

**PSY 877-500
Advanced Supervision
Spring 2016**

Instructor: Rick Grieve, Ph.D.
 Office: 3018 Gary Ransdell Hall
 MWThF 8:00-9:00; ThF 1:00-2:00; by appointment
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 Class Time: T 5:15 pm to 8:15 pm

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Course Description/Prerequisites:

Prerequisite: Permission of Instructor

Advanced topics in supervision including specialized settings, challenging supervisees, and technology and supervision. Students are responsible for arranging their own transportation to designated or assigned sites.

Required Texts:

Bean, R. A., Davis, S. D., & Davey, M. P. (2014). *Clinical supervision activities for increasing competence and self-awareness*. Hoboken, NJ: Wiley.

Wade, J., & Jones, J. (2015). *Strength-based clinical supervision: A positive psychology approach to clinical training*. New York: Springer Publishing Company.

Objectives of the course:

As a result of this course, students will:

1. refine their current supervisory process, including improving communication and goal setting;
2. continue to grow in regards to understanding ethical principles and how they relate to the supervisory process;
3. understand the foundations of positive psychology and apply them with their supervisee(s);
4. refine their supervisory philosophy;
5. learn techniques that will help to develop the supervisory alliance; and
6. identify supervisee blocks to supervision and enable the supervisee to become a reflective, self-correcting practitioner.

Program Learning Objectives:

This course meets the following learning objectives for the Doctor of Psychology in Applied Psychology Program:

Learning Objective 2: Provide ethical, competent, and professional supervision of psychological practice in their communities of practice.

2.1. Describe the research and theories of supervision as well as professional standards for competence.

2.2. Evaluate the developmental level of a supervisee and appropriately structure a response to enable supervisee growth, based on their knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.

2.3. Behave in a professional manner toward supervisees, supervisors and colleagues and with respect for professional boundaries.

Evaluation:

Grades for the class will be calculated from the percentage of points earned out of the possible points. The following percentages of total points will be used to determine exam and semester grades: >90 = A, 79.51-89.51 = B, 69.51-79.5 = C, <= 79.49 = D.

Required Activities:

(1) There will be two (2) **take-home exams** during the course of the semester, one due as a mid-term exam and one due as a final exam. Each will be worth **60 points** for a total of **120 points**.

(2) Each student will be required to present at least three (3) supervisory sessions with supervisees. Sessions must be videotaped or audiotaped. Evaluations of student ability will be done in weekly supervision sessions. These evaluations will be worth a total of **120 points**. Of these, 60 points will be based on conducting supervision (20 points per supervision session for 3 therapy sessions) and 60 points will be based on providing feedback to classmates on their therapy sessions. Feedback will be worth 5 points per case; only two feedbacks will count each week.

(3) There will be in-class or professional activities. These will take different forms and will be done throughout the semester. These activities are experiential in nature, so if students are absent, there will not necessarily be an opportunity to make up the experience. These will be worth a total of **30 points**.

Attendance: You are adults and do not need my supervision. To that end, I will not take attendance during specific class periods. Attendance is not mandatory. However, you will be responsible for the materials presented in class, and will miss out on valuable practice time. Therefore, if you miss class, you will need to make arrangements to get any notes from a classmate and schedule practice time with myself. Further, by missing class, you miss out

APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

I reserve the right to assign additional readings. It is the responsibility of the student to remain at least one week ahead in the readings.

Week/Dates	Chapter Readings	Additional Readings	Articles	Supervision Presentation	Due Dates
Week 1: 1/28	Wade & Jones, Ch 1 Wade & Jones, Ch 2				
Week 2: 2/4	Wade & Jones, Ch 3 Wade & Jones, Ch 4				
Week 3: 2/11	Wade & Jones, Ch 5 Wade & Jones, Ch 6	Turner et al., 2005	Colleen		
Week 4: 2/18	Wade & Jones, Ch 7 Wade & Jones, Ch 8	Bernard & Goodyear, Ch 8	Crystal Rob	Anissa Colleen Michele	
Week 5: 2/25	Wade & Jones, Ch 9 Wade & Jones, Ch 10		Anissa Chris	Chance Crystal Rachel	Questions for Midterm Due
Week 6: 3/3	Bean et al. as assigned		Anissa	Chris Colleen Rob	
Week 7: 3/17	Bean et al. as assigned		Chance	Anissa Chance Michele	
Week 8: 3/24	Bean et al. as assigned		Crystal Rachel	Crystal Rachel Rob	
Week 9: 3/31	Bean et al. as assigned		Chance Michele	Anissa Chris Colleen	Midterm Exam Due
Week 10: 4/7	Bean et al. as assigned		Rachel Rob	Chance Michele Rachel	
Week 11: 4/14	Bean et al. as assigned		Coleen	Chris Crystal Rob	
Week 12: 4/21	Bean et al. as assigned		Michele		
Week 13: 4/28	Bean et al. as assigned		Chris		Questions for Final Due
Week 14: 5/5	Bean et al. as assigned				
Finals Week: 5/9-5/13					Final Exam Due Thursday, 5/12, 6:00-8:00 pm

Complete Reading List:

- Bean, R. A., Davis, S. D., & Davey, M. P. (2014). *Clinical supervision activities for increasing competence and self-awareness*. Hoboken, NJ: Wiley.
- Falender, C. A., & Shafranske, E. P. (2012). The importance of competency-based clinical supervision and training in the twenty-first century: Why bother? *Journal of Contemporary Psychotherapy*, 42, 129-137.
- Turner, J. A., Edwards, L. M., Eicken, I. M., Yokoyama, K., Castro, J. R., Tran, A. N. T., & Haggins, K. L. (2005). Intern self-care: An exploratory study into strategy use and effectiveness. *Professional Psychology: Research and Practice*, 36, 674-680.
- Wade, J., & Jones, J. (2015). *Strength-based clinical supervision: A positive psychology approach to clinical training*. New York: Springer Publishing Company.