Course Syllabus
SPSY 610 Clinical Supervision (CRN: 35665)
Spring Term 2009
http://education.uoregon.edu/spsy

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Course Description
This online course is designed as an introduction to theory and practice of clinical supervision in school psychology. It is appropriate for licensed/certified psychologists involved in peer or trainee supervision, and advanced doctoral students in school psychology or related fields of psychology. Fundamental issues in theory and practice of clinical supervision will be examined, including: models of supervision, the supervision relationship, the impact of personal factors on supervision, supervision techniques and practices, evaluation, and legal/ethical considerations in supervision. Students will develop supervisory attitudes and knowledge that will support their role in future supervisory relationships. Although the focus of this course is on fundamentals of clinical supervision in the broad field of psychology, issues specific to the supervision of psychologists in school settings will be highlighted throughout the course.

All School Psychology doctoral students are required to complete at least one supervised college teaching course that involves direct supervision of master’s level (1st and/or 2nd year) practicum students in the School Psychology Program. Successful completion of this course is a prerequisite to enrollment in the supervised college teaching course involving supervision. (Concurrent enrollment will be considered on a case-by-case basis.)

Registration
CRN # 35665
Credits: 2
Grading: Graded option only
Prerequisites: Must be a certified/licensed psychologist, or currently enrolled in a graduate psychology program (and successfully completed at least one supervised practicum experience).

Technology Requirements
This course will be delivered entirely online, via the University of Oregon Blackboard System. Students should have basic familiarity with using the Blackboard system (e.g., navigation, discussion boards, email, submitting assignments) to participate in this course. Students may use personal computers or campus computer labs for course participation. The following are minimum technology standards recommended for participation in this course:

- Internet access, Internet Explorer 4.0 (or newer), Firefox 3.0.6 (or newer), or similar
- .uoregon email account
- PC with Windows NT or newer, or Mac with OS 7.1 or newer
- 28,000 modem or faster
- 24 megabytes of RAM, 30 megabytes of available disk space
- Ability to view .doc, .pdf, and multimedia files (including audio and video files)
- Ability to create files in .doc (or .docx) or .rtf formats
Required Text/Readings
2. Supplemental required readings will be provided by the instructor.

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Course Objectives
1. Students will be able to describe common models of supervision used in the field of psychology
2. Students will develop an awareness of how personal attitudes and values impact supervision, and will begin to demonstrate attitudes that support effective supervision practices
3. Students will identify factors impacting the interpersonal relationship between supervisor and supervisee, and describe steps to promote development of an effective supervisory relationship
4. Students will be able to describe various supervision techniques and select appropriate techniques for use in different supervision situations
5. Students will understand the role and process of evaluation in the supervisory process, and will be able to select or develop tools for evaluation
6. Students will recognize ethical issues in supervision, and will apply ethical reasoning when presented with ethical dilemmas in practice
7. Students will develop awareness of challenges and supervision issues that occur in the supervision of psychologists in school settings
8. Students will use technology for professional learning and collaboration

Course Requirements
Although some of the course readings and assignments will be completed independently, it is important to note that this course is not an independent study course. There will be weekly class discussions and several collaborative assignments. Because it is important that all students are progressing through course content together, the course materials will be organized online in weekly folders, with one folder for each week of the term. The weekly folders can be accessed from the Course Documents section of the Blackboard course site, and will be gradually released throughout the term. In other words, I will not release the “Week 4” folder until approximately one week before week 4. If you like to work ahead, you may complete required readings and the supervision topic paper at any time.

Students can expect the workload for this 2-credit course to average about 6-8 hours per week, based on the course requirements below. Please note that this estimate includes a reasonable weekly time allotment for navigation of the course site by individuals with basic academic computer skills and familiarity with the Blackboard system and the software needed for this course.

Weekly Readings and Learning Materials
The last page of this syllabus includes the full list of required readings for the course by week. There will often be additional learning materials, such as presentations, instructor notes, podcasts, etc. Students are expected to complete the readings and review the learning materials no later than Monday of the assigned week, because these items provide the basis for the weekly group discussions and assignments.

