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
Office A217
152 Frelinghuysen Road
Email: connie.hoyosnervi@rutgers.edu
Office: (848) 445-7793

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

Class Details:
Classroom: A317
Class Time: Wednesday, **8:45:am-11:30am**

Office Hours: Virtual meetings by appointment
Class Discussions & Questions: Please use Canvas

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:
American Psychological Association. (2014). Guidelines for Clinical Supervision in Health Service Psychology.

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

Falender, C.A. & Shafranske, E.P. (2021). Clinical Supervision: A Competency Based Approach. 2nd Edition. Washington, D.C.: American Psychological Association.

Falender, C.A. & Shafranske, E.P. (2020). Consultation in Psychology, A Competency-Based Approach. Washington, D.C. American Psychological Association.

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

RECOMMENDED BOOKS
1. Falender, C. A., & Shafranske, E. P. (2008). *Casebook for Clinical supervision: A competency-based approach*. Washington, D.C.: American Psychological Association.
2. Falender, C. A., & Shafranske, E. P. (2017). *Supervision essentials for the practice of competency-based supervision.* American Psychological Association. https://doi.org/10.1037/15962-000
3. Stoltenberg, Cal D., and Brian W. Mcneill. IDM Supervision : An Integrative Developmental Model for Supervising Counselors and Therapists, Third Edition, Taylor & Francis Group, 2009. ProQuest Ebook Central, https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=957581.
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*
5. Bernard, J. M., & Goodyear, R. K. (2018). Fundamentals of clinical supervision (6th ed.). Pearson.

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

Class	Date	Instructor	Topic
1.	1/17	Hoyos-Nervi	Overview: The Practice of Clinical Supervision, Overview of the Professional Competencies and Supervision as a distinct professional practice. • American Psychological Association. (2014). Guidelines for Clinical Supervision in Health Service Psychology. Retrieved from http://apa.org/about/policy/guidelines-supervision.pdf • Falendar & Shafranske (2021) Chapter 1
2.	1/24	Hoyos-Nervi	Intro to Supervision • Falendar & 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,

			E., Sigmon, S. T., Stoltenberg, C., & Grus, C. (2004). Defining Competencies in Psychology Supervision: A Consensus Statement. *Journal of Clinical Psychology, 60*(7), 771–785. https://doi.org/10.1002/jclp.20013
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: • Falender, Carol A. and Shafranske, Edward, "Revisiting Competence in Clinical Supervision" (2023). Pepperdine University, *Psychology Division Scholarship*. Paper 29. https://digitalcommons.pepperdine.edu/gseppsych/29 • Fouad, N. A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P. S., Madson, M. B., ... & Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*,*3*(4S), S5-S26. • Robert P. Reiser (2021) An evidence-based approach to clinical supervision, The Clinical Supervisor, 40:1, 8-28, DOI: 10.1080/07325223.2020.1843097
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. • McWilliams, N. (2004). Some observations about supervision/consultation groups, NJ Psychologist, Winter. • Levenson, E. A. (1982). Follow the fox: An inquiry into the vicissitudes of psychoanalytic supervision. *Contemporary Psychoanalysis, 18*, 1-15. Explores six models of supervision: holding/comforting, Teutonic/authoritarian, algorithmic, metatherapeutic (supervision as therapy), Zen (hands-off, mellow), and preceptorship (apprenticeship).

			Further Readings • Frawley-O'Dea, M. G. (2001). *The supervisory relationship: A contemporary psychodynamic approach.* Chapter 3. Relational Model of Supervision. • Rangell, L. (1982). Transference to theory: The relationship of psychoanalytic education to the analyst's relationship to psychoanalysis. *Annual of Psychoanalysis, 10*, 29-56. Impact of the supervisor's theoretical orientation • Fuqua, P. B. (1994). Chapter 6: Teaching, learning, and supervision. *Progress in Self Psychology, 10*, 79-97. Supervision from a self psychology perspective. • Nelson, M. L., Barnes, K. L., Evans, A. L., & Triggiano, P. J. (2008). Working with conflict in clinical supervision: Wise supervisors' perspectives. *Journal of Counseling Psychology, 55*, 172–184. • Grant, J., Schofield, M. J., & Crawford, S. (2012). Managing difficulties in supervision: Supervisors' perspectives. *Journal of Counseling Psychology*, *59*(4), 528-541.
6.	2/21	Riggs-Skean	Dynamic Supervision 2 Required Readings: • Falendar & Shafranske, Ch 7. Alliance in Therapeutic and Supervisory Relationships: Alliance Strains and Ruptures, pp. 137-158. • Sarnat, J. (2010). Key competencies of the psychodynamic psychotherapist and how to teach them in supervision. *Psychotherapy: Theory, Research, Practice, Training*, *47*(1), 20-27. Further Readings: • Frawley-O'Dea, M. G. (2001). *The supervisory relationship: A contemporary psychodynamic approach.* Chapter 5. The Supervisor's Knowledge, Power, and Authority, Part II. • Tracey, T. G., Bludworth, J., & Glidden-Tracey, C. E. (2012). Are there parallel processes in psychotherapy supervision? An empirical examination. *Psychotherapy*, *49*(3), 330-343. • Watkins, C. r. (2012). Some thoughts about parallel process and psychotherapy supervision: When is a parallel just a parallel? *Psychotherapy*, *49*(3), 344-346. • Tracey, T. G., Glidden-Tracey, C. E., & Bludworth, J. (2012). Parallel process: When does a parallel occurrence carry meaning? *Psychotherapy*, *49*(3), 347-348.

