and multiple relationships

READINGs: BG: 11, Ethical guidelines (pp. 350-357); LFN: 6; Koocher, Shafranske, & Falender (2008); Welfel (2013) (I will email you a copy of this chapter).

✓ Decisions about supervisee pairings for PSYC 700
✓ Preparing to meet with your supervisees

Sept. 25  Organizing the Supervision Experience, Overview of Models of Supervision (BG); Developmental Model: Remediating Skill Problems (LFN); Meet in 1-4 Lab to practice taping

READINGs: BG: 2 (only pp. 31-51 and supervision contract pp. 305-307); LFN: 2; Stoltenberg (2008)

✓ To do: briefing for conducting orientation session re PSYC 700 pre-practicum details on Wed., Sept. 25th, 1:00 – 4:00, in the Fretz room;
practice equipment set-up and beginning a counseling session

✓ To do: Schedule initial meeting (using semi-structured interview) with supervisees to occur before next Wednesday Lab

Oct. 2

The Supervisory Relationship: Individual and Group Supervision: Individual, Cultural, and Developmental Considerations (BG)
Heightening Multicultural Awareness (LFN)

Student co-facilitator:

READINGS: BG: ch.7 (pp. 153-173; 177-179; BG ch.8; BG Ch. 5; LFN ch. 3

✓ Practice identifying and giving feedback to supervisee
✓ To do: Begin weekly live supervision individual supervisions for PSYC 700 supervisee(s), focusing on practice of beginning helping skills
✓ Schedule and hold individual supervision sessions

Oct. 9

Heightening Multicultural Awareness (cont.):

Student co-facilitator:

READINGS: Falender, Burnes & Ellis (2013); Son, Ellis, & Yoo (2013), Vargas, Porter, & Falender (2008); Wong, Wong & Ishiyama (2013).

Oct. 16

The Supervisory Relationship: Supervisory Triad and Dyad (BG)
Negotiating Role Conflicts (LFN); Role of Feedback

READINGS: BG: 3; LFN: 4; Hoffman et al. (2005); Safran, Muran, Stevens & Rothman (2008).

Student co-facilitator:

Informal Case Presentation 1ST supervisee:
Informal Case Presentation 1st supervisee:

Oct. 23

The Supervisory Relationship: Contributing Factors (BG)
Identifying Transference and Countertransference (LFN); What supervisees don’t tell you

READINGS: BG: 4; LFN: 5 and 6; Shafranske & Falender (2008)

Student co-facilitator:

Informal Case Presentation 1st supervisee:
Informal Case Presentation 1st supervisee:
Oct. 30 **Supervision Interventions and Models: Managing Personality Issues; Repairing Gender-related Misunderstandings (LFN); Psychotherapy Approach to Supervision**


Student co-facilitator:

Informal Case Presentation of 2<sup>nd</sup> supervisee:
Informal Case Presentation of 2<sup>nd</sup> supervisee:

Nov. 6 **Addressing Problematic Emotions, Attitudes, and Behaviors (LFN)**

READINGS: BG: 10 (pp. 233-251 only); LFN: 8; Shafranske & Felender (2008)

Student co-facilitator:

Informal Case Presentation of 2<sup>nd</sup> supervisee:
Informal Case Presentation of 2<sup>nd</sup> supervisee
Identify/discuss supervisees with marginal counseling performance and develop remediation plans

Nov. 13 **Supervision Research Issues (and decrease in counseling-related research)**

READINGS: BG ch.12; Lent et al., (2009)

Formal Case Presentations (1):
Updates on 2<sup>nd</sup> supervisee

Nov. 20 **COUNSELING TERMINATION** (Importance of awareness of own feelings and reactions about ending relationships; likelihood that supervisee and clients will avoid these emotions)

READING: Boyer and Hoffman (1993)

Formal Case Presentations (2):
Updates on 2<sup>nd</sup> supervisee

Nov. 27 No class meeting
Individual Supervision with supervisees

Dec. 4  Topical Presentations and Preparation for giving feedback

Formal Case Presentation (1)
Topical Presentations (2)
Overview of providing supervisee final feedback

Dec. 11  Presentations, Termination and Evaluations

Topical Presentations (2):
Overview of providing supervisee final feedback
Self-assessment

✓ Do on-line course evaluation
✓ To do: Hold termination sessions with your PSYC 700 supervisees
✓ Discuss evaluations of them and receive their evaluations of you
✓ 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. 20th

READINGS

Required Texts:


Required Articles:


GUIDE FOR PROTOCOL FOR INFORMAL CASE PRESENTATION REPORTS

PRESENTER:

DATE OF CONFERENCE:

IDENTIFYING DATA: Identify supervisee by pseudonym and number of supervision sessions to date. Describe supervisee’s demeanor, self-presentation, preparation for supervision, etc. This is to help us get a “picture” in our mind of your supervisory sessions.

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

DESCRIPTION OF THE SUPERVISORY RELATIONSHIP: Describe your supervisory relationship. You might consider 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 supervisee's work with her/his clients. Also identify the strengths and weaknesses of the supervisee with regard to your supervision. Describe the supervisee's progress to date. For example, what skills does the supervisee use effectively? Avoid? How does the supervisee use supervision?

SUPERVISOR IMPRESSIONS OF SELF: Describe your strengths and weaknesses in the role of supervisor. Comment on countertransference issues you have experienced (you might compare your work with this supervisee to your other supervisee).

SUPERVISION PLAN: What is your plan for your next supervision session?

SUPERVISOR QUESTIONS: Provide 2-3 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 double-space typed and about two pages. It should be sent via dropbox or google docs as decided by the class non later than Monday evening before the presentation. Be prepared 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 and SUPERVISEE DESCRIPTION: Identify supervisee by pseudonym and number of supervision sessions to date. Describe supervisee’s demeanor, self-presentation, preparation for supervision, etc. This is to help us get a “picture” in our mind of your supervisory sessions.

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. (Note: you may repeat what you wrote for your first formal case presentation in your second formal case presentation).

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 areas of growth of the supervisee with regard to counseling. Include an assessment of the supervisee's work with her/his clients (e.g., what skills does supervisee use effectively?, What skills are not used?). Also identify the strengths and weaknesses of the supervisee with regard to preparing for, and utilizing supervision.

SUPERVISOR IMPRESSIONS OF SELF: Describe your strengths and weaknesses in your role of supervisor. Comment on countertransference or other issues you’ve noticed.

SUPERVISION PLAN: Articulate a brief plan for future supervisory sessions.

SUPERVISOR QUESTIONS: Provide 3 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 transmitted via google documents or dropbox as decided by class. In addition to the written summary, the student must provide an audio to play a portion of the tape that relates to the process of your supervision or a question posed during the case presentation.