

Practicum Group Supervision
18:826:506:01
Spring 2024

Course Time, Location, & Instructor

Tuesday 5:00pm – 7:45pm * See exceptions on class schedule below.

Room: GSAPP 307

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Course Description

This course will serve as an introduction to group supervision, a widely utilized format for the supervision of professional psychologists. Although the nature, format and goals of supervision groups vary depending on the supervisor and members, all groups aim to enhance professional development. This group is intended to provide a safe forum to discuss various aspects of students' professional development including, but not limited to practicum, courses and cases.

Students will receive a Pass/Fail grade rather than a letter grade for this course. Performance will be evaluated along certain dimensions, including active participation, timeliness, professional decorum and positive collaboration/engagement with fellow classmates. In order for the group supervision experience to be worthwhile, active participation in the group is essential; therefore, students will be expected to contribute to each group meeting. 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.

This course will provide students with the opportunity to engage in self-reflection regarding their professional practice and will encourage increased competence in foundational psychological skills, including assessment, intervention, consultation, supervision, and advocacy. Students are encouraged to discuss their practicum experiences throughout this course. Difficulties in practicum should be brought to the attention of the group and the practicum coordinator. Although it is natural for students to feel uncomfortable about sharing areas of difficulty, doing so is entirely appropriate in this course and provides an opportunity for students to receive support and guidance.

Competencies Addressed in this Course

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.

- 3.4.** Works effectively with diverse individuals and groups, including those whose 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.
- 7.6.** Establishes and maintains effective relationships with the recipients of psychological services.
- 8.1.** Demonstrates knowledge of principles of effective supervision in professional settings.
- 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.

Discipline-Specific Knowledge (DSK)

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 (e.g., affective, biological, cognitive, social and developmental aspects of behavior).

- *Affective Aspects of Behaviors*, including topics such as affect, mood, and emotion.
- *Biological Aspects of Behaviors*, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.
- *Cognitive Aspects of Behaviors*, including topics such as learning, memory, thought processes, and decision-making.
- *Developmental Aspects of Behavior*, including transitions, growth, and development across an individual's life.
- *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.

General Goals for Practicum Group Supervision

1. To learn about the process of group supervision and enhance professional development as future doctoral level school psychologists through the acquisition of knowledge, skills and attitudes gained from group discussions, readings and written tasks.
2. To become familiar to the process of providing and receiving peer supervision and gain exposure to various models of supervision.
3. To increase ability to utilize self-reflection as a tool in working as a professional psychologist.
4. To identify factors impacting the interpersonal relationship between supervisor and supervisee and to describe steps to promote development of an effective supervisory relationship.
5. To utilize the process and format of the supervision group as a vehicle for learning about group theory and group process.
6. To enhance ability to work collaboratively as a model for functioning on professional teams as a school psychologist.
7. To learn about the requirements and procedures required for success as a practicum student.
8. To develop an awareness and sensitivity to multicultural factors impacting the supervisory relationship.
9. To recognize ethical issues in supervision and to apply ethical decision-making when presented with ethical dilemmas in practice.

Learning Objectives

Students who complete this course 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. 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]
3. Develop an awareness and sensitivity to gender and multicultural issues in the supervisory relationship. [SP-PWC 3.2, 3.3, 3.4]

4. Recognize ethical issues in supervision and to apply ethical decision-making when presented with ethical dilemmas in practice. [SP-PWC 2.3]
5. 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]
6. Demonstrate knowledge of different supervision models. [SP-PWC 8.1, 8.2]
7. Demonstrate effective skills in consulting and collaborating with other stakeholders in the child's/student's life. [SP-PWC 5.1, 6.2, 6.3, 6.4, 9.1, 9.2]
8. Identify evidence-based interventions in working with children and adolescents [SP-PWC 7.1, 7.2, 7.3, 7.4, 7.5, 7.6]
9. Demonstrate and develop system-based practices with schools, clinics and other treatment settings. [SP-PWC 10.1, 10.2, 10.3]
10. 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.]