			• Perlman, S. D. (1996). The implications of transference and parallel process for the frame of supervision. *Journal of the American Academy of Dynamic Psychiatry, 24*, 485-497. Nice historical review of Hungarian vs. Viennese models of supervision and their contemporary parallels. • Rosbrow, T. (1997). Chapter 10: From parallel process to developmental process: A developmental/plan formulation approach to supervision. *Progress in Self Psychology, 13*, 149-164. Developmental model of supervision. • Miller, L., & Twomey, J. E. (1999). A parallel without a process: A relational view of a supervisory experience. *Contemporary Psychoanalysis, 35*, 557-580. Emphasizes the complexity of what has been referred to as parallel process. • Harris, A., & Gold, B. H. (2001). The fog rolled in: Induced dissociative states in clinical process. *Psychoanalytic Dialogues, 11*, 357-384. Explores in the voice of both supervisor and supervisee the phenomenon of dissociative states resulting from in work with patients' dissociative reactions. • Ogden, T. (2005). On psychoanalytic supervision. *International Journal of Psychoanalysis, 86*, 1265-1280. Supervision as guided dreaming. Beautifully written, vintage Ogden.
7.	2/28	Hoyos-Nervi, Riggs-Skean, Verrico, Tran	Supervision Break-out groups
8.	3/6	Hoyos-Nervi, Riggs-Skean, Verrico, Tran	Supervision Break-out groups
	3/13		No Class: Spring Break
9.	3/20	Hoyos-Nervi	Culturally competent supervision • Chapter 2 Psychotherapy and Supervision as cultural encounters: The Multidimensional Ecological Comparative Approach framework • Adams, L., Gross, G., Doran, J. M., & Stacy, M. (2022). Clinical supervisors' experiences with and barriers to supporting trainees who have experienced identity based harassment. *Training and Education in Professional Psychology, 16*(4), 403–411. https://doi.org/10.1037/tep0000384 • Valencia-Garcia, D., & Montoya, H. (2018). Lost in translation: Training issues for bilingual students in health service psychology. *Training and Education in Professional Psychology, 12*(3), 142–148. https://doi.org/10.1037/tep0000199

			For further Reading: • Aten, J. A., & Couden Hernandez, B. (2004). Addressing Religion in Clinical Supervision: A model. *Professional Psychology: Research and Practice, 41*, 152–160. • Walker, J. A., Ladany, N. , Pate---Carolan, L. M. (2007). Gender-related events in psychotherapy supervision: Female trainee perspectives. *Counselling & Psychotherapy Research, 7*, 12-18. • Rodriguez, C. I., Cabaniss, D. L., Arbuckle, M. R., & Oquendo, M. A. (2008). The role of culture in psychodynamic psychotherapy: Parallel process resulting from cultural similarities between patient and therapist. *American Journal of Psychiatry*, *165*(11), 1402-1406. • Lewinsohn, P. M. et al. (1984). Training clinical psychologists for work with older adults: A working model. *Professional Psychology: Research and Practice, 15*, 187-202. • Park-Taylor et al. (2009). Toward reflective practice: A multicultural competence training model from a community mental health center. *Professional Psychology: Research and Practice,* 40, 88-95. • Handelsman et al. (2005). Training ethical psychologists: An acculturation model. *Professional Psychology: Research and Practice, 36,* 59-65.
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 • Falender, C. A., Collins, C. J., & Shafranske, E. P. (2009). "Impairment" and performance issues in clinical supervision: After the 2008 ADA Amendments Act. *Training and Education in Professional Psychology*, *3*(4), 240
11.	4/3		Intro to consultation • Falender & Shafranske (2020) Chapter 1 Consultation in Psychology: a Distinct Professional Practice • Falender & Shafranske (2020) Chapter 2 The Competency Framework: Best Practices in Consultation For further reading:

