



**The Graduate School of Applied & Professional Psychology
Supervision and Professional Development
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Fall 2024**

Instructor: Angelica M. Diaz-Martinez, Psy.D.
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Office Hours: [Mondays, 11:30am -12pm and 1:30pm to 2pm. I am available to meet with students by appointment. Best way to reach me is by email me or speak to me after class. Also, my door is always open, and students are welcome to stop in anytime.](#)

Course Assistant	Email
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TBD	TBD

9/09/2024
9/16/2024*
9/23/2024*
09/30/24*
10/07/2024*
10/14/2024*
10/28/2024
11/11/2024
11/25/2024

*Class split with the Center for Psychological Center (CPS)

Time: Alternate Mondays: 8:45am – 11:30am

Location: Rutgers-GSAPP A340

Course description and philosophy:

- Bi-weekly supervision to discuss issues and cases that arise in practicum settings as first year students proceed through their first year practica placements.
- Acclimating to the new role as a psychology graduate student, beginning psychologist and supervisee in a practicum placement is an exciting challenge and one best done with peers, mentors and supervisors – a community where we offer each other what we hope to provide to our clients. That is a safe space where we are free to experiment and learn from each other in a way that supports each other's' growth.
- There is respect for the diversity that everyone brings to the discussion.

Course Goals:

1. Student will become an educated consumer of clinical supervision in practicum placements. Thus, developing the capacity to self-assess and monitor your professional and clinical competencies.
2. Student will acclimate to the practicum experience as a part of their professional development and to their particular practicum placement.
3. Student will be oriented to the role and identity of a professional psychologist.
4. Student will be oriented to the APA's Profession-Wide Competencies and how they apply to their work as developing professionals.
5. Students will be introduced to information related to licensing and other professional requirements.

Course Objectives:

- To demonstrate competent knowledge and application at a first-year graduate level in the following areas:
 - A. Knowledge and application of key competencies
 - Student can list and describe key competencies of a psychologist including, professionalism in dress and behavior, appropriate use and participation in supervision, basic legal and ethical issues.
 - Students can apply these to direct experience as a supervisee and beginning psychologist
 - Students can demonstrate receiving and providing constructive feedback from and to supervisors and peers.
 - Students can consider their own cultural/diverse context and how it might affect the supervisory and therapeutic interactions
 - Students can consider diversity and the varying degrees of diversity (i.e., race/ethnicity, SES, ability, education, migration, gender, gender identity, sexual orientation, religion, amongst others)

- B. Knowledge and application of awareness of your specific strengths as well as areas in need of improvement as a supervisee through discussions and self-assessment. You will develop your own capacity for self-reflection about what occurred during a session as well as being responsive to the feedback of others.
 - Students can demonstrate active self-evaluation
 - Students begin to develop individual, unique self-identities as clinical psychologists in training
- C. Overall, this course will also attempt to help students get the most out of their graduate training at GSAPP. Here and there, it can function as an assembly manual, user's guide, and set of 'fix-it' tips to help when something seems not to be working right. Most classes, at least some time will be provided to bring up issues in training setting and to raise questions about how best to maximize integration of course based and practicum training.

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 each student brings 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, which includes but is not limited to, gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Names and Pronouns:

Class rosters are provided to each instructor with the student's legal name. If the student wishes to be addressed differently than what is listed, I will gladly honor the student's request to be addressed by their preferred name or gender pronoun. Please advise me of this preference early in the semester in order to make the appropriate changes to my records.

Accommodations:

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 me and discuss the accommodation(s) with me as early in the courses as possible. To begin this process, please complete the Registration form(<https://webapps.rutgers.edu/student-ods/forms/registration>).

Class Environment, Participation and Attendance:

In order for class to maintain a comfortable and supportive learning environment for everyone, it is expected that we will work

together in a collaborative and professional manner. This collaborative and professional demeanor will be a part of your identity as a psychologist. Professional behavior is part of the grade and is the expectation in this class.

