Training, Supervision, and Consultation:  
Expanded Roles and Competencies of Health Service Psychologists

GSAPP Course #: 18:821:655:01
Spring, 2016

Instructor: Brian C. Chu, PhD  
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Class Details:  
Classroom: A317  
Class Time: Wednesday, 9:15 AM – 12:00 PM

Office Hours: By appointment;  
Class Discussions & Questions: Please use Sakai site

Special Guest Instructor:  
Karen Riggs-Skean: kskean@aol.com

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Course Description: The professional roles of psychologists are ever-expanding and today’s clinical psychologists must be prepared to assume multiple roles throughout one’s career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. Training refers to the educational and instructional processes involved in the initial (e.g., graduate education) or ongoing (e.g., continuing education) learning to establish competence as a psychologist. Supervision refers to mentored activities that influence a provider’s direct or indirect service with clients of psychological care. Consultation refers to a diverse array of activities wherein psychologists provide specialty services or work in collaboration across professions and in diverse settings (e.g., medical, school, forensic, business). The course includes multiple experiential assignments and learning opportunities to begin the student’s development in training and supervisory competencies.

Learning Goals for the course include:
1. Become familiar with, and demonstrate knowledge of, current body of research and approaches in psychological training, supervision, and consultation roles.
2. Complete experiential assignments in Psychological Training to demonstrate initial competencies in formulating and proposing training activities.
3. Complete experiential assignments in Clinical Supervision, including meeting with a novice clinician, providing peer consultation-supervision, and demonstrating ability to reflectively evaluate the supervisory process.

Grading:  
Your grade will be based on the following elements:
1. 10% Attendance and participation
2. 30% Training Workshop Proposal, due 2/24 5:00 pm
3. 20% Successful completion of Supervisory Experiential Component: Accept peer supervision assignment, meet with supervisee, video-record supervision meetings, hand-in recordings to instructor. Documentation will also include supervisee completion of supervisor evaluation.
4. 40% Supervision Work Sample: Written component of supervisory experience, **due 5/4 at 5:00 pm**

**REQUIRED BOOKS**
2. Other required and recommended readings are listed in the course schedule below.

**Sakai site:**
1. We will use Sakai site to distribute resources and submit assignments: [http://sakai.rutgers.edu/](http://sakai.rutgers.edu/)
2. Click tab for **18:821:655:01 (TRAIN SUPV CONSULT 01 Sp16)**
3. If you do not see the tab, follow the directions for “Join a Class Worksite” posted on Sakai.
4. To upload assignments, go to the ASSIGNMENTS link and upload on the same page where the assignment is assigned.
5. When you upload assignments, please label your file (using Save As) STARTING with YOUR LAST NAME (e.g., “Conklin_HW1 outcome table.doc”).

**READINGS/CLASS PRESENTATION:**
Readings are expected to be read for the class in which they’re listed. The course focuses on training in training/supervisory competence, so this relies on knowing the literature base. Class instruction will likely not dissect each reading, but each is necessary to perform the professional skills adequately.

**ATTENDANCE, TARDINESS, & PARTICIPATION**
Attendance and participation are essential parts of class. Excused absences include religious and recognized cultural holidays that fall on the day of class. Because conferences are an important part of professional development, these may also be excused, but please seek permission from the instructor before any proposed absences. If you will be absent for an excused reason, please let the instructor know ahead of time with your reason. **If you miss 3 classes for any reason, you will not receive a grade higher than a “C.”** Exceptions (e.g., chronic illnesses, medical emergencies, a number of religious holidays) can be made at the discretion of the instructor, but please discuss these issues as soon as possible.

Because tardiness disrupts class and is inconsiderate to your fellow classmates, each day a student is tardy (i.e., more than 5 minutes late) will be marked against your grade (approximate **1% grade deduction for each tardy**). Active participation can earn students credit, and this evaluation is entirely up to the instructor’s discretion.

**Computer use in class:** Students are not to use computers for purposes other than note-taking or class-related activities.

