Masterclass Course Outline

Masterclass Name	Supervising for Ethical Practice in Rural and Remote Settings
Masterclass Code	MC2_SEPRR
Study Period	Semester 1 and 2
Study Modes	Face-to-Face (1-day workshop) OR Live VC
Locations	F2F: Cairns, Townsville, Toowoomba, Western Australia and other locations on demand
	Online: Private Zoom training room (live participation required)
Masterclass Coordinator	Dr Sharon Varela

Pre-requisites

This Masterclass is designed for clinicians who provide professional/clinical supervision to psychologists and other allied health professionals. An interprofessional education framework is utilised for all of our supervisor training, making our Masterclasses suitable for all supervising allied health professionals. This Masterclass has been approved by the Psychology Board of Australia for supervising Psychologists seeking to maintain Board-approved supervisor status.

Masterclass outline preparation

This Masterclass outline has been prepared by Dr Sharon Varela for the Centre for Rural and Remote Health and the College of Healthcare Sciences, Division of Tropical Health and Medicine, James Cook University. Masterclass outline last updated 1 July 2020.

Q1.	This Masterclass is offered across more than one campus and/or mode and/or teaching period within the one calendar year.	Yes ☒	No ☐
Q2.	If yes (Q1), the design of all offerings of this Masterclass ensure the same learning outcomes and assessment types and weightings.	Yes ☒	No ☐
Q3.	If no (Q2), Dr Sharon Varela has authorised any variations, in terms of equivalence.		

Masterclass outline peer reviewer

Name	Chantal Crinquand
Position	Lecturer, Western Australian Centre for Rural Health – WACRH, University of Western Australia
Date reviewed	10.07.2017

Staff contact details

Teaching team	Staff member	Location	Phone	Email
Lead Masterclass Coordinator	Dr Sharon Varela*	Longreach	(07) 4745 4500	supervisortraining@jcu.edu.au
Masterclass coordinator	Michelle Aniftos	Toowoomba	(07) 4633 9791	supervisortraining@jcu.edu.au

* consultation times by appointment only.

Contents

1   Masterclass at a glance

1.1   Participation requirements

Participation requirements are listed below. All requirements need to be met to successfully complete this Masterclass.

Key Masterclass activities	Time	Day and date	Location
Pre-reading and quiz	3 hours*	Provided one week prior to the Masterclass.	Online/Email
Masterclass** (***Note:*** this is delivered as either a one-day face-to-face masterclass or as an online live VC masterclass delivered through two 4-hour sessions)	7 hours*	Dates published on website**	Refer to website
Completion of reflection tasks (during the workshop or between sessions if online), and participation in group work during the workshop	N/A	N/A	N/A

*This Masterclass is equal to 10 hours active learning. Break times are deleted from the active learning hours.

** For information on the days and times when your masterclass is on, visit https://www.crrh.jcu.edu.au/health-professionals/supervisor-training-2e39t6/psychology-and-allied-health/training-calendar/

1.2   Key dates

Key dates	Date
Last date to withdraw without financial penalty	4 weeks prior to the Masterclass commencing
Assessment task 1: quiz (30%)	Date set on LearnJCU, usually 7-5 days prior to the first workshop session
Assessment task 2: reflection tasks/group participation (70%)	Group participation assessed during masterclass; reflection activity completed during masterclass or between masterclass sessions depending on study mode

2   Masterclass details

2.1   Masterclass description

Allied health professionals working in rural and remote locations face challenges to their ability to fully comply with their professional ethical requirements, such as managing multiple relationships, confidentiality, professional isolation, operating within limits of professional competence, and managing interagency relationships and shared caseloads. A key supervisory skill is to be able to guide supervisees through these challenges and to evaluate the supervisee's competence in this area in the context of their rural and remote practice. This can be challenging for supervisors who may also be managing these dilemmas in their own practice, or who may not live in the same community as the supervisee and may not have a clear understanding of the ethical dilemmas faced by their supervisee.