Determination of Grade for Group Supervision

1. Attendance at all scheduled meetings (see chart below)
2. Active group participation (i.e., contributing to EACH supervision meeting)
3. Completion and discussion of assigned exercises and assignments
4. Development of professional development plan
5. Facilitation of a 25-minute group discussion
6. End of semester narrative regarding:
 - a. Your progress in achieving supervision goals
 - b. Reflection of overall professional development for the past semester

Professional Development Plan: By the end of the first month of group supervision, students will create a professional development plan (2-4 pages) that will include the following sections:

1. Awareness of strengths and limitations
 - a. What are your areas of greatest competence?
 - b. What are your areas that require improvement and/or you find could limit your professional growth?
2. Professional interests and goals
 - a. What types of clients are you are interested in working with?
 - b. What settings do you see yourself gravitating towards?
 - c. What leadership roles do you foresee in your future?
 - d. Are there populations/professional activities with which you would not like to engage?
3. Expanding knowledge base and conceptual skills
 - a. How do you propose you will obtain the necessary skills and competencies in order to achieve your professional interests and goals?
4. Goals for group supervision
 - a. What skills/competencies do you hope to obtain from group supervision this semester?
 - b. Are there areas of interest/potential growth which elicit anxiety for you?
 - c. Are there particular topics you would like the group to discuss?

Practicum Grades & Paperwork

Grades for practicum/externship (Pass/Fail) are separate from grades for Practicum 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 1st 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.

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 year and 3rd year students will each submit a Peer Supervision Program Evaluation Form (on Canvas).

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:

Minimum of 150 school-based hours required per semester (450 hours over the course of 3 semesters). Time spent in practicum group supervision class (maximum 2.5 hours/class) 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.

Readings

All readings are available on the Canvas site for the Practicum Group Supervision course.

Classroom Culture and Policies

Classroom Participation and Professional Conduct: In addition to the acquisition of 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 will be part of your grade and is expected at all times during the class. Active participation in the form of raising questions and discussing readings and cases is expected. Although you may disagree with your classmates, respectful behavior towards peers, guest speakers and faculty is required.

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. Please be sure to prepare for each supervision session by reading the listed article(s) or completing the assignment for that date. On the Canvas page for this class, students will find a variety of topics that may be of interest for class discussions.

Group Facilitation: There are times when I will serve a didactic role by providing guidance about a range of topics (e.g., suggestions about counseling interventions, clarification of APA Ethical Guidelines, IDEA, DSM 5, ICD 11). Oftentimes, I will first encourage the group to process an issue in order for the supervision group to not feel like a classroom. 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, I understand there may be times when direct feedback is precisely what would be most helpful.

Topics: Group discussions will cover a range of topics including experiences and cases that arise in practica; current issues in the field of school psychology; ethical decision making; and 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.

Students can find many folders on Canvas with articles/resources that may be relevant to their 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. Students will occasionally be asked to read an article and then discuss it in relation to their experiences in practica and clinical work.

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. We will aim to develop a “brave space” together where we can grow and learn from one another, given we come to these course topics with diverse viewpoints and lived experiences. I deeply value your suggestions and feedback. Please reach out if you feel uncomfortable or uninvited at any point, so that I can foster a more inclusive learning environment.

Student Success: The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at <https://success.rutgers.edu>.

Names and Pronouns: Class rosters are provided to the instructor with students’ legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me at any time if your name and/or preferred pronouns differ from what is on the roster so that I can make necessary adjustments.

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://webapps.rutgers.edu/student-ods/forms/registration>.

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/>. In concert with Rutgers’ code of conduct, which mandates “[that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations](#),” this course has been designed to promote your learning, critical thinking, skills, and intellectual development *without reliance* on unauthorized technology including chatbots and other forms of “artificial intelligence” (AI).

This is a living syllabus document subject to change throughout the semester based on pertinent public health topics and student feedback.

