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 discuss relevance of the insights gained to their supervisory practice;
- Actively supervise (with Dr. Sherrard’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, report in writing “focal themes” identified in their weekly supervisory interviews, 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, 11:45 am-3:50 pm (actually Noon TO 4PM); August 27 – December 10, 2007; Additional hours will be required and are to be scheduled at the mutual convenience of supervisor and assigned supervisee(s). NOTE: We will meet 15 times during the semester (Sept 3 is a holiday); please keep Dec. 10 open in case we need to meet that day.

Instructor: Peter A.D. Sherrard, Ed.D., LMFT, LMHC, NCC; Clinical Member and Approved Supervisor, AAMFT; Diplomate in Counseling Psychology, ABPP; Associate Professor Department of Counselor Education, College of Education.

Address: 1215 Norman Hall, University of Florida
PO Box 117046, Gainesville, FL 32611-7046

Phone: 352/392-0731, Ext. 234 (Office); 352/336-8093

FAX: 352/846-2697

E-MAIL Address: psherrard@coe.ufl.edu

OFFICE HOURS: To meet with Dr. Sherrard outside of class, make a Thursday Afternoon appointment with him @ psherrard@coe.ufl.edu
Successful completion of this course MAY meet the FL STATUE 491/RULE CHAPTER 64B4 course requirement for MFT and MHC Clinical Supervisors; and The MFT schedule MAY meet the 30 contact hour requirement (15 hours interactional, 15 hours didactic) necessary for achieving AAMFT’s Approved Supervisor status.

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

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

- Demonstrate familiarity with selected models of supervision and their application in practice by identifying their operation in videotaped samples shown in class, critically discussing their philosophical assumptions and pragmatic implications, and utilizing them as needed in your clinical practice (see Bernard & Goodyear, 2003).

- Prepare two power-point presentations for class of two (or three) different chapters in Bernard & Goodyear (3rd Edition) to stimulate class discussion.

- Prepare a FINAL PAPER on your personal model/theory of supervision that offers your creative synthesis of insights drawn from existing models of supervision in the professional literature and your personal supervisory experiences. You may want to use the questions in the MHS 7610 HANDBOOK Exhibits # 5, 6, 9, 10, & 11 to stimulate and organize your thinking. Be sure to:
  - reference concepts from the supervisory literature which are relevant to your model/theory;
  - reference seminar and supervisory experiences which further explicate your model/theory;
  - demonstrate your awareness of the “reciprocal circles of influence” inherent in the supervisory/therapeutic situation(s) identified; and
  - demonstrate the application of your model/theory in your evaluation of the case presented in EXHIBIT 12.

  [NOTE that the resulting document may serve as a “first draft” of the paper required for those seeking AAMFT’s Approved Supervisor Status].

- Directly supervise at least one assigned counseling practicum supervisee in at least twelve (12) face-to-face hour-long supervisory conversations (i.e., 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. Sherrard with a brief summary in writing (One paragraph via EMAIL) BY FRIDAY each week summarizing any “FOCAL THEMES” in your supervisory exchanges of the previous week (see Exhibit 19 for a suggested outline). 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.

- 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 an 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, multi-cultural, 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.
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.
Please contact the supervisees assigned by Kitty Fallon as soon as possible; should a re-assignment be necessary, contact DR. KITTY FALLON immediately.

WEEK 1
Campbell, pp. 1-38 & 239-256; and

WEEK 2
The Integrated Developmental Model: Skovholt, 214pp.,
OR IDM Supervision: Stoltenberg, McNeill, & Delworth.

WEEK 3
Supervision Models and Theories:
Bernard & Goodyear, pp. 73-100; Campbell, pp. 39-68,
[Holloway, pp. 1-9; Watkins; Todd & Storm, chap. 11-15;
Storm & Todd, pp. 85-98].
Complete the Supervision Models Grid on p.86, S & T.

