

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>11/12/2009</u>			
b. Department/Division: <u>EDP</u>					
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)					
e. Contact Person Name: <u>Sharon Rostosky</u>		Email: <u>s.rostosky@uky.edu</u>		Phone: <u>7-7880</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>EDP 703</u>		Proposed Prefix & Number: <u>EDP 703</u>			
b. Full Title: <u>Seminar in Clinical Supervision</u>		Proposed Title: <u>Seminar in Clinical Supervision and Consultation</u>			
c. Current Transcript Title (if full title is more than 40 characters): <u>Seminar in Clinical Supervision</u>					
c. Proposed Transcript Title (if full title is more than 40 characters): <u>Clinical Supervision and Consultation</u>					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current: <u>3</u> Lecture		<u> </u> Laboratory ⁵		<u> </u> Recitation	
<u> </u> Clinical		<u> </u> Colloquium		<u> </u> Discussion	
<u> </u> Seminar		<u> </u> Practicum		<u> </u> Indep. Study	
<u> </u> Studio		<u> </u> Research			
<u> </u> Other – Please explain: _____					
Proposed: <u> </u> Lecture		<u> </u> Laboratory		<u> </u> Recitation	
<u> </u> Clinical		<u> </u> Colloquium		<u> </u> Discussion	
<u> </u> Seminar		<u> </u> Practicum		<u> </u> Indep. Study	
<u> </u> Studio		<u> </u> Research			
<u> </u> Other – Please explain: _____					
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					
Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					
g. Current number of credit hours: <u>3</u> Proposed number of credit hours: _____					
h. Currently, is this course repeatable for additional credit?					YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

Comment [OSC1]: Excerpt from *SR 3.3.0.G.2 Definition*. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair*. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1*.)

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Proposed to be repeatable for additional credit?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES:	Maximum number of credit hours:	_____	
If YES: Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>An advanced seminar covering theories, issues, methods and techniques in supervision of counseling and psychotherapy. Seminar topics will vary depending on the interests of the professor and students. May be repeated to a maximum of six credits.</u>		
Proposed Course Description for Bulletin:	<u>An advanced seminar covering theories, issues, methods and techniques used in supervision of counseling and psychotherapy and in consultation with groups and organizations. Seminar topics will vary depending on the interests of the professor and students. May be repeated to a maximum of six credits.</u>		
j. Current Prerequisites, if any:	<u>EDP 652, EDP 661, and EDP 665 or equivalent</u>		
Proposed Prerequisites, if any:	<u>same, no changes</u>		
k. Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL*	<input type="checkbox"/> Please Add ⁶
	<input type="checkbox"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.			
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
Proposed to be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, explain and offer brief rationale: _____			
5. Course Relationship to Program(s).			
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, identify the depts. and/or pgms: _____			
b. Will modifying this course result in a new requirement for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES ⁷ , list the program(s) here: _____			
6. Information to be Placed on Syllabus.			
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to 400G- or 500-level</u> course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: EDP 703

Proposal Contact Person Name: Sharon Rostosky Phone: 7-7880 Email: s.rostosky@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDP	11/24/09	Fred Danner 17-7878 fdannere@uky.edu	Fred Danner
Courses & Curricula	12/3/09	Jeff Reese 7-4909 jeff.reese@uky.edu	Jeff Reese
College of Education	12/8/09	Deborah Slaton 7-7795 dslaton@uky.edu	Deborah Slaton
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDP 703: Graduate Seminar in Clinical Supervision and Consultation

Spring 2010

Wednesday, 5:00-7:30

S. S. Rostosky, Ph.D, Licensed Psychologist and Associate Professor

University of Kentucky

Email: rostosky@coe.uky.edu

Office hours: Wednesday 12-1 and by appointment, 231 DH

Course Description

An advanced seminar covering theories, issues, methods and techniques in supervision of counseling and psychotherapy. Consultation issues and models will also be examined. May be repeated to a maximum of six credits. Prereq: EDP 652, EDP 661, and EDP 665 or equivalent.