**Academic Integrity:**
All Rutgers students should review and adhere to the University principles of academic integrity, available at: [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/)

**Accommodations due to disability:**
If you seek accommodations due to a documented disability, please see the instructor and refer to university guidelines at: [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/)
MAJOR ASSIGNMENTS/EXPERIENCES

1. Training Work Sample: Workshop Proposal
   Details of this assignment will be given in class. The goal of this assignment is for students to gain the experience of proposing a workshop that they, themselves, would deliver to a group of professionals based on their own interests, experience, and competencies. The work sample would consist of submitting a business proposal that describes the workshop, details learning objectives, and outlines the learning activities that would be taught. The student would also submit his/her c.v. to highlight his/her experience in that area.

2. Peer Consultation-Supervision Experience and Work Sample:
   a. Peer supervisors (3rd year students enrolled in class) will be paired up with 1st-year students (trainee) who are seeing their first cases through the Foundation courses and who are already receiving group supervision through the clinic. Peer supervisor will conduct TWO supervision sessions with the trainee, focusing on one of the Foundation cases. The peer supervisor can choose to supervise in either Psychodynamic or CBT approaches. The first meeting helps the peer supervisor set up the context for supervision and experience what it is like to initiate a supervisory relationship. The second meeting helps the peer supervisor experience what it is like to see a junior member grow over that time and to note changes both in the client and therapist. One might also observe how any suggestions were used or not (suggestions will not be mandated, but it will be helpful to see which suggestions were useful or not).
   b. The formal relationship is most accurately called a “peer consultation.” The peer supervisor will not have binding responsibility or authority in any guidance they give to the trainee. Instead, we hope that this will serve to COMPLEMENT the supervision that the foundation supervisor is doing. It will help both students dive more into specific issues and help give the trainee more support (important since all foundation supervision occurs in group format).
   c. To help with this goal, the peer supervisor will read the case intake and case notes prior to meeting with the trainee. The peer supervisor will also introduce themselves to the Foundations licensed supervisor (by email or in person) and let them know with whom they’ve been paired and reinforce the notion that they will be working in a complementary fashion. [The instructor will also make contact with licensed supervisors]. The 1st-year trainee will be open with licensed supervisors about what suggestions derive from peer supervision meetings and discuss them as suggestions (e.g., “This is a suggestion that came up in my peer supervision. I think it will be useful; what do you think?”).
   d. The peer supervisor video-records the supervision sessions and submits for review.
   e. The peer supervisor will also have the trainee complete a supervisor evaluation; this will be submitted for review.
   f. The peer supervisor will also complete a written reflection piece describing the nature of the supervision meetings, his/her role in the meetings, and a reflection on the case. Specifically, the write-up will describe the peer supervisor’s: (a) approach, (b) planned activities or goals for the supervision session, (c) description of major events, activities, and interactions that happened during the supervision session, (d) achievement of goals or planned activities, (d) challenges, and (e) successes in this supervision session. It will also include a reflection on how one’s conceptualization of the case has changed by virtue of the supervision meetings, and what new assessments and interventions would be recommended. The write-up will also include a reflection on the supervisory relation between the peer supervisor and
trainee and how future meetings would proceed. The term, “goals,” might mean different things depending on your orientation and approach. Think of this loosely in terms of, “What do you expect to do during your meeting time with your supervisee?” and then, “Did you do it?” If not, what got in the way, or what new directions surprised you?

g. **Have involved parties sign a Clinical Supervision Experience Agreement Form**
COURSE SCHEDULE

Class 1. (1/20) Overview: The expanded role of Clinical Psychology; Emerging Roles and Professional Competencies
   a. Review Syllabus
   b. Explain work sample assignments and experiential component
   c. Trends in the profession of clinical psychology, including new opportunities in diverse settings and related fields.
   d. Competencies: A developmental view of competencies that span across education, supervised practice, supervising practice, training, consulting, and maintaining competencies.
   e. Required Readings
      (1) Falender & Shafranske, Ch 3: Building Technical Competence [Basis for Competency Guidelines in the Psychological Profession]
   f. Recommended Readings

