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

GSAPP Course #: 18:821:655:01
Spring, 2024

Instructor: Connie Hoyos Nervi, PsyD
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Office: (848) 445-7793

Class Details:
Classroom: A317
Class Time: Wednesday, 8:45am-11:30am
Office Hours: Virtual meetings by appointment
Class Discussions & Questions: Please use Canvas

Special Co-Instructor: Karen Riggs-Skean:
k skean@gsapp.rutgers.edu

Course Assistants: 1) Alvin Tran at1087@gsapp.rutgers.edu 2) Zoe Verrico zlv3@gsapp.rutgers.edu

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

REQUIRED READING:

APA’s Competency Benchmarks for Professional Psychology:
https://www.apa.org/ed/graduate/benchmarks-evaluation-system


Other required and recommended readings are listed in the course schedule below.

RECOMMENDED BOOKS
4. APA has published The Clinical Supervision Essentials Series. For more information about this series go to: https://www.apa.org/pubs/books/clinical-supervision

Canvas site:
1. We will use Canvas site to distribute resources and submit assignments: http://canvas.rutgers.edu
2. Click tab for 18:821:655:01 (TRAIN SUPV CONSULT 2024)
3. To upload assignments, go to the ASSIGNMENTS link and upload on the same page where the assignment is assigned.
4. When you upload assignments, please label your file (using Save As) STARTING with YOUR LAST NAME (e.g., “Smith_HW1.doc”).

Abbreviated Course Outline

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<thead>
<tr>
<th>Class</th>
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| 1.    | 1/17 | Hoyos-Nervi | Overview: The Practice of Clinical Supervision, Overview of the Professional Competencies and Supervision as a distinct professional practice.  
- Falender & Shafranske (2021) Chapter 1 |
| 2.    | 1/24 | Hoyos-Nervi | Intro to Supervision  
- Falender & Shafranske (2021) Chapter 2 “What makes for good supervision”  
- Falender, C. A., Cornish, J. A. E., Goodyear, R., Hatcher, R., Kaslow, N. J., Leventhal, G., Shafranske, |
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| 3. | 1/31  | Hoyos-Nervi| Models of Supervision: Developmental, Systems, Competency Based, Psychotherapy Models  
  - Falender and Shafranske (2008) Chapters 2 A Competency Based Approach to Supervision  
  - Falender & Shafranske (2008) Chapter 3 Developmental Approaches to Supervision  
  - Falender & Shafranske (2008) Chapter 4 Psychotherapy Approaches to Supervision  
  additional readings:  
    https://digitalcommons.pepperdine.edu/gseppsych/29  
| 4. | 2/7   | Hoyos-Nervi| Building Blocks of Supervision  
  - Falendar & Shafranske (2021) Chapter 3 Building clinical competence and facilitating professional development  
  - Falendar & Shafranske (2021) Chapter 8 Evaluation in the supervisory process |
| 5. | 2/14  | Riggs-Skean| Dynamic Supervision 1 Required Readings  
  - Falendar & Shafranske, Ch 5. Addressing personal Factors in Supervision. pp. 97-120.  
### Further Readings


### Required Readings:

**Dynamic Supervision 2**


### Further Readings:


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<tr>
<td>7.</td>
<td>2/28</td>
<td>Hoyos-Nervi, Riggs-Skean, Verrico, Tran</td>
<td>Supervision Break-out groups</td>
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<td>8.</td>
<td>3/6</td>
<td>Hoyos-Nervi, Riggs-Skean, Verrico, Tran</td>
<td>Supervision Break-out groups</td>
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<td>3/13</td>
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<td>No Class: Spring Break</td>
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<tr>
<td>9.</td>
<td>3/20</td>
<td>Hoyos-Nervi</td>
<td>Culturally competent supervision</td>
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- Chapter 2 Psychotherapy and Supervision as cultural encounters: The Multidimensional Ecological Comparative Approach framework
### For further Reading:


### 10. 3/27 Hoyos-Nervi
#### Ethical and Legal Issues and Gatekeeping
- Falender & Shafranske (2017) Chapter 6 Ensuring Legal, Ethical, and Regulatory Competence
- Falender & Shafranske (2017) Chapter 7 Supervisees who do not meet professional competence standards
- Falendar & Shafranske (2021) Chapter 7 Ethical and Legal Perspectives and Risk Management

### 11. 4/3
#### Intro to consultation
- Falender & Shafranske (2020) Chapter 1 Consultation in Psychology: a Distinct Professional Practice

