

Justice Institute of British Columbia COURSE OUTLINE

Course Code: COUNS 171

Course Title: Innovative Practice in Group Clinical Supervision

Prerequisite Courses:

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety- Counselling and Capacity Building.

Previous Course Code & Title:

Course First Offered:

# of Credits:	1.0
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Course Description:

Studies show that group supervision, in addition to being a generally more expeditious and cost effective means of service delivery than may be individual clinical supervision, has also been shown to be generally more effective in terms of supporting team cohesion, developing professional autonomy, and enhanced access to clinical resources. In this workshop, you will learn how to integrate innovative paradigms guiding group practice in the facilitation of skilled group supervision. Through a series of discussions, demonstrations, self-reflective exercises, and practice sessions, participants will apply paradigms of practice to their particular agency settings and client populations. Among the topics covered will include: qualities of group supervisory leadership, group dynamics and challenges, cultivating a collaborative group ethos, structural and administrative management, and group supervision ethics.

Course Goal(s):

Participants will be able to provide a series of models and theoretical paradigms, coupled with opportunities to engage and reflect on them that teaches and enhances group clinical supervision skills, capacity, and resources.

Learning Outcomes:

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

1. Apply theoretical models of clinical supervision to the practice of group supervision.
2. Self-assess for specific qualities of competent group supervisory leadership.
3. Identify and work with potentially problematic group dynamics and challenges.
4. Cultivate a collaborative group ethos predicated on a strengths based approach to clinical supervision.
5. Integrate a number of diverse service delivery models into their practice.
6. Further develop ethical acuity in the specific context of group supervision.

Course Topics/Content:

- Theoretical paradigms of clinical supervision as applied to the group context.
- Within the context of various theoretical paradigms, developing a collaborative group ethos predicated on strengths based approach.
- Reviewing the common challenges and issues arising specifically to the group supervision context.
- Reviewing various service delivery models and techniques: (ie. peer vs. facilitated group supervision, voluntary vs. mandatory group supervision, case consultation, audio / video review, psycho-educational, research and review, self-critical practices).
- Ethical dimensions of group supervision including disclosure statements, confidentiality, and working with diversity of culture, theoretical / philosophical paradigms, and / or clinical approaches.

Text and Resource Materials: Use APA style; specify chapters where applicable. ([Style](#))

Required:

Handouts will be provided

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate	x	Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		
Passing Grade:		Pass			

Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in the class

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

[://www.jibc.ca/programs-courses/jibc-calendar/academic-](http://www.jibc.ca/programs-courses/jibc-calendar/academic-)

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

Student Policies:

[://www.jibc.ca/programs-courses/jibc-calendar/student-](http://www.jibc.ca/programs-courses/jibc-calendar/student-)

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.