

**SOUTHERN CALIFORNIA SEMINARY**

2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

**PY-817 PRINCIPLES AND PRACTICES IN CASE SUPERVISION**

SUMMER, MODULE 5  
MAY 10, 2016 – JUNE 21, 2016  
TUESDAYS 4PM – 10PM

**PROFESSOR**

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**COURSE DESCRIPTION**

This course covers supervision and training related issues including dynamics of supervision in in-patient, aftercare, and day treatment facilities; private practice, non-profit organizations, and consultation, and relevant contemporary issues regarding the internship training process. Also included is preparation in the effective business practices for private practice and other business organization for psychologists and psychotherapists. *3 units*

**PROFESSOR'S COMMENT**

The goal of this course will be to both prepare you to effectively supervise and understand the supervision process, as well as to prepare you for the business side of psychology and counseling. The key terms you will review in the Taylor Study Method will be from Industrial / Organizational Psychology to give you a foundation of research for effective leadership and managerial strategies that could prove effective in any supervisory role.

**REQUIRED TEXTBOOKS**

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Russell-Chapin, L. Chapin, T. *Clinical Supervision: Theory and Practice*, 1<sup>st</sup> Ed. (2012). Cengage. ISBN-10: 0495009156, ISBN-13: 9780495009153
3. Bean.R., Davis. S., Davey, M., *Clinical Supervision Activities for Increasing Competence and Self-Awareness*. (2014). Wiley. ISBN: 978-1-118-63752-4 <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118637526.html>
4. Stout, C. and Grand, L. *Getting Started in Private Practice: The Complete Guide to Building Your Mental Health Practice*. (2004). WILEY. ISBN: 978-0-471-42623-3

**Please Note:** In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay expedited shipping.

*STUDENT LEARNING OUTCOMES*

The student who successfully completes this course will be able to . . .		PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT #
1.	Define supervision, supervisor roles, responsibilities, practice, and ethical issues.	1,3,4	1,3,5	4,5,6
2.	Review and apply major theories and models of clinical supervision.	1,3,4,5	1,3,5	1,4
3.	Review major process issues in the provision of clinical supervision.	1,2,3,4	1,3,5	1,4,6
4.	Provide initial experience in the practice of supervision via role play.	1,3,4,5	1,3,5	1,5
5.	Demonstrate an awareness and understanding of the complexities and special issues association with the supervisory relationship.	1,3,4	1,3,5	1,4,5
6.	Understand dynamics of private practice, non-profit, and other forms of businesses in the psychology profession and create a working business plan.	1,3,4	1, 3, 5	2,3
7.	Understand and apply Industrial / Organization Psychology concepts to effective business strategies in professional psychology	1,3,4,5	1, 3, 5	3,4,5
8.	Discerning the application of a Biblical worldview in addressing supervision	2,3	1, 3, 5	4,5

\* *The program and institutional objectives are published in the Academic Catalog.*

*COURSE REQUIREMENTS*

Many if not all written assignments will be turned in through Blackboard and will be processed through software to check for plagiarism.

1. **Supervisor Journal** (50 points each, 300 total): Each student will be assigned a master-level student to “supervise” during the weeks of this course. There will be specific theories of supervision you will use with these students that will direct how you manage

the time spent during the “mock supervision” experience. You will have the option to use phone, in-person, or webcam conferencing to conduct the mock supervision. You will then have instructions on what to share in a journal described in Appendix A.

