

**Graduate School of Applied and Professional Psychology
Rutgers University
School Psychology Program**

Advanced School Supervision

Spring 2024

Tuesdays 8:45 am-11:30 am

Room: GSAPP A230

18:826:606:04

Instructor: Alexander Alperin, Psy.D.
Email: alexalperin@gmail.com
Phone: (201) 873-7556

COURSE DESCRIPTION:

This course provides licensed, doctoral-level supervision to advanced second and third year students who are currently completing practica at schools and other agencies in the field.

Falendar and Shafranske (2004) defined clinical supervision as follows:

A distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative, interpersonal process. It involves observation, evaluation, feedback, facilitation of supervisee self-assessment, and acquisition of knowledge and skills by instruction, modeling, and mutual problem-solving. Building on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy. [Supervision] ensures it is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large. (p. 3).

This course will provide students with the opportunity to engage in self-reflection regarding their professional practice and will encourage the increased competence in foundational psychological skills, including assessment, intervention, consultation, supervision, and advocacy.

RATIONALE:

Supervision constitutes an integral aspect of training and professional development in becoming a doctoral level school psychologist. For some, this group will serve as an introduction to group supervision, a widely utilized format for supervision of professional psychologists. While the nature, format and goals of supervision groups vary depending on the supervisor and members, all groups aim to enhance professional development. Establishing a “safe” group environment is integral to achieving this goal. In addition, all sections of the Advanced Group Supervision will share common content, including

readings, with freedom to add additional material to meet the needs of students in each group.

Fundamental issues in theory and practice of clinical supervision will be examined, including: models of supervision, the supervisory relationship, the impact of personal factors on supervision, in addition to, supervision techniques and practices, evaluation and legal/ethical considerations in supervision and peer supervision.

Since most doctoral psychologists eventually end up providing some form of supervision to more junior professionals, students will develop supervisory attitudes and knowledge that will support their role in future supervisory relationships. Not only will this class focus on the fundamentals of clinical supervision in the broad field of psychology, but issues specific to the supervision of psychologists in school settings will be highlighted throughout the course.

Although students will not receive a letter grade, students will receive a Pass/Fail grade. Students' performance will be evaluated along certain dimensions, including active participation. In order for the group supervision experience to be a worthwhile one, active participation in the group is essential; therefore, students will be expected to contribute to **each** group meeting. The more one participates in each group meeting, the more he/she will benefit from this experience. In addition to raising specific topics to discuss, active participation includes asking questions, providing feedback to other members of the group and conveying empathy to others.

PROFESSION-WIDE COMPETENCIES & DISCIPLINE-SPECIFIC KNOWLEDGE:

School Psychology Profession-Wide Competency (SP-PWC) Elements

- 2.1. Demonstrates knowledge of and adherence to APA ethical guidelines and relevant laws governing psychological practice.
- 2.2. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve those dilemmas.
- 2.3. Conducts self in an ethical manner across professional activities.
- 3.1. Demonstrate awareness of how personal bias and cultural history, attitudes and biases affect understanding and interactions with people different from themselves.
- 3.2. Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.
- 3.3. Demonstrates ability to consider and integrate cultural and diversity concepts in the design, implementation and evaluation of programs, products and services.
- 3.4. Works effectively with diverse individuals and groups, including those who group membership, demographic characteristics, or worldviews are different from or similar to their own.

4.1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

4.2. Exhibits behaviors that reflect an openness and responsiveness to feedback and supervision

4.3. Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness.

5.1. Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological service.

5.2. Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.

5.3. Demonstrates effective interpersonal skills and the ability to manage challenging interactions effectively and professionally.

6.1. Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment

6.2. Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.

6.3. Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences.

6.4. Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.

6.5. Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.

7.1. Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.2. Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables

7.3. Applies relevant literature and empirically-based principles to clinical decision making.

7.4. Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.

7.5. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

7.6. Establishes and maintains effective relationships with the recipients of psychological services.

8.1. Demonstrates knowledge of principles of effective supervision in professional settings.

8.2. Demonstrates knowledge of supervision approaches demonstrated to support the implementation of effective interventions for children and youth.

9.1. Demonstrates knowledge of and respect for the diverse roles, beliefs, and competencies of professionals and stakeholders working in schools, mental health organizations, and other relevant settings.

9.2. Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals in order to identify effective strategies for addressing educational, social, and emotional problems and needs.

10.1. Demonstrates an understanding of the impact of multiple systems on student development and functioning.

10.2. Demonstrates an understanding of schools and other service delivery settings, including knowledge of principles of quality instruction, the profession of teaching, and regular and special education policy.