Learning Objectives

1. To understand the social context in which counselors and counseling psychologists are trained.
2. To develop a scholarly knowledge base related to the theory, research and practice of clinical supervision and consultation from a multicultural perspective.
3. To develop knowledge about individual differences that affect supervisory and therapeutic relationships.
4. To develop knowledge and skills related to the assessment of strengths and weaknesses as a supervisor and as a consultant.
5. To develop knowledge of at least one consultation model.
6. To develop knowledge and skills related to the conceptualization and assessment of counseling processes and outcomes for the purpose of designing and implementing effective theoretically-based interventions.
7. To articulate and apply at least one model of counseling supervision.
8. To hone academic and professional skills related to doctoral level graduate education (e.g., critical thinking, writing, and oral presentation).

Learning Activities/Assignments

1. Required Text: Bernard, J. M & Goodyear, R.K. (2009). *Fundamentals of clinical supervision* (4th Ed). Boston: Merrill/Pearson. (abbreviated as B&G from here).

2. Required Readings (electronic reserve)

3. Reflection Papers: Each week, write a reflection paper (1000 word maximum) that integrates the readings with your own professional development (as a supervisor and/or counselor). This paper must be submitted via email to rostosky@coe.uky.edu no later than 5 pm on Monday prior to class. Papers will be evaluated on the extent to which they demonstrate knowledge of the reading and application to professional development and effective supervision. (7 reflection papers, 3 points each. No late papers will be accepted under any circumstances).

4. Discussion leader: Lead the class discussion of the readings for one class period. Prepare at least 2 questions for discussion/reflection and post them to the discussion list at least 48 hours prior to the class period. (5 points)

5. Supervision Practice: Provide one-hour face-to-face supervision each week (excluding spring break) to two masters students. Submit one copy (per supervisee) of your supervision notes/summary/evaluation to Dr. Rostosky at the beginning of each class meeting. Use the format provided. (minimum 10 face-to-face, 50 minute sessions) 2 points each for 40 points total.

6. Supervisory Critiques: Conduct a supervisory critique (one per supervisee) that focuses on supervisory process. **The supervision sessions must be recorded on DVD or videotape.** Include midterm and final evaluations of your supervisee's work using an instrument that is reflective of your model of supervision (or you can develop one yourself). The evaluation instrument must be appropriate for your evaluation of your supervisee's work with the client, so review instruments carefully. Use the outline below to construct your paper. Each student will present each of the two session critiques to the class for discussion. (Written paper: 25 points; presentation 10 points)

Outline for Critique Paper

- I. Overview of the model of supervision you used in your sessions (3 pages)
For each supervisee:
- II. Goals established with supervisee (1/2 page)
- III. Summary of progress toward goals (1 page)
- IV. Critique of videotaped session to illustrate strengths/weaknesses observed in supervisory session. Recommendations for supervisee growth and development. Self-assessment and reflection about what you would do differently, continued areas of professional growth as a supervisor, etc. (8 pages)

Academic/Professional Policies

Grading: Grades will be assigned based on the quality of your work and contribution to the professional learning community as ultimately determined by the instructor.

A= 90-100 points

B = 80-89 points

Mandatory Attendance: You are expected to attend every scheduled class meeting. This is a professional graduate seminar and supervision practicum, not a lecture course, and the quality of your contribution to the learning community will be evaluated by the instructor. More than **one** absence (excused or unexcused) will negatively affect the final grade for the course. Repeated tardiness will also negatively affect the final grade.

The ethical guidelines of the profession will be discussed in the context of supervisor/supervisee/client interactions throughout this course. You are expected to know the APA code of ethics as it relates to psychotherapy and therapeutic relationships. **Maintaining confidentiality** is the primary ethical principle of a psychologist. If a student fails to maintain

the confidentiality of supervisees, clients and classmates, the student will be given an automatic failing grade in the course. In addition, the breach of confidentiality will be referred by the instructor to the Counseling Psychology Area Faculty for possible disciplinary action, including probable dismissal from the program.