2. **Business Plan** (200 points): Each student will research and write a business plan, including interacting with live costs of renting office space, and other possible expenses depending on the business chosen. The student will be able to choose from a variety of business options, such as, individual private practice, group practice, non-profit organization, and more. See Appendix B.
3. **Taylor Study Method** (100 points): Taylor Study Method is an online supplemental learning program integrated in every PsyD course. This program both helps you prepare for your future licensing exam as well help you retain the most important information in the broad field of psychology. This course will include key terms to the psychology field Industrial/Organizational Psychology in an effort for you to understand effective leadership, business, and supervisory skills and research. Students will have weekly assignments, but must complete the pre-test, all weekly assignments, and the post-test to receive full credit for the Taylor Study Method. Points for TSM are based on participation, not the actual scores and full participation is required for points.
4. **Vignette Assessments** (50 points each; 200 total): Students will be given 4 vignettes of case supervision situations and must respond appropriately, integrating course materials and textbook information.
5. **Discussion Post** (140 points total): Students will participate in the online discussion post each week. Further instructions will be found in Blackboard.
6. **Interview a Supervisor** (60 points): Each student will interview a supervisor and record information gathered from the interview. Students are recommended to find a clinician who is working at a location they would like to work in. See Appendix C.

### *SEQUENCE OF INSTRUCTION*

Read the table like this, “At Session \_\_\_\_ on \_\_\_\_\_, the scheduled session content is \_\_\_\_\_, and the assignment *due before that session* is \_\_\_\_\_.”

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	May 10	<ul style="list-style-type: none"> <li>• Introduction and course overview</li> <li>• A Clarifying View of Supervision</li> <li>• Obstacles to Effective Supervision</li> <li>• Your Business               <ol style="list-style-type: none"> <li>1. Start-up</li> <li>2. Business Plan</li> </ol> </li> </ul>	<p><b><i>Failure to complete this assignment by the first night of class may result in your removal from the course.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapin chapters 1 &amp; 2</li> <li><input type="checkbox"/> Read Stout chapters 1 – 3</li> <li><input type="checkbox"/> Review Bean chapters 1 - 6</li> <li><input type="checkbox"/> Taylor Study Method Pre-test and Week 1</li> </ul>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
2	May 17	<ul style="list-style-type: none"> <li>• Ethics in Counseling Supervision</li> <li>• Meet your supervisee</li> <li>• Your Business               <ol style="list-style-type: none"> <li>3. Fees</li> <li>4. Location</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapin chapter 3</li> <li><input type="checkbox"/> Read Stout chapters 4 &amp; 5</li> <li><input type="checkbox"/> Review Bean chapters 7 - 12</li> <li><input type="checkbox"/> Supervisor Journal #1</li> <li><input type="checkbox"/> Vignette #1</li> <li><input type="checkbox"/> Taylor Study Method Week 2</li> </ul>
3	May 24	<ul style="list-style-type: none"> <li>• Developmental Supervision Models</li> <li>• Your Business               <ol style="list-style-type: none"> <li>5. Minimizing Risk</li> <li>6. Managed Care</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapin chapter 4</li> <li><input type="checkbox"/> Read Stout chapters 6 &amp; 7</li> <li><input type="checkbox"/> Review Bean chapters 13 - 18</li> <li><input type="checkbox"/> Taylor Study Method Week 3</li> <li><input type="checkbox"/> Supervisor Journal #2</li> <li><input type="checkbox"/> Vignette #2</li> <li><input type="checkbox"/> <b>Note: It's Time To Order All Textbooks For Next Module!</b></li> </ul>
4	May 31	<ul style="list-style-type: none"> <li>• Theoretical Approaches</li> <li>• Rational Emotive Behavioral</li> <li>• Rogerian Person-Centered</li> <li>• Psychodynamic</li> <li>• Attachment Theory</li> <li>• Feminist Theory</li> <li>• Your Business               <ol style="list-style-type: none"> <li>7. Marketing</li> <li>8. A Niche</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapin chapter 5</li> <li><input type="checkbox"/> Review Bean chapters 23 - 29</li> <li><input type="checkbox"/> Read Stout chapters 8 &amp; 9</li> <li><input type="checkbox"/> Review Bean chapters 19-25</li> <li><input type="checkbox"/> Taylor Study Method Week 4</li> <li><input type="checkbox"/> Supervisor Journal #3</li> <li><input type="checkbox"/> Draft 1 of Business Plan</li> </ul>
5	June 7	<ul style="list-style-type: none"> <li>• Social Role Approaches</li> <li>• Discrimination Supervision Model</li> <li>• Social Role Supervision Model</li> <li>• Your Business               <ol style="list-style-type: none"> <li>9. Referrals</li> <li>10. Media</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapin chapter 6</li> <li><input type="checkbox"/> Read Stout chapters 10 &amp; 11</li> <li><input type="checkbox"/> Review Bean chapters 26-31</li> <li><input type="checkbox"/> Taylor Study Method Week 5</li> <li><input type="checkbox"/> Vignette #3</li> <li><input type="checkbox"/> Supervisor Journal #4</li> </ul>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
6	June 14	<ul style="list-style-type: none"> <li>• Integrated Models</li> <li>• Interpersonal Process Recall</li> <li>• Your Business                             <ul style="list-style-type: none"> <li>11. Advertising</li> <li>12. Networking</li> <li>13. Customer Service</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapin chapter 7 &amp; 8</li> <li><input type="checkbox"/> Read Stout chapters 12-14</li> <li><input type="checkbox"/> Review Bean chapters 32-37</li> <li><input type="checkbox"/> Taylor Study Method Week 6</li> <li><input type="checkbox"/> Supervisor Journal #5</li> <li><input type="checkbox"/> Vignette #4</li> <li><input type="checkbox"/> <b>Business Plan Due</b></li> </ul>
7	June 21	<ul style="list-style-type: none"> <li>• Group Supervision</li> <li>• Future Directions in Supervision</li> <li>• Your Business                             <ul style="list-style-type: none"> <li>14. Self-Care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapin chapter 9 &amp;10</li> <li><input type="checkbox"/> Read Stout chapter 15</li> <li><input type="checkbox"/> Review Bean chapters 38-43</li> <li><input type="checkbox"/> Taylor Study Method Week 7 and post-test</li> <li><input type="checkbox"/> Supervisor Journal #6</li> <li><input type="checkbox"/> Interview of Supervisor Due</li> </ul>