**Group Discussions**

Because this course involves group activities conducted in an online environment where learning depends on asynchronous interaction between participants, frequent and active online participation will be required for success in this course. Each week, there will be an online class discussion located in the Discussion Board area of the Blackboard course site. A new weekly discussion board will open each week on Sunday and continue through Saturday. Students are expected to participate in class discussion on **at least three days per week**. The course instructor will also log in and participate in group discussions at least three days per week.

Each week, the instructor will provide a question or topic to start the group discussion. Each student is then expected to:

1. **Post their initial response to the topic provided by Tuesday (11:59 p.m.).** This initial post should reference content from the week’s readings or learning materials, and points may be supported by personal opinions or experiences. This initial post is the start of a class discussion, so it is appropriate to present a personal viewpoint with evidence to support your argument, to pose a question for group consideration, to challenge an assertion made by an author of course readings, etc.
2. **Read peers’ initial posts. Respond to at least 2 peer posts.** Your response should address specific content of your peer’s comment and extend the dialogue by supporting or challenging an opinion, presenting an opposing viewpoint, posing a question to seek additional input, etc. Your response should include substantive content related to the topic, without simply responding with “I agree” or similar surface-level comments.
3. **Extend and contribute to the quality of the group discussion by returning to the discussion board and participating in multiple discussion threads throughout the week.** You are expected to respond to any questions posed directly to you in response to your initial post.

ALWAYS use respect and courtesy when responding to others in the discussion forums. Please see the “Discussion Board Participation Guidelines” document, located in the Course Info area of the Blackboard course site for the full grading rubric for participation in group discussions.

**Application Assignments**

Throughout the term, students will complete several short assignments involving application and demonstration of understanding of course content. A brief description of the application assignments is provided below. Full assignment details and grading rubrics will be provided within the weekly course folders.

**Application: Podcast of Clinical Supervisor Interview.** Students will listen to an interview of an experienced clinical supervisor, reflect on the differences between the perspective of a supervisor and a supervisee, and write a response to instructor questions. Assigned Week 1.

**Application: Evaluation Tools.** Students will work in small groups to create an evaluation tool for use as a supervisor of school psychologists-in-training. Students will provide feedback on peers’ tools, and make improvements to their own tools in response to peer feedback. Assigned Week 2.

**Application: Ethics Vignette.** Students will review vignettes presenting legal and ethical dilemmas in the context of providing clinical supervision in school settings, apply ethical reasoning and identify a justifiable course of action, and critique peers’ ethical reasoning. Assigned Week 3.
Application: Final Reflection Paper. Students will complete a self-assessment to identify personal strengths and areas for development in relation to specific professional competencies needed by supervisors. Students will write a final reflection paper describing personal goals for professional development in the area of supervision, and identifying possible avenues for obtaining such professional development opportunities. Assigned Week 9.

Supervision Topic Paper
Each student will complete additional reading on a supervision topic area of interest and write a literature review and/or position paper about the topic. When choosing a topic area, avoid broad topic areas (e.g., multicultural issues in supervision, legal issues in supervision, models of supervision). Instead, select a narrow (specific) topic that will allow for in-depth study of a particular supervision issue. Examples of narrow topic areas include:

- Rationale for a “competency-based approach” to clinical supervision
- Dual relationship issues in clinical supervision
- Malpractice issues in clinical supervision in school settings
- Gender issues in clinical supervision
- Effective methods and interventions for live supervision
- The clinical supervisor’s role in dealing with issues of supervisee “impairment”

The paper will be evaluated on the extent to which it:

- Defines the problem/topic of interest and its relevance to the field of clinical supervision
- Summarizes previous research and/or contemporary thinking in the field
- Identifies any gaps or contradictions in the literature
- Recommends next steps for research, training and/or policy
- Follows APA format, with clarity and organization

The summary paper should be approximately 10-12 pages in length (typed and double spaced), in APA format, and should be of publishable quality.