For further reading:
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| 12. | 4/10 | Dr. Mark Versella  
Family Medicine at Monument Square |
• Falender & Shafranske (2020) Chapter 8: Consultation in Primary Care settings  
| 4/12 | Peer Supervision Work sample due at 11:59pm |
| 13. | 4/17 | Dr. Maurice Elias  
Consulting in Schools:  
| 14. | 4/24 | Dr. Jason Mintz 9-10am  
Consultation to Psychiatry  
| 15. | 5/1 | Dr. Anastasia Bullock 9-10am Hoyos-Nervi  
Consultation liaison psychology (hospital setting)  
• Falender & Shafranske (2008) Chapter 10 Supervision issues in Clinical Health Psychology  
For further reading: |
Training, Supervision & Consultation

Grading:
Your grade will be based on the following elements:
1. 20% Attendance and participation
2. 25% 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.
3. 40% Supervision Work Sample: Written component of supervisory experience.
4. 15% Assignment TBA

ATTENDANCE, TARDINESS, & PARTICIPATION
This course is a required course for graduation, and so attendance and participation are required parts of class. Excused absences include religious and recognized cultural holidays that fall on the day of class. Under extenuating circumstances, you may seek instructor permission to miss class. If you miss 3 classes for any reason, you will not pass the class. 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. When a student does miss a class, even with prior approval, the student must submit a summary the weeks required readings, connecting them to their own clinical experiences. This summary (no longer than a page) should be submitted prior to the next class and helps keep everyone on the same page.

I am flexible about deadlines, although some of the nature of assignments are fixed (e.g., meeting with supervisees, attending breakout groups).

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

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.

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/

Accommodations due to disability:
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 (https://webapps.rutgers.edu/student-ods/forms/registration).

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.

MAJOR ASSIGNMENTS/EXPERIENCES

1. Peer Consultation-Supervision Experience and Work Sample:
   a. Peer supervisors (3rd year students enrolled in class) will be paired up with 1st-year students (trainees) who are seeing their first cases through 1st-year supervision groups (Foundations class) in the clinic. Peer supervisor will conduct FOUR supervision sessions with the trainee, focusing on one case. The peer supervisor can choose to supervise in either Psychodynamic or CBT approaches. A first preliminary meeting helps the peer supervisor set up the context for supervision, complete supervision contract, develop a supervisory relationship, and discuss trainee goals. The remaining 3 meetings aim to model a supervised supervision experience.
   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. The grade is based on your completion of the supervisory experience with your trainee and your completion of the work sample.
   d. Further details to follow, but the most immediate steps will be:
      (1) Week 1: Complete sign-up sheet with your contact info and supervision orientation.
      (2) Week 2: We will be getting a similar sign-up list of first years.
      (3) Week 2: We will then match supervisor-trainee pairs.
      (4) Week 3-4: You will have an introductory meeting where you complete a Peer Supervision Contract. This will get you Therasoft access to the trainee’s case notes.
      (5) Week 5 on: Complete a total of FOUR supervision meetings.
**Scheduling:** You may meet with your trainee virtually or in-person. I will be telling 1st years students to expect to be contacted to meet.

(6) You will record your supervision meetings to show in break-out meetings.

2. **Training Work Sample: Workshop Proposal TBD (this may be modified)**
   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 or professional presentation that they, themselves, would deliver to a group of professionals based on their own interests, experience, and competencies. The workshop could look like a continuing education training workshop or it could be something like proposing a grand rounds at a medical center. 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.

**ADDITIONAL READINGS (Deep grooves)**

**Classic Works in Psychoanalytic Supervision**


**Edited Volumes of Essays in Psychoanalytic Supervision**


APA Competency 1: Knowledge and application of psychological principles to professional practice

- Course Goal: Understand the role of training, supervision, and consultation in the field of psychology
- Course Outcome: Identify the goals and objectives of training programs

APA Competency 2: Scientific inquiry and critical thinking

- Course Goal: Understand and apply different approaches to supervision, including the use of feedback and support
- Course Outcome: Understand and apply different approaches to supervision, including the use of feedback and support

APA Competency 3: Ethical and legal standards

- Course Goal: Explore ethical and professional issues related to training, supervision, and consultation
- Course Outcome: Identify and address ethical and professional issues related to training, supervision, and consultation

APA Competency 4: Interpersonal and communication skills

- Course Goal: Develop skills in designing and implementing training programs
- Course Outcome: Design and implement training programs that meet the needs of diverse learner groups

APA Competency 5: Assessment, diagnosis, and treatment planning

- Course Goal: Learn how to consult with organizations to promote best practices
- Course Outcome: Consult with organizations to promote best practices

APA Competency 6: Cultural and individual differences

- Course Goal: Develop skills in designing and implementing training programs
- Course Outcome: Design and implement training programs that meet the needs of diverse learner groups

APA Competency 7: Professional development and self-care

- Course Goal: Understand and apply different approaches to supervision, including the use of feedback and support
• Course Outcome: Provide feedback and support to supervisees in a manner that promotes learning and professional development