This workshop aims to provide supervisors with knowledge and methods for the effective evaluation of their trainee's competencies in this area and will include practical tasks to increase their skill and confidence in providing feedback to supervisees about ethical dilemmas they may be faced with in their practice. Focus is given to evaluating students on placements, provisional psychologists (4+2 or 5+1), and new career allied health professionals.

2.2 Masterclass learning outcomes

Participants who successfully complete this Masterclass will be able to:

- utilise ethical models and frameworks to supervise for ethical practice.
- provide practical strategies to supervisees to meet the challenges of rural and remote practice, including professional isolation.
- develop and evaluate supervisee competencies in ethical practice, within the rural and remote context.
- develop and evaluate supervisee competency in cultural competence as a part of ethical practice.
- model and teach self-care to supervisees as a part of ethical practice.

2.3 Learning and teaching in this Masterclass

This masterclass will consist of a mix of didactic presentation, skills practice, and group discussions (small and large). This is a master level class that utilises a peer learning framework, drawing on your experience to guide the discussions and learnings. This masterclass is part of a masterclass series, each building on the learning of the other classes, but also designed to be stand-alone if you choose to complete only one masterclass.

2.4 Participant feedback on Masterclass and teaching

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Participant feedback informs evaluation of course and teaching strengths and areas that may need refinement or change. We value your feedback and ask that you provide constructive feedback about your learning experiences for this Course, in accordance with responsibilities outlined in the Participant Code of Conduct. Refrain from providing personal feedback on topics that do not affect your learning experiences. Malicious comments about staff are deemed unacceptable by the University.

2.5 Masterclass resources and special requirements

All Masterclass readings and resources, including journal articles, book chapters, websites, videos, print and eTextbooks, are listed below for your reference.

Books & Chapters

Campbell, J., M. (2006). *Essentials of clinical supervision*. NJ (USA): John Wiley & Sons.

Driscoll, J. (2007). *Practicing Clinical Supervision: A Reflective Approach for Health Care Professionals*, 2nd. Edn. Philadelphia, USA: Elsevier Health Sciences.

Dudgeon, P., Milroy, H. & Walker R. (2014). *Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice*. Australia: Commonwealth of Australia.

Franklin, C. (2017). *The Extra Mile: The Essential Guide for Health professionals Going Bush*. AUS: Sybella Mentoring.

Hammond, S. (2010). Boundaries and Multiple Relationships. In A. Allan, & A. Love, (Eds.). *Ethical practice in psychology: Reflections from the creators of the APS code of ethics*. New York: John Wiley & Sons.

Handelsman, M. M., Knapp, S., & Gottlieb, M. C. (2011) Positive ethics: themes and variations (pp. 105-113). In C. R. Snyder, & S. J. Lopez, S. J. (Eds.). *Oxford Handbook of Positive Psychology.* New York, USA: Oxford University Press. [2009 version available on Google books – link]

Handelsman, M. M., Knapp, S., & Gottlieb, M. C. (2002). Positive ethics (pp. 731-744). In C. R. Snyder, & S. J. Lopez, S. J. (Eds.). *Handbook of Positive Psychology*. New York, USA: Oxford University Press. Available from: http://ldysinger.stjohnsem.edu/@books1/Snyder_Hndbk_Positive_Psych/Snyder_Lopez_Handbook_of_Positive_Psychology.pdf

Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide.* Ontario: Thomson Brooks /Cole.

Kämpf, A., McSherry, B., Ogloff, J., & Rothschild, A. (2009). *Confidentiality for mental health professionals: A guide to ethical and legal principles*. Bowen Hills: Australian Academic Press.

Kennedy, R. (2008). *Allied health professionals and the law*. Sydney: Federation Press.

Morrissey, S., Reddy, P., Davidson, G., & Allan, A. (Eds.). (2015). E*thics and professional practice for psychologists* (2nd Edition). Melbourne: Cengage Learning Australia

Research and Articles

Andersson, L., King, R., & Lalande, L. (2010). Dialogical mindfulness in supervision role-play. *Counselling and Psychotherapy Research, 10*(4), 287-294.