Communication
Communication between the instructor and students will occur primarily through the Blackboard course site, using the following Blackboard features:

- General course announcements: the instructor will post important information and updates in the “Announcements” section of the course site, as needed. Students should check the course announcements at least once per week.
- Course-related questions: the “Course Q&A” forum in the “Discussion Board” section of the course site is the place to ask general questions about course requirements, assignments, or content not covered in the weekly topical discussion boards. Please do not email course related questions to the instructor. Instead, ask these questions in the “Course Q&A” forum so that all students may benefit from hearing the questions and answers. All students are encouraged to respond to peers’ questions along with the instructor.
- Individual/personal questions: for personal communication with the instructor (e.g., questions about a grade), students may either email the instructor or visit the instructor during on-campus office hours (time/place listed on p. 1 of this syllabus). When emailing the instructor about this course, students should use the “Send Email” feature on the Blackboard course site. The instructor will make every attempt to respond to course-related email (sent through Blackboard) within 24-48 hours. Please note that all email communication through Blackboard will use your ___@uoregon.edu email account.

Grading:
• Assignments should be submitted to the instructor through the Blackboard course site, following instructions provided on each assignment.

• Although group discussions are asynchronous, they depend on all students participating within a set time frame. As a result, no points will be awarded for discussion board posts made before a weekly discussion begins (Sunday) or after it ends (Saturday). Similar to a face-to-face class, you must be present and participating in discussion at the same time as the rest of the class in order for meaningful discussion to occur.

• All other (non-discussion board) assignments are due by 11:59 p.m. (PST) on the specified date. Points will be deducted for late work (-10% per calendar day late) unless negotiated with the instructor in advance of the due date. Please plan ahead to avoid last-minute technology problems (e.g., scheduled Blackboard maintenance) that may result in late submission of work.

• Final grades will be based on the percentage of possible points earned throughout the term. Points will be assigned as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Discussions (20 pts x 10 weeks)</td>
<td>200</td>
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<tr>
<td>Application Assignments</td>
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<td>Podcast</td>
<td>20</td>
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<td>Evaluation tools</td>
<td>30</td>
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<td>Ethics vignette</td>
<td>30</td>
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<td>Final Reflection Paper</td>
<td>20</td>
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<td>Supervision Topic Paper</td>
<td>75</td>
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<td><strong>Total: 375 points</strong></td>
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Grading Scale
- 99-100% = A+
- 88-89.9% = B+
- 78-79.9% = C+
- Below 70% = F
- 93-98.9% = A
- 83-87.9% = B
- 73-77.9% = C
- 90-92.9% = A-
- 80-82.9% = B-
- 70-72.9% = C-
Course Schedule: Spring 2009

*Note: this schedule is subject to change at the instructor’s discretion in response to student learning or extenuating circumstances. Any changes to this schedule will be described in the “Announcements” section of our Blackboard course site. Please review this schedule on a regular basis to ensure you have adequate time to prepare for and complete assignments.