Disability: If you are a student with special learning needs, you must obtain appropriate certification through the Disability Resource Center (257- 2754) or <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/> before any considerations will be made in class. If you anticipate needing special assistance or accommodations due to a disability, please notify me prior to the second week of class in order to have these needs accommodated.

Statement of Diversity. Our program has a strong commitment to diversity awareness, culturally appropriate counseling interventions, and respect for all diverse social locations. Students are asked to demonstrate a personal commitment to being knowledgeable about cultural diversity and to being aware of how experiences (their own and clients') of privilege and oppression impact interpersonal processes and the development of problems in living. Students are encouraged to challenge themselves to grow and change in ways that make themselves more culturally-competent counselors and supervisors.

Academic Integrity, Cheating and Plagiarism: The University's policies regarding cheating and plagiarism are found at <http://www.uky.edu/StudentAffairs/Code/part2.html> and should be familiar to all students in this course. To better understand the University's policy on plagiarism, please become familiar with <http://www.uky.edu/Ombud/Plagiarism.pdf> , a document explaining and giving examples not only of plagiarism, but how to avoid it. Procedures for faculty reporting and consequences for students are also detailed.

Class schedule (Tentative)

Date	Learning Activities	Assignments due
1/213	OOI (Overview, Organize, Introductions to Clinical Supervision)	B&G Chap 1, Toolbox (pp 303-360)
1/20	Consultation Models and Processes	RR LEADER: SR <u>STRUCTURED REFLECTION PAPER #1</u> (see instructions on handout and on page 286 in B&G)
1/27	Ethical Considerations and Evaluating Effectiveness	B&G Chap 2, 3 <u>REFLECTION PAPER #2</u> DISCUSSION LEADERS
2/3	Models of Supervision and Consultation	B&G Chap 4 **Start meeting weekly with each of your supervisees <u>STRUCTURED REFLECTION PAPER TOPIC #3:</u> How will your theoretical orientation impact your approach to supervision in terms of your role, your focus, and your techniques?
2/10	The supervisory relationship: Individual and developmental differences	B&G Chap 5, 8 <u>STRUCTURED REFLECTION PAPER #4:</u> How will you empathize with and challenge the limitations of your own and your supervisees' socialization re: race, sex, sexual identity, etc?
2/17	The supervisory relationship: Supervisor/Supervisee factors	B&G Chap 6 & 7 <u>REFLECTION PAPER #5</u> DISCUSSION LEADERS:
2/24	Modes of Supervision (Individual)	B&G Chap 9 <u>REFLECTION PAPER #6</u> <u>DISCUSSION Leader</u>
3/3	Modes of Supervision (Group and Live)	B&G Chap 10 & 11 <u>REFLECTION PAPER #7</u> DISCUSSION LEADERS:
3/10	Supervision case Presentations	
3/24	Supervision Case Presentations	
3/31	Supervision Case Presentations	
4/7	Supervision Case Presentations	
4/14	Supervision Case Presentations	
4/21	Supervision Case Presentations	
4/28	Wrap Up and Summary, Future Directions, Evaluations	Supervisory Critique papers due

Required Readings List (electronic reserve)

For 1/27 (Consultation)

Backer, T.E. (2003). Consulting psychology as creative-problem solving: Lessons from my first 3 decades. *Consulting Psychology Journal*, 55, 107-112.

Horne, S. G. & Mathews, S. S. (2006). A social justice approach to international collaborative consultation. In R.L. Toporek, L.H. Gerstein, N. A. Fouad, G. Roysircar, and T. Israel (Eds). *Handbook for social justice in counseling psychology* (pp. 388-405). Thousand Oaks: Sage.

Sandoval, J. (2003). Constructing conceptual change in consultee-centered consultation. *Journal of Educational and Psychological Consultation*, 14, 251-261.

Brown, D., Pryzwansky, W.B., & Shulte, A.C. (2006). *Psychological consultation and collaboration: Introduction to theory and practice* (6th edition). Boston, MA: Allyn & Bacon. (Chapters 1-3)

For 2/3 (Ethics and Effectiveness)

Barnett, J.E., Cornish, J.A., Goodyear, R.K. & Lichtenberg, J.W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology: Research and Practice*, 38(3), 268-175.