Australian Indigenous Psychology Education Project (AIPEP). Retrieved from http://www.indigenouspsyched.org.au/.

Australian Psychological Society. (2007). *Code of ethics*. Melbourne, Vic: Author.

Australian Psychological Society. (2014a). *Ethical guidelines for psychological practice in rural and remote settings*. Melbourne, Vic: Author.

Australian Psychological Society. (2014b). *Ethical guidelines for mandatory notifications*. Melbourne, Vic: Author.

Bamonti, P. M., Keelan, C. M., Larson, N., Mentrikoski, J. M., Randall, C. L., Sly, S. K., ... & McNeil, D. W. (2014). Promoting ethical behavior by cultivating a culture of self-care during graduate training: A call to action. *Training and Education in Professional Psychology, 8*(4), 253.

Buser, T. J., Buser, J. K., Peterson, C. H., & Seraydarian, D. G. (2012). Influence of mindfulness practice on counseling skills development. *Journal of Counselor Preparation and Supervision, 4*(1).

Chenoweth, L., & Stehlik, D. (2001). Building resilient communities: Social work practice and rural Queensland. *Australian Social Work, 54*(2), 47-54.

Chenoweth, L. (2004). Towards an integrative education for rural practice. *Rural Society, 14*(3), 276-287.

Coleman, D., & Lynch, U. (2006). Professional isolation and the role of clinical supervision in rural and remote communities. *Journal of Community Nursing, 20*(3), 35.

Cottone, R. R., & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling & Development, 78*(3), 275-283. doi:http://dx.doi.org.elibrary.jcu.edu.au/10.1002/j.1556-6676.2000.tb01908.x

Ducat, W., Martin, P., Kumar, S., Burge, V., & Abernathy, L. (2016). Oceans apart, yet connected: Findings from a qualitative study on professional supervision in rural and remote allied health services. *Australian Journal of Rural Health, 24*(1), 29-35.

Endacott R, Wood A, Judd F, Hulbert C, Thomas B & Grigg M. (2006). Impact and management of dual relationships in metropolitan, regional and rural mental health practice. *Australian and New Zealand Journal of Psychiatry, 40*, 987-994.

Everall, R. D., & Paulson, B. L. (2004). Burnout and Secondary Traumatic Stress: Impact on Ethical Behaviour. *Canadian Journal of Counselling, 38*(1), 25-35.

Fertman, C., Dotson, S., Mazzocco, G., & Reitz, M. (2005). Challenges of preparing allied health professionals for interdisciplinary practice in rural areas. *Journal of Allied Health, 34*(3), 163-168.

Ford, R., & Richardson, W. (1994). Ethical Decision Making: A Review of the Empirical Literature. *Journal of Business Ethics, 13*(3), 205-221. Retrieved from http://www.jstor.org.elibrary.jcu.edu.au/stable/25072524

Glazer, H. R., & Stein, D. (2015). Mindfulness and the play-therapist supervisor: A study in transformative learning. *International Journal of Play Therapy, 24*(1), 41-53. doi: 10.1037/a0038663

Kenny, B. J., Lincoln, M., Blyth, K. and Balandin, S. (2009), Ethical perspective on quality of care: the nature of ethical dilemmas identified by new graduate and experienced speech pathologists. *International Journal of Language & Communication Disorders, 44*, 421–439. doi:10.1080/13682820902928711

Kilminster, S. M. and Jolly, B. C. (2000), Effective supervision in clinical practice settings: a literature review. *Medical Education, 34*, 827–840. doi:10.1046/j.1365-2923.2000.00758.x

Grenyer, B.F.S. and Lewis, K. (2012) Prevalence, prediction and prevention of psychologist misconduct. *Australian Psychologist, 47*, 68-76.

Health Practitioner Regulation National Law Act 2009. Particularly relevant: Part 7: Registration of health practitioners, Part 8: *Health, performance and conduct*. Retrieved from http://www.ahpra.gov.au/Legislation-and-Publications/Legislation.aspx.

