Instructor: Karen Riggs Skean, Psy.D.
Email: kskean@aol.com
Phone: (732) 247-7489
Office: Room A226

Teaching Assistants:
Michael Rodriguez
michael.rodriguez88@gmail.com

Special Guest Instructor:
Rebecca Greif, Psy.D.
Saba Khan
sabakhan1227@gmail.com

Course Description:

The professional roles of psychologists are ever-expanding and today’s clinical psychologists must be prepared to assume multiple roles throughout their careers. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. The course includes multiple experiential assignments and learning opportunities to begin the student’s development in training and supervisory competencies.

- 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 and maintain 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).

Learning Goals of the Course Include:

1. Become familiar with and demonstrate knowledge of the current body of research in and approaches to 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 the ability to reflectively evaluate the supervisory process.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
</table>
| January 18   | 1     | Course Overview. The expanded role of clinical psychology. Emerging Roles and Professional Competencies  
              |       | Introduction to the Supervisor Role                                                                                                   |
| January 25   | 2     | Training Models 1: Graduate Education – Teaching and Training Graduate Students  
              |       | The Development of Expertise                                                                                                          |
| February 1   | 3     | Training Models 2: Maintaining Skills and Competencies (and Developing New Ones) After Graduate School  
              |       | Creating a Workshop of Your Own                                                                                                       |
|              |       | Discuss Workshop Proposal Assignment                                                                                                  |
| February 8   | 4     | Supervision 1: Preparing to Become a Supervisor  
              |       | Discuss Supervision Experience Assignment                                                                                             |
| February 15  | 5     | Supervision 2: Supervision as an Antidote to Burnout – Dr. Nancy Boyd-Franklin                                                        |
| February 22  | 6     | Supervision 3: Addressing Personal Factors and Countertransference; Addressing Alliance Ruptures                                          |
| March 1      | 7     | Supervision 4: Doing supervision in the Context of CBT – Dr. Rebecca Greif                                                           |
| March 8      | 8     | Supervision 5: Doing Supervision in the Context of Psychodynamic Therapy – Dr. Nancy McWilliams                                         |
| March 15     | No Class | SPRING BREAK!!                                                                                  |
| March 22     | 9     | Consultation 1: Overview                                                                                                               |
| March 29     | 10    | Consultation 2: Consulting in Schools – Dr. Maurice Elias                                                                           |
| April 5      | 11    | Consultation 3: Consulting in Medical Settings – Dr. Lynn Clemow                                                                     |
| April 12     | 12    | Supervision 6: Ethical and Legal Issues                                                                                               |
Consultation 4: Consulting in Psychiatry – Dr. Ted Pettit and Dr. Theresa Miskimen

Break-Out Group

Break-Out Group

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 5/5 at 5:00 pm

Training 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.

Peer Consultation/Supervision Experience and Work Sample

a. Peer supervisors (3rd year students enrolled in this class) will be paired up with 1st year students (trainees) who are seeing their first cases through the Foundation courses and who are already receiving group supervision through the clinic. The peer supervisor will conduct an initial get-acquainted and goal-setting meeting, followed by THREE 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. Subsequent meetings 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

Required Books:


2. Other required and recommended readings will be made available on our Sakai site.

A Note about the Reading:

In putting this course together last year, Brian Chu assembled an impressive amount of resources on the topics of the course, far more than you would be expected to read in the one
semester of the course. So the readings are divided into a smaller amount of required readings for each week, and a larger number of other readings for you to pursue areas of interest or to have as a future resource. I will be putting the required readings separate from these resource readings in Sakai folders.

**Reading Assignments:**

**Class #1: Course Overview; Expanding Roles of Psychologists; Introduction to the Supervisory Role.**

**Required:** Falendar & Shafranske, Chapters 1 and 2, pp. 4-36.


**Resource Reading:**


**Class 2: Training Models 1: Graduate Education; The Development of Expertise**


Clinical Psychology: Science and Practice, 21, 410-424.

Resource Reading:


Class 3: Maintaining Competence After Graduate School; Developing Training Workshops


Resource Reading:


Class 4: Preparing to Become a Supervisor

Required: Falendar & Shafranske, Chapters 3 and 4, pp. 39-96.


Resource Reading:


**Class #5: Supervision as an Antidote to Burnout**


Falendar & Shafranske, Chapter 6, pp. 121-136; Chapter 9, pp. 181-195.

**Resource Readings:**


**Class #6: Addressing Personal Factors and Countertransference; Addressing Alliance Ruptures**

**Required:** Falendar & Shafranske, Chapters 5, pp. 97-120, Chapter 7, pp. 137-157.

**Class 7: Doing Supervision in the Context of CBT**


**Resource Readings:**


Class #8: Doing Supervision in the Context of Psychodynamic Psychotherapy

Required: TBA

Resource Readings:


### Class 9: Consultation Overview

**Required:** TBA

**Resource Readings:**


**Class #10: Consulting in Schools**

**Required:** TBA

**Resource Readings:**


Class #11: Consulting in Medical Settings

Required: Falendar & Shafranske, Chapter 10, pp. 197-209.


Resource Reading:


**Class #12: Supervision: Ethical and Legal Issues**

**Required:** Falendar & Shafranske, Chapter 8, pp. 159-180; Chapter 11, pp. 211-233.

**Class #13: Consulting in Psychiatry**

**Required:**

**Class #14: Break-Out Groups**

**Class #15: Break-Out Groups**

**Statement on Disabilities:**
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: [https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form).
Statement on Academic Integrity:

The University’s academic integrity policy, to which this class will adhere, can be reviewed at: [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/)