Class 2. (1/27) Training Models 1: Graduate Education - Teaching and Training Graduate Trainees
   a. Training in Psychology Graduate Schools: Models, structure, and content
   b. Competency-based program development: identification of competencies and input and output elements.
   c. Sharing our own self-study? Show an example of how a program develops its choices...
   d. Required Readings
      (2) COA competencies (either G&P domain B or SOA version)
      (3) GSAPP Clinical Competencies (review competency profile and practicum evaluation forms)

e. Recommended Readings

f. Further reading

Class 3. (2/3) Training Models 2: Maintaining skills/competence post graduate degree
b. Examples of expert consultation groups (e.g., PracticeWise; NYS training efforts)
c. Training others (e.g., allied health professionals) in psychological principles
d. How to create useful workshops
e. Workshop experience:
   f. **Assign Workshop Proposal: Practical Applications of Training, due 2/24 5:00 pm**

f. Required Readings:
(1) Some examples of workshop proposals
(2) Weblinks of different learning resources (ABCT, Div 53, Div 12)

h. Recommended Readings


Class 4. **(2/10) Supervision 1: Preparing to become a supervisor**

a. Models, research, and guidelines of effective supervisory practices.

b. Required credentials to provide supervision (degree requirements, licensure, etc)

c. Setting up a supervisory relationship: guidelines, roles, agreements; show examples of supervisor contracts.

d. Responsibilities, authority, and rights of the supervisor and supervisee.

e. Structure of supervision sessions (individual, group, vertical teams, etc)

f. Structure of supervision session: basic transtheoretical components everyone should consider

g. Challenges and conflicts

h. **Assign Final:** **Supervision Work Sample due 5/4 at 5:00 pm.**

i. Required Readings

(1) Falendar & Shafranske, Ch 1. The Practice of Clinical Supervision [Training models of supervision]

(2) Falendar & Shafranske, Ch 2. What Makes for Good Supervision? [Characteristics of satisfactory and unsatisfactory supervision]

(3) Falendar & Shafranske, Ch 8. Evaluation of the Supervisory Process


j. Recommended Readings


Class 5. (2/17) Supervision 2a: Doing supervision in the context of cognitive and behavioral approaches
a. Background and principles in CBT supervision
b. Conceptualizations and recommended activities
c. Active discussion of student examples from supervisory experiences
d. Required Readings
(2) Beidas, R. S., Cross, W., & Dorsey, S. (2014). Show me, don’t tell me: Behavioral rehearsal as a training and analogue fidelity tool. *Cognitive and Behavioral Practice, 21*, 1-11.

e. Recommended Readings

Class 6. (2/24) Supervision 2b: Demonstrations of CBT Supervision

- **Workshop Proposal HW Due**

b. Practice exercises in conducting CBT supervision.
c. Invite 2 CBT community supervisors in to discuss professional and technical issues: How did they decide to become a supervisor, how did they seek out opportunities? Then, what does one do in supervision, how do they set it up, challenges, rewards to the experience?
d. Required Readings

e. Recommended Readings


Class 7. **(3/2) Consultation Overview**

a. Conducting Interprofessional Work across settings: be knowledgeable about core competencies for interprofessional practice, including: values/ethics across professions as well as those for interprofessional practice, roles/responsibilities, interprofessional communication, and teams/teamwork. Interprofessional functioning can present distinctive issues with regard to confidentiality, communication, and multiple relationships. Students will learn how to recognize these challenges and engage in competent, legal, and ethical consultation. Be familiar with various types of health care systems and service delivery models and their importance for practice.

b. Laws and limits of the psychologist’s role in diverse settings: medical centers, primary care, schools, community mental health.

c. Training others (e.g., allied health professionals) in psychological principles

d. Required Readings


e. Recommended Readings


Class 8. **(3/9) Supervision 3a: Doing supervision in the context of psychodynamic approaches**

a. Guest Lecturer: Karen Heffernan

b. Background and principles in Dynamic supervision

c. Conceptualizations and recommended activities
d. Active discussion of student examples from supervisory experiences. Background in Dynamic supervision, didactics

e. Required Readings
   (1) Falendar & Shafranske, Ch 4. Addressing personal Factors in Supervision [Identifying and addressing countertransference]

f. Recommended Readings

g. Further reading

3/17: Spring Break!!!!