Medibank Private (August, 2008). The cost of workplace stress in Australia. Published report. Available: https://www.medibank.com.au/Client/Documents/Pdfs/The-Cost-of-Workplace-Stress.pdf

Moran, A. M., Coyle, J., Pope, R., Boxal, D., Nancarrow, S. A., & Young, J. (2014). Supervision, support and mentoring interventions for health practitioners in rural and remote contexts: An integrative review and thematic synthesis of the literature to identify mechanisms for successful outcomes. *Human Resources for Health, 12*, 10-40. doi: 10.1186/1478-4491-12-10

Morse, G., Salyers, M. P., Rollins, A. L., Monroe-DeVita, M., & Pfahler, C. (2012). Burnout in Mental Health Services: A Review of the Problem and Its Remediation. *Administration and Policy in Mental Health, 39*(5), 341–352. doi: 10.1007/s10488-011-0352-1

Nancarrow, S. A., Wade, R., Moran, A., Coyle, J., Young, J., & Boxall, D. (2014). Connecting practice: a practitioner centred model of supervision. *Clinical Governance: An International Journal, 19*(3), 235-252.

Paliadelis PS, Parmenter G, Parker V, Giles M, Higgins I. The challenges confronting clinicians in rural acute care settings: a participatory research project. Rural and Remote Health (Internet) 2012; 12: 2017. Available: http://www.rrh.org.au/articles/subviewnew.asp?ArticleID=2017 (Accessed 6 July 2017)

Psychology Board of Australia. (2018). *Guidelines for supervisors.* Canberra, ACT: Author.

Roberts, L. W., Battaglia, J., & Epstein, R. S. (1999). Frontier ethics: Mental health care needs and ethical dilemmas in rural communities. *Psychiatric services, 50*(4), 497-503.

Roe, R. A. (2002). What makes a competent psychologist? European Psychologist, 7(3), 192-202. doi: 10.1027//1016-9040.7.3.192

Safe Work Australia (January, 2019). Work-related psychological health and safety: A systematic approach to meeting your duties. National guidance material. Available: https://www.safeworkaustralia.gov.au/system/files/documents/1806/work-related_psychological_health_and_safety_guide.pdf

Scopelliti, J., Judd, F., Scopelliti, J., Judd, F., Grigg, M., Hodgins, G., … & Wood, A. (2004). Dual relationships in mental health practice: issues for clinicians in rural settings. *Australian and New Zealand Journal of Psychiatry, 38*(11-12), 953-959.

Shaw, E., Bancroft, H., Metzer, J., & Symons, M. (Dec, 2013). How to make a sound ethical decision. *In Psych*. Available: https://www.psychology.org.au/inpsych/2013/december/ethics/?ID=5622

Sturm, B.A. (2004). Ethics and care: An ethnographic study of psychiatric community health nursing practice. *Archives of Psychiatric Nursing, 18*(3), 106-115.

Steinwedel, C. M. (2015). Self-care as a matter of ethics and professionalism. *Medsurg Nursing, 24*(2), 75-76.

Wise, E. H., Hersh, M. A., & Gibson, C. M. (2012). Ethics, self-care and well-being for psychologists: Reenvisioning the stress-distress continuum. *Professional Psychology: Research and Practice, 43*(5), 487.

Wood, A. E., Prins, A., Bush, N. E., Hsia, J. F., Bourn, L. E., Earley, M. D., ... & Ruzek, J. (2017). Reduction of burnout in mental health care providers using the provider resilience mobile application. Community mental health journal, 53(4), 452-459.

3 Assessment details

3.1 Requirements for successful completion of Masterclass

In order to pass this Masterclass, you must:

- Demonstrate a reasonable attempt on all assessment tasks, including achieving at least 80% on the pre-quiz assessment task.
- Actively participate in the masterclass activities and discussions.
- Complete the feedback questionnaire

Assessment items may be reviewed through moderation processes (Learning, Teaching and Assessment Policy, 5.13-5.18). It is important to be aware that assessment "is always subject to final ratification and that no single result represents a final grade in a Masterclass" (Learning, Teaching and Assessment Policy, 5.22.).