10.3. Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

Discipline-Specific Knowledge (DSK)

Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.

Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.

Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.

Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social or developmental aspects of behavior).

LEARNING OBJECTIVES OF ADVANCED GROUP SUPERVISION:

Students who complete Advanced Group Supervision will be able to:

- 1) Identify his/her own strengths and weaknesses as they relate to professional practice. [SP-PWC 2.1, 3.1, 4.1]
- 2) Develop professional goals for current and future training experiences, including writing a summary narrative of a professional development plan developed during fall semester. [SP-PWC 6.1, 6.5, 7.1, 7.2]
- 3) Increase students' ability to utilize self-reflection as a tool in working as a professional psychologist and supervisor. [SP-PWC 2.2, 4.3, 4.4]
- 4) Develop an awareness and sensitivity to gender and multicultural issues in the supervisory relationship. [SP-PWC 3.2, 3.3, 3.4]
- 5) Recognize ethical issues in supervision and to apply ethical decision-making when presented with ethical dilemmas in practice. [SP-PWC 2.3]
- 6) Demonstrate and develop effective oral communication skills, including listening to diverse perspectives and presenting ideas, policies and research. [SP-PWC 5.1, 5.2, 5.3]
- 7) Demonstrate knowledge of different supervision models through class discussion. [SP-PWC 8.1, 8.2]
- 8) Demonstrate competence in supervising a 1st year school psychology student using the peer mentoring/peer supervision models discussed in class (For 3rd year school psychology student supervisors. [SP-PWC 8.1, 8.2]
- 9) Identify evidence-based interventions in working with children and adolescents. [SP-PWC 7.1, 7.2, 7.3, 7.4, 7.5, 7.6]
- 10) Demonstrate and develop system-based practices with schools, clinics and other treatment settings. [SP-PWC 10.1, 10.2, 10.3]

- 11) Demonstrate competence in case presentations by developing clinical formulations. [DSK-Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, Social Aspects of Behavior & Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas.]

APA STANDARDS ON TRAINING IN SUPERVISION:

APA's most recent Professional Standards require specific training in supervision. This is reflected in a new School program competency whereby students are evaluated regarding their ability to both receive and conduct supervision. One of the goals of the Advanced Supervision groups is to provide an opportunity for students to gain experience functioning as a supervisor. Each semester, you will be asked to facilitate part of our supervision group and develop a written plan and evaluation for your supervision.

This opportunity is also an excellent way to learn more about group process, including some of the obstacles to effective group process/functioning that can arise.

In addition, this class will be incorporating APA's requirement that accredited programs provide training to students regarding the provision of supervision to others. The school psychology faculty believe this requirement is an important opportunity for students to learn about supervision techniques and approaches while they are graduate students (as most of you will undoubtedly serve as supervisors during your career). Thus, students will receive didactic training in supervision, along with an experiential component of actually "doing" supervision. In general, 3rd year students will provide supervision to 1st on their assessment and/or counseling cases in their school-based placement. This Peer Supervision Program will begin in the Fall and continue through the Spring semester. More information about training and program requirements will be provided.

ASSESSMENT OF LEARNING OBJECTIVES:

- 1) Attendance at all scheduled meetings.
- 2) Active group participation (i.e. contributing to EACH supervision meeting).
- 3) Facilitate one group supervision meeting per semester
- 4) Completion and discussion of assigned exercises and assignments
- 5) During Fall and Spring semesters, 3rd students will supervise a 1st year student and provide feedback/reflect on the experience during group supervision

GRADING CRITERIA (PASS/FAIL):

Attendance and Participation: 50%

In order to receive a Passing grade, attendance is required at all supervision meetings, excluding religious holidays and illness. Arrive on time to class (one tardy is permissible). **You are expected to attend class in person.** If you are not physically in class, you will be considered absent, with the exception of absences due to religious holidays not observed by the university. If you are unable to attend a class due to religious observance or extraordinary circumstance (e.g., hospitalization, family emergency), please notify me in writing/email as soon as possible. Students who exhibit repeated lateness and/or absences will not receive a passing grade. Conflicts of schedule with other meetings, practicum, workshops, meetings with faculty, interviews, and clinic cases are not excusable absences. However, there may be times when the group, as a whole, elects to attend a colloquia or

outside presentation. **I will expect mindful attention during classes and will often limit or entirely restrict use of electronic devices (e.g., laptops).** Please bring a notebook and writing utensils.