Active participation in the form of raising questions, discussing readings, sharing experiences and opinions is expected. Learning to interact in groups, even when you disagree with your peers is a key competency of a professional psychologist (see APA's Profession Wide Competencies) and respectful behavior towards peers, faculty, guests and staff is not only required but it is also an APA Profession Wide Competency. Having side conversations, writing notes to others, and the use of electronic devices, as examples, are not considered professional behavior. It is understood that everyone makes mistakes and as psychologists in training, it is expected that errors will be made. We will work together to uphold the values of the profession and the values and mission of GSAPP.

<https://gsapp.rutgers.edu/#:~:text=We%20prepare%20exceptional%20practitioners%2C%20scholars,and%20create%20lasting%20positive%20impact>.

This course will review all APA Profession Wide Competencies. Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes and Behaviors; Communication and Interpersonal Skills; Supervision; Consultation and Interprofessional/Interdisciplinary Skills. The course materials will focus on APA Profession Wide Competencies:

- **Ethical and Legal Standards:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
- **Professional Values, Attitudes and Behaviors:** as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.

See: <https://www.apa.org/ed/graduate/benchmarks-evaluation-system>

Attendance: It is expected that each student attends **every scheduled class**. If you are unable to attend a class due to illness or will be late, please **email me prior to class**. Students are excused from class when observing religious holidays, in accordance with Rutgers University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f), however the instructor must be informed of the absence. An excused absence can also occur if the student is ill, and/or the student has been told to quarantine, and/or are experiencing symptoms of any transmittable disease. Please note as per University Policy students must register/report their absence from class Self Reporting Absence System <https://sims.rutgers.edu/ssra/> and students may be asked to verify their absences

<https://studentsupport.rutgers.edu/services/absence-and-verification-notices>

Students will be responsible for all material covered during their absence. **Course credit will only be given if no more than 1 class is missed, all written assignments are submitted, and you participate in class presentations and small group discussions. Note: you may need to submit a brief assignment to make up for a missed class.** As psychologists-in-training, it is expected students will schedule activities around their classes, clinical work, supervision and practicum. Please see student handbook: https://gsapp.rutgers.edu/sites/default/files/2023-06/gsappp_student_handbook_rev080521.pdf

Late Assignments: With few exceptions, for extreme circumstances, you must request in **writing** ADVANCE permission to submit an assignment late. Your request should include a proposed new deadline, which must be approved. That is, simply sending an email to an instructor does not constitute permission to submit a late assignment. Assignments not submitted by the new deadline will not be accepted and the grade for said assignment will be a F.

Communication: It is important for students to communicate with their instructors. It is expected students will notify the instructor of any absences, lateness, difficulties with assignments and so forth, DIRECTLY. As psychologists-in-training, it is very important this skill is developed and utilized throughout your training and beyond. “Ghosting” faculty, supervisors and staff is unprofessional behavior. Speak to the instructor directly about any concerns/questions/issues/compliments.

Rutgers Code of Integrity: You should familiarize yourself with the Rutgers integrity code and are responsible for conducting yourself accordingly. Integrity is contained in the APA’s Profession Wide Competencies (Ethics and Legal Standards) and an integral part of a professional psychologist. <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/>

Student Handbook: Students are expected to familiarize themselves with the student handbook and are responsible for the information contained in the student handbook. <https://gsapp.rutgers.edu/current-students/student-handbook-policies-and-procedures>

Grading Criteria:

1. **Attendance and Class participation – 30%**
2. **Small group participation – 30%**
3. **Class presentations/assignments – 15%**
4. **Final assignment – 25% - due by 12/2/2024 by 9am (via email – word format only)**

Course Text and Materials

Required:

1. Prinstein, M. J. (2022). *The Portable Mentor* (3rd ed.). Cambridge University Press.

Recommended/Optional:

2. Falendar, C.A., & Shafranske, E.P. (2012). *Getting the most out of clinical training and supervision: A guide for practicum students and interns*. Washington, DC: American Psychological Association.
3. Gottlieb, L. (2019). *Maybe you should talk to someone*. Houghton Mifflin.
4. Eells, T.D. (2015). *Psychotherapy case formulation*. Washington, DC: American Psychological Association.
5. Kim, A. S., & Del Prado, A. (2019). *It's time to talk (and Listen)*. Oakland, CA: New Harbinger Publications.
6. Israel, T. (2020). *Beyond Your Bubble: How to Connect Across the Political Divide, Skills and Strategies for Conversations That Work* (Illustrated ed.). APA LifeTools.