Class 9. *(3/23) Supervision 3b: Demonstrations of Psychodynamic Supervision*

a. Guest Lecturer: Karen Heffernan
b. Practice exercises in conducting Dynamic supervision.

c. Invite 2 Dynamic community supervisors in to discuss professional and technical issues: How did they decide to become a supervisor, how did they seek out opportunities? Then, what does one do in supervision, how do they set it up, challenges, rewards to the experience?

d. Required Readings:
   (1) Falendar & Shafranske, Ch 5. Alliance in Therapeutic and Supervisory Relationships [Alliance Strains and Ruptures]

e. Recommended Readings:


Class 10. (3/30) Consulting in Diverse Settings 1: Schools

a. Maurice Elias

b. Unique roles of psychologists in setting in schools

c. Interprofessional collaboration and consulting

d. Practical application: role plays or in-class consultation (e.g., students can bring examples from practica and receive class/instructor consultation).

e. Required readings


f. Recommended readings


Class 11. (4/6) Consulting in Diverse Settings 2: Medical Centers/Primary Care
a. Lynn Clemow, family medicine
b. Unique roles of psychologists in medical centers and Primary Care
c. Interprofessional collaboration and consulting
d. Practical application: role plays or in-class consultation (e.g., students can bring examples from practica and receive class/instructor consultation).
e. Required readings


f. Recommended readings


Class 12. (4/13) Supervision 4: Supervision as an Antidote to Clinician Burnout: Diversity Issues and Family Therapy

a. Nancy Boyd-Franklin
b. Multi-cultural competency from the supervisor’s perspective
c. Family therapy focus.
d. Required Readings


e. Recommended Readings


f. Further reading


Class 13. (4/20) Intensive Supervision Break-out Groups I

a. Special Guest Co-instructor: Karen Riggs-Skean
b. TAs: Phoebe Conklin, Steven Clark
c. Class breaks into 4 groups (2 CBT; 2 Dynamic) and will meet with 2 faculty and 2 TAs.
d. In advance of this, students will be preparing a written assignment that helps them reflect on the supervisory process with their junior clinician. (See Final Work Sample).
e. In class, students present a portion of their taped supervision meetings with their 1st year student. The group discusses the case, the junior clinician, and the senior supervisor’s work. The focus will be on the supervisor’s conceptualization of the case, the conceptualization of the junior clinician’s work, the activities engaged in the supervision, and a reflection on their own work.

f. Readings
   (1) Falendar & Shafranske, Ch 7. Ethical and Legal Perspectives and Risk Management

Class 14. *(4/27)* Consulting in Diverse Settings 3: Psychiatry
   a. Ted Petti; Theresa Miskimen, RWJ Medical School
   b. Consulting with Psychiatry – working collaboratively
   c. Interprofessional collaboration and consulting
   d. Practical application: role plays or in-class consultation (e.g., students can bring examples from practica and receive class/instructor consultation).
   e. Readings:
      (1)

Class 15. *(5/4)* Intensive Supervision Break-out Groups II
   a. Special Guest Co-instructor: Karen Riggs-Skean
   b. TAs: Phoebe Conklin, Steven Clark
   c. Repeat activities from Break-out Groups I to cover all students.
   d. Class breaks into 4 groups (2 CBT; 2 Dynamic) and will meet with 2 faculty and 2 TAs.

   e. **Supervision Work Sample due 5/4 at 5:00 pm.**
ADDITIONAL READINGS (Deep grooves)

Classic Works in Psychoanalytic Supervision

Searles, H. F. (1955). The informational value of the supervisor’s emotional experience. Psychiatry, 15, 135-146. Seminal article on the importance of paying attention to countertransference.


Edited Volumes of Essays in Psychoanalytic Supervision