			• Liebowitz, B. & Blattner, J., (2015). On becoming a consultant: The transition for a clinical psychologist. *Consulting Psychology Journal: Practice and Research, 76*, 144-161. • Fuqua, D. R., Newman, J. L., Simpson, D. B., & Choi, N. (2012). Who Is the client in organizational consultation? *Consulting Psychology Journal: Practice And Research*, *64*(2), 108-118.
12.	4/10	Dr. Mark Versella Family Medicine at Monument Square	• Falender & Shafranske (2020) Chapter 8: Consultation in Primary Care settings • McDaniel, S.H, Grus, C.,.et al. (2014). Competencies for psychology practice in primary care. *American Psychologist*. *69(4)*, 409-429.
	4/12		**Peer Supervision Work sample due at 11:59pm**
13.	4/17	Dr. Maurice Elias	Consulting in Schools: • Elias, M. J. & Leverett, L. (2011). Consultation to Urban Schools for Improvements in Academics and Behavior: No Alibis. No Excuses. No Exceptions. *Journal of Educational and Psychological Consultation, 21(1)*, 28-45. • Meyers, A. B., Meyers, J., Graybill, E. C. , Proctor, S.L., & Huddleston, L. (2012.) Ecological Approaches to Organizational Consultation and Systems Change in Educational Settings. *Journal of Educational and Psychological Consultation, 22(1-2),* 106-124, DOI: 10.1080/10474412.2011.649649 • Trickett, E.J. & Rowe, H.L. (2012). Emerging Ecological Approaches to Prevention, Health Promotion, and Public Health in the School Context: Next Steps From a Community Psychology Perspective. *Journal of Educational and Psychological Consultation, 22(1-2),* 125-140, DOI: 10.1080/10474412.2011.649651
14.	4/24	Dr. Jason Mintz 9-10am	Consultation to Psychiatry • Chu, B. C., Pimentel, S., & Meller, U. (in press). Psychiatric referral and collaboration: Pragmatic recommendations. In B.C. Chu & S. Pimentel, *Treatment Plans and Interventions: Child and Adolescent Mood and Anxiety Disorders (Translating Evidence-Based Treatments into Personalized Therapies).* New York: Guilford Press.
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:

			• Piazza-Waggoner, C., Roddenberry, A., Yeomans-Maldonado, G., Noll, J., & Ernst, M. M. (2013). Inpatient pediatric psychology consultation-liaison program development: 5-year practice patterns and implications for trends in health care. *Clinical Practice in Pediatric Psychology*, *1*(1), 28. • Holmes, A., Handrinos, D., Theologus, E., & Salzberg, M. (2011). Service use in consultation-liaison psychiatry: guidelines for baseline staffing. *Australasian Psychiatry*, *19*(3), 254-258.
	5/3		**Training Workshop Proposal due at 11:59pm**

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

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.

Ekstein, R., & Wallerstein, R. S. (1958). *The teaching and learning of psychotherapy*. New York: International Universities Press. Original explication of parallel Process, described in the terms of ego psychology.

Caligor, L., Bromberg, P., & Meltzer, J. (1984). *Clinical perspectives in the supervision of psychoanalysis and psychotherapy*. New York: Plenum. Supervision from the perspective of interpersonal psychoanalysis.

Dewald, P. A. (1987). *Learning process in psychoanalytic supervision: Complexities and challenges*. Madison, CT: International Universities Press. Analysis of recorded sessions of a candidate learning classical analysis.

Frawley-O'Dea, M. G., & Sarnet, J. (2001). *The relational turn in psychoanalytic supervision: A review of the supervisory relationship*. New York: Guilford. Relational supervision: Exploration of asymmetrical parallel process.

Edited Volumes of Essays in Psychoanalytic Supervision

Wallerstein, R. (Ed.). (1981). *Becoming a psychoanalyst*. New York: International Universities Press. Specific to the training of analysts in institutes.

Martindale, B., Mőrner, M, Eugenia, M., Rodriguez, C., & Vidit, J-P. (Eds.) (1997). *Supervision and its vicissitudes*. London: Karnac. Edited papers of therapists from different countries, cultures, and theoretical orientations.

Rock, M. H. (Ed.) (1997). *Psychodynamic supervision: Perspectives of the supervisor and the supervisee*. Northvale, NJ: Jason Aronson. Original essays from a mostly contemporary relational perspective.

Gill, S. (Ed.) (2002). *The supervisory alliance: Facilitating the psychotherapist's learning experience*. Northvale, NJ: Jason Aronson. Papers organized around exploring the shift from didactic to relational models of supervision.

Weiner, J., Mizen, R., & Duckham, J. (Eds.) (2003). *Supervising and being supervised: A practice in search of a theory*. New York: Palgrave Macmillan. Jungian influenced effort to differentiate and relate supervision and analysis.

Petts, A., & Shapley, B. (Eds.) (2007). *On supervision: Psychoanalytic and Jungian perspectives*. London: Karnac. Interesting integration/comparison.

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