Additional:

7. Case studies and current events articles will be distributed, and it is expected that students will read and be prepared to discuss these cases in class.

Please be sure to review the course CANVAS site for any additional readings, postings, and/or updates to the syllabus.

Date	Class Topic	Required Reading Due	Other/Preparation
9/09/2024 8:45- 11:30am	<ul style="list-style-type: none"> ❖ Introductions ❖ Introduction to Practicum as part of the professional training- cumulative, graded and sequential -of these experiences 	<p style="text-align: center;"><u>Review APA Profession-wide Competencies</u></p> <p>American Psychological Association. (2014, May). Working definitions of profession-wide competencies. <i>CoA Communications</i>. http://www.apa.org/ed/accreditation/newsletter/2014/05/profession-wide-competencies (On Canvas Site and https://www.apa.org/ed/graduate/benchmarks-evaluation-system) Canvas Site: Revised APA Competencies Benchmarks</p>	Introductions, APA Profession-wide Competencies, Review of Professional Values and attitudes and expectations of a GSAPP student/psychologist in training.

	<ul style="list-style-type: none"> ❖ Introduction to APA's Profession Wide Competencies (PWCs) ❖ Discussing the first year of graduate school 	<p>The Portable Mentor Chapter 3 (Your First Year of Graduate School)</p> <p><u>Optional Reading:</u> Chapters 1, 2, 3 (Falendar)</p>	<p>Small Groups assigned and meet. Discussions re: adjusting to GSAPP, questions, practicum</p>
<p>*9/16/2024</p> <p>* Clinic Training 8:45am-11:30am</p>	<p>*CPS Training</p>	<p>Center for Psychological Services – presenting on working at CPS, telehealth, Video recording system, Electronic Medical Records, Requirements and professionalism.</p> <p><u>Time 2 Track will be introduced at the First Year Cohort meeting on 9/24/2024 – by Dr. Dr. Diaz-Martinez – be sure to bring laptops to 1st year Cohort meeting on 9/24/2024.</u></p>	<p>Bring laptops.</p>
<p>*9/23/2024</p> <p>* Clinic Training 8:45am-11:30am</p>	<p>*CPS Training</p>	<p>Center for Psychological Services – presenting on working at CPS, telehealth, Video recording system, Electronic Medical Records, Requirements and professionalism.</p>	<p>Bring laptops.</p>