3.1.1 Clinical or professional experience requirements

This is a masterclass designed for professional/clinical supervisors of psychologists and other allied health.

3.2 Feedback on Participant learning

Participants will be provided with progressive feedback during the masterclass, and formative feedback on the quiz.

3.3 Assessment tasks

ASSESSMENT TASK 1: Pre-Reading and Quiz	
Aligned Masterclass learning outcomes	• utilise ethical models and frameworks to supervise for ethical practice. • provide practical strategies to supervisees to meet the challenges of rural and remote practice, including professional isolation. • develop and evaluate supervisee competencies in ethical practice, within the rural and remote context.
Group or individual	Individual assessment task
Weighting	30%
Due date	Date set on LearnJCU, usually 7-5 days prior to the first workshop session.

ASSESSMENT TASK 1: DESCRIPTION

This assessment task has been set to ensure all participants have a shared understanding of the topic being discussed in the workshop. The assessment task will be able to be completed from the supplied readings. The quiz may consist of multiple choice, short-answer and reflective questions.

ASSESSMENT TASK 1: CRITERIA SHEET

You need to achieve a minimum grade of 20/25 to pass the Quiz. Participants will be able to resubmit as many times as it takes to pass. *The Masterclass content builds on the content in the quiz readings*.

CRITERIA	SATISFACTORY	INCOMPLETE	UNSATISFACTORY
QUIZ	All questions were attempted *AND* Questions identified as short answer questions demonstrated an understanding of the topic and were of sufficient length to answer the question. *AND* Any questions identified as **reflection tasks** demonstrated a critical reflection that described the problem or idea, discussed this in the context of your own practice, and was able to argue how/why this will/will not change or will change/guide your future practice.	Not all questions were attempted *OR* Questions identified as short-answer questions were attempted but did not fully demonstrate an understanding of the topic and/or were not of sufficient length to answer the question. *OR* Questions identified as **reflection tasks** did not demonstrate a critical reflection that described the problem or idea, or did not discuss it in the context of your own practice, and/or was not able to argue how/why this will/will not change or will change/guide your future practice.	The Quiz is not returned or completed successfully before the date of the Masterclass. *If an extension was granted,* the Quiz is not returned or completed successfully by the date of the extension.

ASSESSMENT TASK 2: Reflection exercise and participation during workshop

Aligned Masterclass learning outcomes	- utilise ethical models and frameworks to supervise for ethical practice. - provide practical strategies to supervisees to meet the challenges of rural and remote practice, including professional isolation. - develop and evaluate supervisee competencies in ethical practice, within the rural and remote context. - develop and evaluate supervisee competency in cultural competence as a part of ethical practice. - model and teach self-care to supervisees as a part of ethical practice
Group or individual	Group and Individual assessment task
Weighting	70%
Due date	Assessed during masterclass (reflection activity completed between masterclass sessions for online study mode)

ASSESSMENT TASK 2: DESCRIPTION

This task requires participants to complete a reflection exercise during this masterclass and to participate in group exercises throughout the masterclass.

ASSESSMENT TASK 2: CRITERIA SHEET

To achieve a satisfactory grade, participants will need to attend all sessions of the Masterclass, complete the reflection task and actively participate in peer and group exercises. An unsatisfactory grade will be given under the circumstances listed below. It is expected that this outcome would be very rare as the Masterclass is designed with a developmental learning focus and support is provided if there are any concerns.