Completion of Assignments: 50%

Facilitation of Group Supervision: You will facilitate a group supervision session by leading the group in a discussion for 30-40 minutes. Prepare a list of discussion questions to guide the seminar. Use creativity and consider treating the discussion like a roundtable session in a professional conference. You are encouraged to incorporate an article within the discussion. This activity will hopefully provide the opportunity to fine tune leadership and supervisory skills in a professional learning environment. The facilitator may elect to present a treatment or assessment case (including their case formulation) and seek related feedback from the group. Prior to facilitating the session, you will submit via Canvas a written plan of your goals for the group supervision session and a reflection/evaluation of your performance in accomplishing set goals.

READINGS:

All readings are available on Canvas.

COLLABORATION AND SAFETY: TEAMWORK

Part of group membership involves members assuming responsibility for making the group “work.” This includes making the group a safe environment for others to speak without fear of criticism. Differences among group members will sometimes occur. However, learning to work collaboratively, especially in groups, is essential training for your future employment as doctoral level school psychologists and group supervision provides an opportunity to enhance these skills. Much of your professional work will involve relationship building and the establishment of positive, safe school environments.

To this end, part of the leader’s role involves making the group a safe place to talk. I can be most effective in making this a good training experience if you share thoughts and goals with me regarding the group experience. My hope is that you will do so.

SELF-AWARENESS:

Because self-awareness is integral to psychologists’ professional development, understanding the use of self as a mediating variable in our work, as psychologists, will be a focus of supervision. All psychologists, regardless of theoretical orientation, need to examine their own reactions, behavior and decisions in a non-defensive manner in order to grow as professionals. This may also include discussion of the group supervision. However, supervision is not synonymous with therapy and you will not be required to disclose anything in group that you believe violates your privacy.

Self-reflection is also integral to developing one’s own style as a future supervisor. As such, students will be asked to develop some personal goals for the supervision group, and each instructor will ask students to set and share their intention for what they hope to gain from supervision as a process. It is also recommended that students give thought to the issues that arise in practicum each week and come with an agenda for each supervision session. Students will also be asked to lead part of a supervision group. This is an opportunity to integrate issues that have been read about and discussed pertaining to various models of supervision.

CLASSROOM CULTURE:

Classroom Participation and Professional Conduct:

In line with the literature on school climate, I want to ensure that our class maintains a comfortable and supportive learning environment for all participants and learning to work together as a group is one of the hallmarks of good psychology practice; as such, professional conduct within the class facilitates a supportive learning atmosphere.

In addition to your acquiring knowledge, skills and attitudes pertaining to professional psychology, training as a professional psychologist requires the development of professional behavior. Therefore, in line with the APA's competencies, professional behavior is part of your grade and is expected at all times during the class. **Active** participation in the form of raising questions and discussing readings is expected. Although you may disagree with your classmates, learning to interact in groups is a key competency of school psychologists, as such, respectful behavior towards peers, guest speakers and faculty is required. Note writing, conversations and completing others' work have the effect of excluding other class members and are not considered professional behavior.

Unlike classes in which the instructor establishes the outline, all group members assume an active role in establishing a format for the group. There will be some combination of scheduled topics/assignments and open-ended discussion of issues and cases from the field.

On the Canvas page for this class, students will find a variety of topics that may be of interest for class discussions.

As noted above, students will be asked to contribute to each group session. At the start of each semester, the instructor will lead a discussion concerning the students' thoughts regarding format and specific goals for the group in more detail. In addition, from time to time, guest presenters may come to the group supervision.

One role that the instructor may provide to the group is specific input, i.e., suggestions about counseling interventions, clarification of APA Ethical Guidelines, IDEA, DSM 5, ICD 10, etc. However, what is most helpful to the development of the group dynamic, is for the instructor to first encourage the group to process the issue in order for the supervision group to not feel like a classroom. Also, this kind of processing is consistent with the steps professional psychologists typically take to resolve ethical dilemmas, which is another focus of our group. The literature on group theory suggests that groups have tremendous power to work effectively and utilize many resources. If instructors intervene too early, it can curtail that kind of processing. At the same time, instructors understand there may be times when direct feedback is precisely what would be most helpful. Therefore, please let the instructor know if he/she is providing too much/too little direct feedback.

Group discussions will range from issues, experiences and cases in the different practica to current issues in school psychology to topics related to becoming a professional psychologist to understanding the conceptual and empirical literature on supervision. In addition, students may also use supervision as a place to discuss any other aspects of their training or their life as it impacts on their professional development.