**STUDENT EVALUATION**

Supervision Experience and Journal.....	300 points	30%
Business Plan .....	200 points	30%
Taylor Study Method .....	100 points	10%
Vignette Assessments.....	200 points	20%
Discussion Posts .....	140 points	15%
Interview of Supervisor .....	60 points	5%

1000 pts, 100%

**GRADE SCALE**

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Points	Grade	Percent	Points
A	95–100%				
A-	92–94%				
B+	89–91%				

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B	86–88%	Any grade lower than “B-” will be lowered to “F.”
B-	83–85%	

### *ATTENDANCE POLICY*

For MACP and PSYD Courses (42 lecture hours/ 7 weeks), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor’s discretion.

### *LATE COURSE WORK POLICY*

No late work will be accepted with a passing grade. Late work will be given 50% of the earned total points.

### *ACADEMIC INTEGRITY*

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

#### **Offenses Against Academic Integrity**

***Cheating.*** Cheating is never tolerated at SCS.

***Plagiarism.*** Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

**Multiple Submissions.** This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

### ***LIBRARY***

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

## **Appendix A: Supervision Journal**

Each PsyD student will be assigned to a student currently enrolled in a masters-level course at SCS. The PsyD student will conduct 1-hour a week, "mock" supervision with the Master's student, incorporating class content as described below. Though this is a mock experience for learning purposes only, there will likely be a value given to the Master's level student and the mentor relationship may continue after the course is complete. It is important that the PsyD student remind the Master's level student that this is not true supervision, but a learning experience they have agreed to participate in. The PsyD student should always refer the Master's level student to a supervisor or professor if a topic is serious or difficult. The goal of this project is for the PsyD student to experience what it is like to develop a supervisory relationship and to give an opportunity to practice skills from the textbook. A secondary gain is for the Master's level student to benefit from a mentor and supportive person.

