

**CHFD 9080: (3 CREDITS)
SUPERVISION IN MARRIAGE AND FAMILY THERAPY
SPRING 2003**

Instructor:

Maureen Davey, Ph.D.
Assistant professor
MFT Program
542-4897
mdavey@arches.uga.edu

Time and Place:
9:30-12:15 Tuesdays
My office

Course Objectives:

The main goals of this course are to: 1) teach advanced doctoral students and supervisors-in-training (SIT) the content of family therapy supervision; 2) support the continual exploration of SITs in supervisory practice; 3) supervise doctoral student SIT's supervision of family therapists; and 4) create a context of growth, critical analysis, and excitement about the field of family therapy training and supervision. This course is also designed to fulfill the didactic and interactional portion of the AAMFT Supervision Course Requirements.

Upon successful completion of this course the student will be able to:

- 1) articulate a clear theoretical statement of their own therapy, supervision, and the connection between them;
- 2) be well versed in family therapy supervision literature;
- 3) develop and enhance their own supervisory skills, including the ability to structure the supervision process and implement a variety of supervisory interventions in a range of modalities: live supervision, videotape, etc.;
- 4) identify contextual variables in supervision such as culture, gender, ethnicity, and economics and demonstrate an awareness and sensitivity to the impact of these contextual variables in the context of supervision;
- 5) critically analyze other supervisory styles;
- 6) begin to develop a professional identity as a family therapy supervisor, including the ethical and legal issues of supervision and the requirements and procedures for supervising applicants for AAMFT Clinical Membership;
- 7) complete 18 hours of supervision and write supervision philosophy statement and supervision case study to meet AAMFT requirements.

Class Readings:

Texts: Todd, T.C. & Storm, C.L. (1997). The complete systemic supervisor: Context, philosophy and pragmatics. Boston: Allyn & Bacon (Out of print, chapters available)

Storm, C.L. & Todd, T.C. (1997). The reasonably complete systemic supervisor resource guide. Boston: Allyn & Bacon (ordered and in UGA bookstore).

Other: Other reading/articles as assigned.

Course Requirements:

1. **Attend all 30 hours of class seminar**

Grade Apportionment: 10%

2. **Read all required readings and write a 2-page reaction paper each week.**

Grade Apportionment: 10%:

3. **Supervise MFT therapists in training at least bimonthly; Submit weekly logs of supervision activities.**

Grade Apportionment: 10%

4. **Provide a minimum of 35 hours of MFT supervision; administer supervision feedback forms to your supervisee at mid-semester and end of semester. Instruct supervisee to mail forms back to the instructor.**

Grade Apportionment: 10%

5. **Complete 18 hours of direct supervision of supervision with the instructor.**

Grade Apportionment: 20%

6. **Prepare two videotapes of supervision for presentation in seminar. One presentation should demonstrate a specific supervision model consistent with the theoretic concept which you have chosen. The other should focus on a particular problem which you have encountered in supervision: an ethical, personal, or theoretical dilemma.**

Grade Apportionment: 10%

7. **Write up a Case Study and your Supervision Philosophy Statement according to the format specified by the Commission on Supervision of AAMFT (see pp. 15 of the AAMFT Approved Supervisors Handbook) and present to class video.**

Grade Apportionment: 30%

Class Schedule:

Note: All readings are due for the day assigned

January 14: Introduction: Logistics, Contracts, Expectations, AAMFT SIT contract

(bimonthly supervision; number of hours, evaluations, logs,
Supervision of supervision each week in class/student, etc.)

Bischoff, Barton, Thober, & Hawley (2002) Events and experiences
impacting the development of clinical self confidence: A study
of the first year of client contact.

January 21: Discussion of Contracts, Structure, Evaluations

Readings:

T & S, Chapter 19, "Blueprint for supervision: Contracts", pp. 272-282.

Chapter 23, "Supervision Structures", pp. 320-333.

S & T Challenges 10-12, "Contracts, Structure, and Evaluation," pp. 157-208.