WEEK 4
Ethically Informed Supervision:
Bernard & Goodyear, pp. 49-72 & 303-346; Campbell, 145-172

WEEK 5
The Supervisory Relationship I:
Bernard & Goodyear, pp. 101-135; [Fall & Sutton, pp. 1-34];
Campbell, pp. 89-112 & 173-192

WEEK 6
The Supervisory Relationship II:
Bernard & Goodyear, pp. 136-179;
Brew & Altecruse; [Holloway, pp. 11-55.]

WEEK 7
Contextual Factors: Bernard & Goodyear, pp. 180-208;
[Holloway, pp. 57-113]; Campbell, pp. 113-144

WEEK 8
Supervision Interventions I: Bernard & Goodyear, 209-233;
Campbell, pp. 193-208; [Hall & Sutton, pp. 35-85].

WEEK 9
Supervision Interventions II:
Bernard & Goodyear, pp. 234-278; [Holloway, pp. 115-160.]

WEEK 10
Evaluating Our Supervisees and Ourselves:
Bernard & Goodyear, pp. 303-346; Campbell, pp. 209-238;
Morrissette. [Hall & Sutton, pp. 87-105].

WEEK 11
Supervising Supervisors:
Todd & Storm, chap. 26-27; Storm & Todd, pp. 209-228].

WEEK 12
Writing a Philosophy I: Bernard & Goodyear, pp. 244-264.
WEEK 13  Writing a Philosophy II:  
[Storm & Todd, pp. 99-129; Liddle, pp. 153-171].

WEEK 14  Philosophy Applied: The Case of Sarah,

WEEK 15 & 16  Evaluations and Wrap-up

### ADDITIONAL READING ASSIGNMENTS for MFT SUPERVISORS

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<tr>
<th>Week</th>
<th>Assignment</th>
<th>Pages/Chapters</th>
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<td>1</td>
<td>Ground Rules: Lee &amp; Everett, pp. 1-50.</td>
<td>[Todd &amp; Storm, chap. 1-2; Storm &amp; Todd, pp. 59-84.]</td>
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<td>2</td>
<td>Modalities &amp; Formats: Lee &amp; Everett, pp. 51-98.</td>
<td>[Todd &amp; Storm, chap. 8, 9, &amp;10; Storm &amp; Todd, pp. 1-26.]</td>
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<td>3</td>
<td>Effective Practices: Lee &amp; Everett, pp. 99-142.</td>
<td>[Todd &amp; Storm, c. 16, 17 &amp; 19; Storm &amp; Todd, pp. 131-163.]</td>
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<td>4</td>
<td>Personal Models: Lee &amp; Everett, pp. 143-173.</td>
<td>[Todd &amp; Storm, chap. 11-15; Storm &amp; Todd, pp. 85-98.]</td>
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<td>5</td>
<td>Valuing Diversity:</td>
<td>[Todd &amp; Storm, chap. 4-7; Storm &amp; Todd, pp. 27-58.]</td>
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<td>6</td>
<td>Case Presentation Formats:</td>
<td>[Todd &amp; Storm, chap. 20-22; Storm &amp; Todd, pp. 172-179.]</td>
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<td>7</td>
<td>Selecting structures:</td>
<td>[Todd &amp; Storm, chap. 23-25; Storm &amp; Todd, pp. 164-179.]</td>
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<td>8</td>
<td>Evaluating Our Supervisees and Ourselves:</td>
<td>[Storm &amp; Todd, pp. 180-208.]</td>
</tr>
<tr>
<td>9</td>
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<td>10</td>
<td>Writing a Philosophy:</td>
<td>[Storm &amp; Todd, pp. 99-129; Liddle, pp. 153-171.]</td>
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</table>
REQUIRED TEXTS for MHS 7610 (ALL STUDENTS):


RECOMMENDED TEXTS for MHS 7610 (MFT STUDENTS):


ADDITIONAL SUGGESTIONS for MHS 7610 (MFT STUDENTS):


AND


ADDITIONAL SUGGESTIONS for MHS 7610 (ALL STUDENTS):


**Ingram, B. L. (2006). *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client.* NY: John Wiley.**


**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