<p>*9/30/2024</p> <p>Clinic Training 8:45am-11:30am</p>	<p>*CPS Training</p>	<p>Center for Psychological Services – presenting on working at CPS, telehealth, Video recording system, Electronic Medical Records, Requirements and professionalism.</p>	<p>Therasoft and Video recording of sessions</p> <p>Bring laptops.</p>
<p>*10/07/2024</p> <p>8:45am-9:30am</p> <p>* Clinic Training 9:30am to 11:30am</p>	<p>Time 2 Track Review Course Assistants & Dr. Diaz-Martinez</p> <p>* CPS training</p>	<p>Discuss practicum contracts, supervisor evaluations, site evaluations and Time 2 Track logins.</p> <p>*Canvas site includes PowerPoint <i>re: what to track and how to track it on Time 2 Track.</i></p> <p>*CPS training will be held in person in the classroom. Only clinical students will attend this training. A340</p>	<p>**Bring Laptops for clinic training and for Time 2 Track Q & A**</p>
<p>10/14/2024</p>	<p>Dr. Moore & Dr. Diaz-Martinez - Your identity and role(s) as a professional -</p> <ul style="list-style-type: none"> ❖ Your identity and role(s) as a budding professional. Balancing imposter syndrome, graduate school, your personal identity, and your online presence as you develop your professional identity 	<p>Grus, C. L., Shen-Miller, D., Lease, S. H., Jacobs, S. C., Bodner, K. E., Van Sickle, K. S., ... Kaslow, N. J. (2018). Professionalism: A Competency Cluster Whose Time Has Come. <i>Ethics & Behavior</i>, 28(6), 450–464. https://doi.org/10.1080/10508422.2017.1419133</p> <p>American Psychological Association. (2014, May). Working definitions of profession-wide competencies. <i>CoA Communications</i>. http://www.apa.org/ed/accreditation/newsletter/2014/05/profession-wide-competencies (On Canvas Site and https://www.apa.org/ed/graduate/benchmarks-evaluation-system)</p> <p>Canvas Site: Revised APA Competencies Benchmarks</p>	<p>Small group Discussion: your identity as a budding health service psychologist (HSP) and its impact on beginning and ongoing clinical work, imposter syndrome, boundaries, online presence, ethics/competencies</p>