Tomm, K. & Wright, L. Family Process

White, M. & Russell, C. The essential elements of supervisory systems: A Delphi study

January 28: Discussion of History and Ethics

Readings:

T & S, Chapters 1 & 3

S & T, "Challenge I, Ethically Sensitive Supervision," pp. 1-26

**AAMFT: Approved Supervisor Designation Standards and Responsibilities
Handbook (new standards coming out in 1/03)**

February 4: Cultural Issues

Readings:

T & S, Chapter 4, "Context: The Heart of Supervision," pp. 41-58

S & T, Challenge 2, "Practicing Culturally Sensitive Supervision," pp. 27-39

Lawless, J. (2001). The discourse of race and culture in family therapy supervision:
A conversation analysis.

February 11: Sexual Orientation and Gender

Readings:

- T & S, Chapter 5, "Sexual Orientation: Implications for Supervision," pp. 59-71
Chapter 6, "Gender and Supervision: Evolving Debates," pp. 72-82.
- S & T, Challenge 2, "Practicing Culturally Sensitive Supervision," pp. 40-58
- Prouty, Thomas, Johnson, & Long (2001) Methods of feminist family therapy supervision.
- Werner-Wilson, Ronald Jay (2001). Experiential exercises in MFT training: Gender, power, and diversity.
- Long, J. (1996). Working with lesbians, gays, and bisexuals: Addressing Heterosexism in supervision.
- Prouty, Anne (2001). Experiencing feminist family therapy supervision.

February 18: Psychoanalytic and Transgenerational Models

Readings:

- T & S, Chapter 12, "Supervision: The Transgeneration Models," pp. 156-172
- Keith, David. Group Supervision in Symbolic Experiential.
- Helmeke & Prouty (2001) Do we really understand? An experiential exercise for training family therapists.

February 25: Comparing Models and Creating Your Own

Readings:

- S & L, Challenges 6 & 7, "Comparing Models and Creating Your Own, pp. 173-194
- Green, Shilts, & Bacigalupe (2001) When approved is not enough: development of a supervision consultation model.

March 4: Purposive Systemic Models

Readings:

- T & S, Chapter 13, "Systemic Supervision Models," pp. 173-194
- Storm, Todd, Sprenkle, & Morgan (2001) Gaps between MFT supervision assumptions
And common practice: suggested best practices

March 11: Postmodern Models

Readings:

- T & S Chapter 15, "Postmodern Models", pp. 217-228
- Seleckman, M. Journal of Systemic Therapies (Solution focus)
- White, M. Family therapy training and supervision in a world of experience and narrative.
- Carlson, T. (2001). Honoring the privileging personal experience and knowledge:
Ideas for a narrative therapy approach to the training and supervision of ...

March 18---Spring Break!

March 25: Relationships, Power, Problems, and Complexity

Readings:

T & S, Chapters 16, “Collaborative supervision, minding the power”

S & T, Challenges 8 & 9, “Supervision Relationships”, pp.131-156

Williams, L. (1994). A tool for training supervisors: using the Supervisory feedback form (SFF).

Two videotapes of supervision due today. One demonstrating a specific supervision model and the other focusing on a particular problem that you have encountered in supervision (ethical, personal, or theoretical dilemma).

April 1: Methods and Interventions: Tapes and Case Consultations

Readings:

T & S, Chapters 20 & 21, “Live, Tapes, and Case Consultation”

Moorhouse & Carr (2001). A study of live supervisory phone-ins

In collaborative family therapy: Correlates of client cooperation.

McGee, M. (1998). The use of co-therapy with a reflecting mirror as a Supervisory tool.

McCullum & Wetchler (1995). In defense of case consultation: maybe “dead” supervision isn’t dead after all.

April 8: Supervision Settings: Issues and Differences

Readings:

T & S, Chapters 8-10, “Educational Programs, Agencies and Private”

S & T, Challenges 3-5, “Universities, Agencies, Private Contexts”

Locke & McCullum (2001). Clients’ views of live supervision and satisfaction with therapy.

April 15: Teaching and Supervising Supervisors

S & T, Challenge 13, “Teaching a course”

S & T, Challenge 14, “Supervising Supervisors”

April 22--Class Presentations and Class Evaluation

Case Study and Supervision Philosophy Paper due today, along with oral presentations in class (present videotape of your supervision demonstrating your theory of supervision).

Evaluation of Supervisees Due or have them mail to the instructor