On Canvas are many folders with articles that may be relevant to your professional practice. The articles range from those found in the professional literature on evidence-based practice to more mainstream articles from the New York Times, New Yorker or other lay publications. From time to time, the group will read one of the articles and then discuss it as it relates to the students' experiences in their practica and clinical work. In addition, to prepare students for their future role as supervisor, the class will read

professional articles related to supervision.

When it's your turn to lead a group supervision, you can present an article as it relates to an experience that you've had in your practicum, present a therapy or assessment case that you'd like feedback on or discuss anything else that interests you. It may be helpful to prepare a list of discussion questions to guide the seminar. Be creative! Treat the discussion like a roundtable session in a professional conference. This activity will hopefully provide you the opportunity to fine tune your leadership and supervisory skills in a professional learning environment.

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>. 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>.

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/>

Names and Pronouns:

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Technological Devices:

Although multitasking is an important part of our everyday lives, in group supervision, monotasking is the goal and allows us to be more present with each other. The use of any technological devices (i.e., phones, laptops, tablets) during group is limited to educational materials for the group to view as a whole. Otherwise, the individual use of phones, laptops, etc. excludes other group members and is inconsistent with the purpose of group supervision in establishing a safe forum. Phones should be put away and all laptops, iPads, etc. closed during group – unless the class is discussing an article or viewing a video. If a student is experiencing a personal/family situation/emergency, please let the instructor know that you may need to step out of the classroom in order to receive/make a call.

PRACTICUM/EXTERNSHIP GRADES & PAPERWORK:

Grades for practicum/externship (Pass/Fail) are separate from grades for Advanced Group

Supervision. Grades for practicum are based on student performance, as conveyed by the on-site supervisor, student report, and practicum coordinator assessment. Students must ensure that all documentation via time2track has been completed by the dates listed below. Additionally, participation in the peer supervision program and completion of associated paperwork is required for 3rd year students.

Peer Supervision Program for 3rd Year Students: 3rd year students will be assigned a 1st year student to provide supervision on the school-based practicum placement. Students will meet 3-4 times over the course of the Spring semester to discuss the 1st year student's entry into their school-based placement. Meetings should ideally take place in person, though Zoom sessions can also be utilized. Phone sessions should be avoided. 3rd year students are responsible for reaching out to 1st year students and scheduling the sessions, though 1st year students are expected to be responsive and collaborative. Students will use the group supervision to discuss the supervisory experiences, including strengths and challenges as a supervisor. 3rd year students will also be expected to attend training workshops about providing supervision. Additional information regarding format and scheduling for trainings will be provided.

Paperwork (outlined below) should be submitted on the "Practicum, T2T, & Licensure Resources" Canvas site.

- The 1st year student will bring the Record of Supervision worksheet (on Canvas) to each supervisory session. The 1st year student will list the topics discussed during supervision. At the end of the supervisory experience, both the 1st year and 3rd students will sign the document. The 1st year student will submit the form on Canvas.
- At the end of the supervisory experience, 1st and 3rd year students will each submit a Peer Supervision Program Evaluation Form (on Canvas).
- In addition, 3rd year students will reflect on their experiences and submit the Peer Supervision Self Reflection Form.

Students must ensure completion of the following documentation on Time2Track:

- 1) Practicum contract: Student completes with input from supervisor, supervisor approves and signs (checks 2 boxes indicating agreement with observation and contract; signs document) within first month of starting practicum and again at the start of Spring semester (Spring: Due 2/5/24).
- 2) Evaluation of student competencies: Supervisor completes and signs at the end of Fall and Spring semesters. Student then reviews and signs (Spring: Due 5/2/24).
- 3) Site/supervisor evaluation: Student completes at the end of Spring semester. Site supervisors will not see students' feedback about the site (Spring: Due 5/2/24).
- 4) Weekly documentation of hours and activities at practicum via Time2Track (needed for APPIC). Information about Time2Track documentation can be found on Canvas. Log of hours should be uploaded to Time2Track in December and early May (Spring: Due 5/2/24).

Practicum Hours:

2nd Year students: Minimum of 150 school-based hours required per semester (450 hours over the course of 3 semesters). Time spent in advanced group supervision class

(maximum 2.5 hours/week) can be included in this tally. Students must accrue an additional 150 hours over the course of their school-based practicum in order to obtain 600 supervised hours required for NJ School Psychology Certification.

3rd year students: Minimum of 300 hours/semester at their practicum placement (usually 16-20 hours spread across 2-3 days).