### **Weekly Instructions:**

Week 2: Meet with your supervisee in between week 1 and week 2 and prepare the first Supervisor Journal before the second week of class. Meeting 1 involves meeting the supervisee and developing a relationship, clarifying expectations of the relationship, setting clear boundaries, etc. Integrate concepts from Chapin and Bean reading assignments and include

specific ways you integrated reading content into the supervision experience. Include what went well and insight into what you could have done different.

Week 3: Meet with your supervisee in between week 2 and week 3 and prepare a Supervisor Journal to turn in to Blackboard before the third week of class. For this second “supervision” choose a developmental model from the text (Chapin) and incorporate concepts in the supervision process. Review Bean reading and integrate an activity if possible. Include your experience with this model in the journal write-up and include what you could have improved once you have time to process after the mock supervision.

Week 4: Meet with your supervisee in between week 3 and week 4 and prepare a Supervisor Journal to turn in to Blackboard before the fourth week of class. For this third “supervision” choose one of the theoretical models described in the reading (Chapin) and incorporate concepts from this model in your supervision experience. Include your experience with this model in your journal, including any differences you saw from the previous week experience. Also, review Bean text to decide if an activity could be incorporated. Include any ways you could have improved the supervision experience.

Week 5: Meet with your supervisee in between week 4 and week 5 and prepare a Supervisor Journal to turn in to Blackboard before the fifth week of class. For this fourth “supervision” choose one of the social approaches described in your reading (Chapin) and incorporate the concepts from this model in your supervision experience. Include your experience with this model in your journal, including any differences you saw in using this model compared to the models used in previous weeks. Also, review Bean text to decide if any activity could be incorporated in the supervision session and describe the result. Include any ways you could have improved the supervision experience.

Week 6: Meet with your supervisee in between week 5 and week 6 and prepare a Supervisor Journal to turn in to Blackboard before the sixth week of class. For this fifth “supervision” integrate information from an integrated model of supervision from the text (Chapin) and review Bean text to integrate an activity. Also discuss pending termination of the supervision relationship and discuss the processing that takes place. Reflect on the current supervisory relationship compared to the initial sessions.

Week 7: Meet with your supervisee in between week 6 and week 7 and prepare the final Supervisor Journal to turn in to Blackboard before the seventh week of class. For this sixth “supervision” integrate any activity from the Bean text applicable and remind student that a survey will be emailed to them regarding their experience in the mock supervision experience. Include a section in this journal to reflect through the entire process of supervision, including using the different models, the natural changes that occurred over time, the methods that appeared to work best and other reflective information about this experience. Also, reflect how past supervision experience you have had influenced what you did or did not use in this mock experience and what beliefs have changed due to this experience.

### **Appendix B: Business Plan**

Each student will research and write a business plan for their choice of a possible future business as a psychologist. The goal will be to research actual prices and possible places to rent, etc. Some information included will be hypothetical, but anything that is able to be actual costs, should be included. Below are the topics that should be included, but more information will be shared in class and further research on how to write a business plan by the student is expected.

1. Chosen Business Model (individual or group private practice, nonprofit, etc.)
2. Business Structure (sole proprietor, LLC, Corp, etc.)
3. Start-up costs (how much / how will you come up with it?)

4. SWOT analysis
5. Marketing Plan
6. Location and Facilities (include actual places and costs)
7. Profit / Loss Analysis (expenses / income)
8. Any Laws applicable to business model
9. Training / Certifications

### **Appendix C: Supervisor Interview**

Each student will interview a licensed psychologist who has been in the role of supervisor within the last year. Introduce the course and the assignment and be clear that their identity

will not be shared. In your write-up, be careful to protect the identity of the supervisor. Be sure to ask (at a minimum) the following questions.

1. Describe your overall approach to supervision? (directive, educative, process oriented, supervisee-centered?)
2. How do you decide on or integrate theory in supervision and guiding supervisees?
3. What type of training did you have to complete to become a supervisor? Please describe its value or lack thereof.
4. What are the rewards and risks you see in being a supervisor?
5. What is your view on and how do you manage dual or multiple relationships?
6. Is there anything else a person should be aware of before entering the role of supervisor?