CRITERIA	SATISFACTORY	INCOMPLETE	UNSATISFACTORY
WORKSHOP PARTICIPATION / GROUP ACTIVITIES	Attended all sessions and engaged in group activities through sharing or other forms of participation (eg., brain storming activities)	Attended only some sessions and/or did not engaged in group activities through sharing or other forms of participation (eg., brain storming activities)	Received an *Incomplete* grade in Masterclass AND 6 months have passed and did not attend another Masterclass offering (if missed any sessions this would have been required).
PEER EXERCISES (small group or paired skills practice activities or role plays and case studies)	Engaged in all peer exercises as required.	Did not engage in all peer exercises as required.	
REFLECTION TASKS (these may be home activities or paired work depending on learning format)	Actively participated in workshop reflection activity and demonstrated an ability to critically reflect on own practice (or in practice) and is able to link this to future practice.	Did not actively participate in workshop reflection activity and/or does not demonstrate an ability to critically reflect on own practice (or in practice) and/or is not able to link this to future practice.	

4 Submission and return of assessment

4.1 Submission and return of assessment

Assessments will be submitted electronically using the LearnJCU learning portal, with feedback provided via the LearnJCU assessment centre. You need to submit before commencement of our Masterclass or ask for an extension.

5 Workshop outlines

5.1 Face-to-Face Masterclass

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. The workshop time is 8 hours, including breaks totalling one hour.

Session		Topic	Materials	Time
1	Introduction	• Welcome to Country • Icebreakers & Introductions	Whiteboard PowerPoint	30 minutes
2	Ethical models and frameworks *for* Supervision	• Defining and understanding ethical practice • Models for approaching ethical dilemmas	Whiteboard PowerPoint	90 minutes
3	Supervising for the Ethical Practice	• Understanding ethical practice when supervising in rural and remote locations • Addressing conflicts between ethical practice and organisational demands (i.e., scope of practice, confidentiality and boundary crossings)	Whiteboard PowerPoint Group exercises	120 minutes
4	Supervising for Cultural Competence	• Why is cultural competence an ethical concern? • Ethical considerations when supervising for cultural competence	Whiteboard PowerPoint Group exercises	60 minutes
5	Selfcare and Burnout	• Recognising burnout • Supervising supervisees to manage self-care in rural and remote environments • Developing a learning plan • Professional strategies to reduce isolation and improve ethical decision making	Whiteboard PowerPoint Group exercises	90 minutes
6	Conclusion	Feedback & Questions	Group exercise	30 minutes

5.2 Live VC Masterclass (online using the Zoom platform)

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. The workshop time is 2 x 4-hour sessions, including breaks. The live VC masterclass will also have a reflective task to complete between sessions.

Session		Topic	Materials	Time
SESSION 1				
1	Introduction	• Welcome to Country • Icebreakers & Introductions • Zoom etiquette and overview	Whiteboard PowerPoint	20 minutes

Session		Topic	Materials	Time
2	Ethical models and frameworks *for* Supervision	• Defining and understanding ethical practice • Models for approaching ethical dilemmas	Whiteboard PowerPoint	90 minutes
BREAK				
3	Supervising for the Ethical Practice – Part 1	• Understanding ethical practice when supervising in rural and remote locations	Whiteboard PowerPoint Group exercises	90 minutes
4	Reflection Task	• Discuss requirements of reflection task	Complete at home and email reflection to trainer	10 minutes
SESSION 2				
4 cont.	Reflection Task (cont.)	• Reflection assessment task review	Completed reflection	20 minutes
5	Supervising for the Ethical Practice – Part 2	• Addressing conflicts between ethical practice and organisational demands in rural and remote context (i.e., scope of practice, confidentiality and boundary crossings)	Whiteboard PowerPoint Group exercises	30 minutes
6	Supervising for Cultural Competence	• Why is cultural competence an ethical concern? • Ethical considerations when supervising for cultural competence	Whiteboard PowerPoint Group exercises	60 minutes
BREAK				
7	Selfcare and Burnout	• Recognising burnout • Supervising supervisees to manage self-care in rural and remote environments Developing a learning plan • Professional strategies to reduce isolation and improve ethical decision making	Whiteboard PowerPoint Group exercises	90 minutes
8	Conclusion	Feedback & Questions	Group exercise	10 minutes