Course Calendar: (Subject to Adjustment If Needed)

Class	Topic	Date	Members
1	Intro to practicum & group sup	1/16/24	Entire Class
2 (+)	Group Supervision	1/22/24 (Monday 9am)	Entire Class
3	Entering Practicum	1/23/24	Entire Class
4	IEP, Cultural Humility	1/30/24	Entire Class
5	Supervisory Relationship	2/6/24	Group A
6	Supervisory Relationship	2/13/24	Group B
	N/A	2/20/24 – NO CLASS	
7	School-Based Therapy- Children	2/27/24	Group A
8	School-Based Therapy- Children	3/5/24	Group B
	N/A	3/12/24- Spring Break	
	N/A	3/19/24- NO CLASS	
9	School-Based Therapy- Adol.	3/26/24	Group A
10	School-Based Therapy- Adol.	4/2/24	Group B
11 (+)	Self-Care	4/8/24 (Monday 9am)	Group A
12	Self-Care	4/9/24	Group B
13	Summary & Wrap-Up	4/16/24	
14 (+)	Practicum Check In	5/3 (Friday 9am)	Entire Class

Group A: Mia, Zuriel, Sydney, Dani, Olivia, Molly, Nia, Amy, Lindsey, Gracy

Group B: Dominique, Deana, Tirtza, Emily, Lexi, Chantel, Chad, Devorah, Joy, Tziporah

Schedule of Topics & Selected Readings (Tabs on Canvas)

Class 1 (1/16)

Introduction to school-based practicum
Orientation to practicum group supervision course

Class 2 (1/22): Monday 9am

Group Supervision

1. Group supervision of school psychologists in training (Haboush, 2003) (Group Supervision)
2. Hindering phenomena in group supervision: Implications for practice (Enyedy et al., 2003) (Group Supervision)

Class 3 (1/23)

Entering Practicum

1. Entry into the practicum (Kelly & Davis, 2017) (Practicum Readings)
- Working in a school system (Kelly & Davis, 2017) (Practicum Readings)

Class 4 (1/30)

IEP Resources

1. Connecting the dots of an IEP (IEP Resources)
2. PLAAFP writing workshop (IEP Resources)

Cultural Humility

1. How do I become culturally competent? (Cultural Humility)
- Promoting cultural and linguistic competency self-assessment checklist (Cultural Humility)

Class 5 (2/6) & Class 6 (2/13)

The Supervisory Relationship

1. I Want A Supervisor (Yanowitz, 1981) (Supervision)
2. NASP position statement – Supervision in school psychology (NASP, 2018) (Supervision)
3. APA guidelines for clinical supervision (Falender et al., 2014) (Supervision)
4. APA guidelines for clinical supervision: Competency-based implications for supervisees (Kangos et al., 2018) (Supervision)

PD Plan Due

Class 7 (2/27) & Class 8 (3/5)

School-Based Therapy with Children

1. Therapeutic presence in play therapy (Crenshaw, 2014). (Treating Children and Adolescents)
2. Essential play therapy techniques (Schaefer & Cangelosi, 2016) (Treating Children and Adolescents)

Class 9 (3/26) & Class 10 (4/2)

School-Based Therapy with Adolescents

1. Counseling preadolescents: Utilizing developmental cues to guide therapeutic approaches (Shokouhi, et al., 2014) (Treating Children and Adolescents)
2. The Origins and Future of Student-Focused Motivational Interviewing (Strait et al., 2016) (Treating Children and Adolescents)

Class 11 (4/8): Monday 9am & Class 12 (4/9)

Self-Care

1. In pursuit of wellness: The self-care imperative (Barnett et al., 2007) (Self Care)
 2. When compassion runs dry: Recognizing and managing burnout (Hynes & Cheng) (Self Care)
 3. For psychologists of color, self-care is much more than that (DeAngelis, 2022) (Self-Care)
 4. The ethical imperative of self-care (Abramson, 2021) (Self-Care)
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Class 13 (4/19)

Summary and Wrap Up

Class 14 (5/3): Friday 9am

Practicum Check-In