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<thead>
<tr>
<th>Week</th>
<th>Topics and Readings (complete by Monday of the week)</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to Clinical Supervision</strong>&lt;br&gt; Bernard &amp; Goodyear (2009) Ch. 1&lt;br&gt; Chafouleas, Clonan, &amp; Vanauken (2002)&lt;br&gt; <strong>Recommended:</strong>&lt;br&gt; Harvey &amp; Struzziero (2008) Ch. 1: Overview</td>
<td>Discussion: Intro to Clinical Supervision&lt;br&gt; Application Due Saturday 4/4: Podcast</td>
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<td>3</td>
<td><strong>Ethical and Legal Considerations</strong>&lt;br&gt; Bernard &amp; Goodyear (2009) Ch. 3&lt;br&gt; Jacob &amp; Hartshorne (2006) Ch. 11&lt;br&gt; <strong>Recommended:</strong>&lt;br&gt; Harvey &amp; Struzziero (2008) Ch. 6: Ethical and Legal Issues</td>
<td>Discussion: Ethical and Legal Considerations&lt;br&gt; Application Due Saturday 4/18: Ethics vignette (Part 1-analysis)</td>
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<td>5</td>
<td><strong>The Supervisory Relationship</strong>&lt;br&gt; Bernard &amp; Goodyear (2009) Ch. 5-6&lt;br&gt; <strong>Recommended:</strong>&lt;br&gt; Harvey &amp; Struzziero (2008) Ch. 3: Multicultural Competencies</td>
<td>Discussion: The Supervisory Relationship (1)&lt;br&gt; Application Due Saturday 5/2: Evaluation Tools (Part 2-peer feedback)</td>
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<td>Week</td>
<td>Topics and Readings (complete by Monday of the week)</td>
<td>Assignments Due</td>
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<td>7</td>
<td><strong>Organizing the Supervision Experience; Supervision</strong></td>
<td>Discussion: Organizing Supervision</td>
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<td><strong>Interventions: Individual Supervision</strong></td>
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<td></td>
<td>Bernard &amp; Goodyear (2009) Ch. 8-9</td>
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<td>Sullivan &amp; Conoley (2008)</td>
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<td><em>Recommended:</em></td>
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<td>Harvey &amp; Struzziero (2008) Ch. 7: Planning Clinical</td>
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<td>Supervision</td>
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<td>8</td>
<td><strong>Supervision Interventions: Group and Live</strong></td>
<td>Discussion: Supervision Interventions</td>
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<td>Supervision</td>
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<td>Bernard &amp; Goodyear (2009) Ch. 10-11</td>
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<td><em>Recommended:</em></td>
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<td>Harvey &amp; Struzziero (2008) Ch. 8: Computer-Assisted</td>
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<td>Supervision</td>
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<td>9</td>
<td><strong>Administrative Supervision in School Settings</strong></td>
<td>Discussion: Administrative Supervision in</td>
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<td>Administrative Supervisor in School Settings</td>
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<td><em>Recommended:</em></td>
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<td>Harvey &amp; Struzziero (2008) Ch. 14: Recruiting and Orienting</td>
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<td>10</td>
<td><strong>Administrative Supervision in School Settings (Continued);</strong></td>
<td>Discussion: Administrative Supervision/</td>
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<td><strong>Teaching and Researching Supervision</strong></td>
<td>Teaching and Researching Supervision</td>
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<td>Administrative Supervisor in School Settings (Continued);**</td>
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<td>Teaching and Researching Supervision</td>
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<td>Harvey &amp; Struzziero (2008) Ch. 15: Performance Evaluations</td>
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<td>&amp; Professional Development</td>
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<td>Fischetti &amp; Lines (2003)</td>
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<td>Bernhard &amp; Goodyear (2009) Ch. 12</td>
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<td>Final</td>
<td><strong>Final Reflections</strong></td>
<td>Application Due Thursday 6/11: Final</td>
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<td>Final Reflections</td>
<td>Reflection Paper</td>
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University and Course Policies

Course Incompletes: An Incomplete (I) is an instructor-initiated grade to be used when a student has not completed all course assignments because of extenuating circumstances. These circumstances must be communicated to the course instructor. An Incomplete grade will be reported only if the quality of the work completed prior to the request is satisfactory and if the student and instructor fill out an Incomplete Grade Contract (specific form provided by the College of Education) delineating the incomplete work and an agreed-upon timeline for completing the work and meeting with the instructor for evaluation.

Diversity: It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability: Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see [http://ds.uoregon.edu/](http://ds.uoregon.edu/)

Academic Misconduct Policy: All students are subject to the regulations stipulated in the UO Student Conduct Code ([http://www.uoregon.edu/~conduct/](http://www.uoregon.edu/~conduct/)). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact: Joseph Stevens Associate Dean for Curriculum and Academic Programs: 346-2445 or stevensj@uoregon.edu or Surendra Subramani, Diversity Coordinator: 346-1473 or surendra@uoregon.edu

Outside the College, you can contact:
Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

Inclement Weather Policy
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at http://www.uoregon.edu. College of Education students should contact their program department for further information.