Falender, C.A., Cornish, J.A., Goodyear, R., Hatcher, R., Kaslow, N., Levnthal, G., et al. (2004). Defining competencies in psychology supervision: A Consensus statement. *Journal of Clinical Psychology*, 60, 771-785.

Freitas, G.J. (2002). The impact of psychotherapy supervision on client outcome: A critical examination of 2 decades of research. *Psychotherapy: Theory, Research, Practice, Training*, 39 (4), 354-367.

Thomas, J.T. (2007). Informed consent through contracting for supervision: Minimizing risks, enhancing benefits. *Professional Psychology: Research and Practice*, 38, 221-231.

For 2/10 (Training Models)

*Each class member will research and report on supervision from his or her theoretical perspective. Submit a 1 page outline/summary of the article/book chapter you read.

Aten, J.D., Strain, J.D., & Gillespie, R.E. (2008). A transtheoretical model of clinical supervision. *Training and Education in Professional Psychology*, 2, 1-9.

Hernandez, P. (2008). The cultural context model in Clinical Supervision. *Training and Education in Professional Psychology, 2*, 10-17.

For 2/17 (Individual differences)

Cardemil, E.V. & Battle, C.L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice, 34* (3), 278-286.

Halpert, S.C., Reinhardt, B., & Toohey, M.J. (2007). Affirmative clinical supervision. In K.J. Bieschke, R.M. Perez, & K.A. DeBord (Eds). *Handbook of Counseling and Psychotherapy with Lesbian Gay, Bisexual, and Transgender Clients*. (p. 341-358). Washington, DC: American Psychological Association.

Wester, S.R. & Vogel, D.L. (2002). Working with the masculine mystique: Male gender role conflict, counseling self-efficacy, and the training of male psychologists. *Professional Psychology: Research and Practice, 33* (4), 370-376.

For 2/24 (The supervisory relationship)

Burkard, A.W., Johnson, A.J., Madson, M.B., Pruitt, N. T., Contreras-Tadych, D.A., Kozlowski, J.M., Hess, S.A., & S. Knox (2006). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision. *Journal of Counseling Psychology, 53* (3), 288-301.

Nelson, M.L. & Friedlander, M.L. (2001). A close look at conflictual supervisory relationships: The trainee's perspective. *The Journal of Counseling Psychology, 48*, 384-395.

Ramos-Sanchez, L., Esnil, E., Goodwin, A., Riggs, S. Touster, L. O, Wright, L.K. et al., (2002). Negative supervisory events: Effects on supervision satisfaction and supervisory alliance. *Professional Psychology: Research and Practice, 33*, 197-202.

For 3/3 (Individual supervision)

Guiffrida, D.A., Jordan, R., Saiz, S. & Barnes, K.L. (2007). The use of metaphor in clinical supervision. *Journal of Counseling & Development, 85*, 393-400.

Johnson, W.B. (2007). Transformational supervision: When supervisors mentor. *Professional Psychology: Research and Practice, 38*(3), 259-267.

Sobell, L.C., Manor, H.L., Sobel, M.B., & Dum, M.(2008). Self-critiques of audiotaped therapy sessions: A motivational procedure for facilitating feedback during supervision. *Training and Education in Professional Psychology, 2*, 151-155.

For 3/10 (Group and live supervision)

Enyedy, K.C., Arcinue, F., Puri, N.N., Carter, J.W., Goodyear, R.K. & Getzelman, M.A. (2003). Hindering phenomena in group supervision: Implications for practice. *Professional Psychology: Research and Practice*, 34, 312-317.

Lowe, R., Hunt, C. & Simmons, P. (2008). Towards multi-positioned live supervision in family therapy: Combining treatment and observation teams with first- and second-order perspectives. *Contemporary Family Therapy*, 30, 3-14.

McMahon, H. G. & Fall, K.A. (2006). Adlerian group supervision: Concept, structure, and process. *The Journal of Individual Psychology*, 62, 126-140.