	<p>and how it is related to APA Competencies</p>	<p><u>Readings on online presence:</u></p> <p>Lannin, D. G., & Scott, N. A. (2014, February). Best practices for an online world. <i>Monitor on Psychology</i>, 45(2). http://www.apa.org/monitor/2014/02/ce-corner</p> <p>Lannin, D. G., & Scott, N. A. (2013). Social networking ethics: Developing best practices for the new small world. <i>Professional Psychology: Research and Practice</i>, 44(3), 135–141. (available on canvas site)</p> <p>WP Company. (2010, March 30). <i>Google and facebook raise new issues for therapists and their clients</i>. The Washington Post. https://www.washingtonpost.com/wp-dyn/content/article/2010/03/29/AR2010032902942.html.</p> <p>DeAngelis, Tori (2009, Nov). Boundary Watch. <i>gradPsych Magazine</i>, 20 http://www.apa.org/gradpsych/2009/11/boundary.aspx</p> <p><u>Additional Readings (Optional)</u></p> <ul style="list-style-type: none"> • Fallender - Chapter 4 	
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<p>10/28/2024</p>	<p>Review of Competence – Knowledge of Ethical and legal standards</p> <p>Practicum – preparing for second year practicum. How to plan.</p>	<p>Dean Endick presenting – Resources for Students at Rutgers</p> <p>Review about NYNJADOT, PENDELDOT and practicum applications and interviews.</p> <p>Mandatory reporting laws:</p> <ul style="list-style-type: none"> ❖ Duty To Warn: ❖ https://www.psychapn.org/resources/Documents/Duty%20to%20Warn%20Legislation%20Jun%202018.pdf ❖ http://nj.gov/health/fhs/autism/documents/autism_registry_providers_brochure.pdf <p>Reporting past abuse? http://www.njpsychologist.com/blog/do-psychologists-have-to-report-past-abuse/</p> <p>Elder Abuse laws https://www.state.nj.us/humanservices/doas/documents/APS%20flyer.pdf</p> <p>Child Abuse laws https://www.nj.gov/dcf/reporting/links/</p> <p>What/Who is a mandated reporter? https://www.nj.gov/dcf/reporting/how/index.html#:~:text=In%20New%20Jersey%2C%20any%20person,State%20Central%20Registry%20(SCR).</p> <p>National Suicide Hotline Information: https://988lifeline.org/</p> <p>Good Faith Estimates Bill – 2022 https://www.apaservices.org/practice/legal/managed/billing-disclosure-requirements</p> <p>American Psychological Association. (2021, December 10). <i>New billing disclosure requirements take effect in 2022.</i> https://www.apaservices.org/practice/legal/managed/billing-disclosure-requirements</p> <p>https://www.apaservices.org/practice/legal/managed/no-surprises-act-good-faith</p> <p>American Psychological Association. (2022, October 12). <i>No Surprises Act: CMS looks for input on good faith estimate requirements.</i></p>	<p>Small groups will focus on mandatory reporting laws and ethics- addressing personal vs professional thoughts and feelings when these issues arise and how to utilize supervision effectively under these circumstances.</p>
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		<p>https://www.apaservices.org/practice/legal/managed/no-surprises-act-good-faith</p> <p>College counseling center loses trial: (copy on canvas site, you can sign up for free account)</p> <p>Kafka, A. C. (2020, July 23). <i>A jury found Iowa state u. partially responsible for a student's suicide. here's what that could mean for other colleges.</i> The Chronicle of Higher Education. https://www.chronicle.com/article/a-jury-found-iowa-state-</p>	
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11/11/2024	<ul style="list-style-type: none"> ❖ Review of Competency & Appropriate participation in supervision ❖ Practicum <ul style="list-style-type: none"> - Updates on practicum choices ❖ Self-care as an ethical concern <ul style="list-style-type: none"> - What is self-care? - How do you do it? - How have your self-care strategies changed as a result of being at GSAPP? 	<p>APA Profession Wide Competencies Benchmarks https://www.apa.org/ed/graduate/benchmarks-evaluation-system</p> <p>Portable Mentor: Chapter 10 (Developing and Practicing Ethics)</p> <p>Tracey, M. D. (2006, March). More effective supervision. <i>Monitor on Psychology</i>, 37(3). http://www.apa.org/monitor/mar06/supervision</p> <p>American Psychological Association. (2014, April). Self-care resources for psychologists. <i>Monitor on Psychology</i>, 45(4). http://www.apa.org/monitor/2014/04/self-care</p> <p>Barnett, J.E. & Cooper, N. (2009, March). Creating a Culture of Self-Care. <i>CLINICAL PSYCHOLOGY: SCIENCE AND PRACTICE</i>, V16(1). http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2850.2009.01138.x/epdf</p> <p>Choudhury, T. K., John, K., & Nanavaty, N. (2019). Impacts of challenging life experiences on professional development in graduate trainees. <i>Journal of Psychotherapy Integration</i>, 29(2), 108–118. https://doi.org/10.1037/int0000151</p> <p>Wondering how the tragedy struck a mental health professional. Read: Cohen, M (2019, September 21) Who helps the caregiver? Penn counselor's suicide highlights how experts aren't immune from struggles. USA TODAY. https://apple.news/AAGLN8HWNQ8mQsC4QPMEZ4w</p> <p>Optional: Fallender - Appendix A – Competency Benchmarks pp. 217 http://www.apa.org/monitor/mar06/supervision.aspx</p> <p>Optional Read: Gottlieb book and how it applies to ethics, supervision, consultation and PWCs</p>	<p>Small group discussions will focus on competencies, systems of care, and practicum choices within those systems.</p>
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11/25/2024	Choosing a practicum and debrief	<ul style="list-style-type: none"> ❖ Update CV and personal statement ❖ Update clinical hours, supervision and “other” tracking ❖ Choosing a practicum ❖ Review of PWCs 	Small groups will focus on practicum selection, career planning and trajectory.
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1st Semester Final Assignment: Due 12/2/2024 by 9am (in Word format **ONLY)**

- ✓ Review the Program proposal as a guide (found under resources on the GSAPP website - https://gsapp.rutgers.edu/sites/default/files/2024-07/Program%20Proposal_Fall%202020%20and%20after.pdf)
- ✓ Formulate your own trajectory plan. Please note, the program proposal is simply a guide. Review sites for second year practica. Based on these choices, write your cover letter for one site and develop your CV that you will use for your 2nd year externship applications. Include a list of sites in which you are interested and provide explanations of what these sites will provide towards your training and how they are cumulative, sequential, and graded in complexity.