

**Advanced Group Supervision
Fall 2024**

Course Time, Location, Instructor, & Students

Hilary Murphy Monday 4:45 – 7:30pm 18:826:605:01 Room A340	Tanya McDonald Monday 4:45 – 7:30pm 18:826:605:02 Room A341	Sheva Weiss Tuesday 8:45 – 11:30am 18:826:605:03 Room A302	Alex Alperin Tuesday 8:45 – 11:30am 18:826:605:04 Room A341
2nd Year Students			
Dani Friedman Sydney Feyerick Molly Jacobi Nia Joyner Lindsey Norton Lexi Sylverne Chantal Taluba Tziporah Zwickler	Mia Chen Olivia Hisiger Gracy Patel Deana Salvadore Tirtza Schramm Emily Swant Chad Tieger Yi (Joy) Zhou	Zuriel Enoe Devorah Weinberg	Amy Menes Domonique Reynolds
3rd (+) Year Students			
Julia Kenny Jeff Lane Amalia Jimenez	Ama Boaten Brynne Briegs Cianna Wong	Jonathan Arelquin- Aleem Erica Gillaspay Nina Lohan Kayla McNerny Xinyang (Doreen) Teng Samantha Willoughby Jacqueline Zenou	Aiyana Bedoya Veronica Blachnio Ellie Davis Shulamis Halon Megan Peake Lauren Zonerach Amy Pelaez Camacho Madeleine Pearce

Course Description

This course provides licensed, doctoral-level supervision to advanced 2nd- and 3rd-year students who are currently completing practica at schools and other settings 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 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 course 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 (e.g., 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.

It is common for doctoral psychologists to provide some form of supervision to more junior professionals. Toward this end, this course will help students to develop supervisory attitudes and knowledge that will support their role in future supervisory relationships. This class will focus on the fundamentals of clinical supervision in the broad field of psychology, as well as issues specific to the supervision of psychologists in school settings.

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.
- 3.3. 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 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.
- 7.5. 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)

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

- *Affective Aspects of Behaviors*, including 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 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.

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. Develop professional goals for current and future training experiences [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. [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. 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]
10. Identify evidence-based interventions in working with children and adolescents [SP-PWC 7.1, 7.2, 7.3, 7.4, 7.5, 7.6]
11. Demonstrate and develop system-based practices with schools, clinics and other treatment settings. [SP-PWC 10.1, 10.2, 10.3]
12. 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 program competency whereby students are evaluated regarding their ability to both receive and conduct supervision. One of the goals of the Advanced Supervision course is to provide an opportunity for students to gain experience in the role of a supervisor. Each semester, students will be asked to facilitate part of a supervision group. This opportunity is also an excellent way to learn more about group process, including obstacles to effective group process/functioning that can arise.

This class will incorporate APA's new requirement that accredited programs provide training to students regarding the provision of supervision to others. The school psychology faculty believe this new requirement is an important opportunity for students to learn about supervision techniques and approaches while they are graduate students (as most of students will eventually serve as supervisors). Thus, during this year long advanced group supervision course, 3rd year students will receive didactic training in supervision, along with an experiential component of providing supervision. Specifically, 3rd year students will provide mentorship and supervision to 1st year students regarding their experiences at GSAPP and in their practicum. 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. Facilitation of one group supervision meeting per semester
4. Completion and discussion of assigned exercises and assignments
5. During Fall and Spring semesters, 3rd year students will supervise a 1st year student and provide feedback during group supervision

Suggested Topics for Discussion

Addressing Identity and power differentials in clinical and school-based practica
Effective collaboration & networking
School based supports and programs (e.g., MTSS, SEL)
Assessment Case Discussion – Differential Diagnosis
Equity, diversity, & social justice
Self-care – leaving it at the office
Social media as a psychologist
Substance use and teens
Suicide assessment
Supervision – role of student and how to supervise
Working with traumatized children/teens
Working with parents

Advanced Group Supervision Grading Criteria (Pass/Fail)

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, positive collaboration/engagement with fellow classmates, and completion of assignments.

Attendance & Participation (50%): Students are expected to arrive on time to class and to attend all classes in person, unless there is a change made by the instructor or university. If you are not physically in class, you will be considered absent.

Students should plan to attend all classes. Absences will be excused only for religious observance and for extraordinary and unavoidable circumstances (e.g., hospitalization, family emergency). In these instances, please notify the instructor in writing/email as soon as possible. Conflicts of schedule with other meetings, practicum, workshops, interviews, and clinic cases are not excusable absences. With the exception of absences due to religious holidays, a student with 3 or more excused/unexcused absences will not pass the course and will be required to retake the course.

Timely arrival to group supervision is important and signals respect to your fellow participants. Students who arrive to class more than 15 minutes after the class has started will be considered late. After three late arrivals, an unexcused absence will be marked in a student's record.

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.

Completion of Assignments (50%)

3rd Year Students as Supervisors of 1st Year Students: 3rd year students will be assigned a 1st year student to provide mentorship during the Fall semester (and supervision on the first-year practicum experience during the Spring semester). Students will meet at least 3 times over the course of each semester to discuss the 1st year student's entry into their practicum placement. Students will use the group supervision to discuss the supervisory experiences, including strengths and challenges as a supervisor and feedback on the experience. As part of the peer supervision program, students will be required to complete paperwork. This paperwork will be linked to the practicum grade rather than to the Advanced Supervision course. See last page of this syllabus for more information about required paperwork.

2nd and 3rd Year Students: Each student will facilitate a group supervision session by leading the group for 30-40 minutes. During this time, the facilitator should (a) present a treatment or assessment case and seek related feedback from the group. A clear case formulation should be incorporated, similar to those used in the Child Psychopathology course or School Based Interventions course. In addition, the facilitator should (b) lead the group in a discussion. It may be helpful to prepare a list of discussion questions to guide the seminar. Students should use their creativity and treat the discussion like a roundtable session in a professional conference. The facilitator is encouraged to incorporate an article within the discussion. This activity will provide the opportunity to fine tune leadership and supervisory skills in a professional learning environment. When facilitating a group supervision class, students will provide a brief written plan for goals of the group supervision.

Readings

All readings are available on the Canvas site for the Advanced 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 expected at all times during the class. *Active* participation in the form of raising questions and discussing readings and cases is expected. Although students' may disagree with 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. Students should 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.

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 class.

Group Facilitation: The group instructor may 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, the instructor 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, instructors understand there may be times when direct feedback is precisely what would be most helpful.

Electronic Policy: The instructor reserves the right to limit or prohibit use of all electronics. Laptops are prohibited during discussions. This is critical to create an environment where students feel comfortable to share about sensitive matters pertaining to practicum and professional growth. Texting and phone use is strictly prohibited unless you tell the instructor you are awaiting a call due to an emergency.

Student Feedback: The instructor will provide a mid-term opportunity for students to share feedback about how to improve the course. Please engage respectfully with the instructor throughout the semester with any helpful suggestions or concerns.

Topics: Group discussions will cover a range of topics including experiences and cases that arise in various practica; current issues in the field of school psychology; training and pathways to become a professional psychologist; and conceptual and empirical literature on supervision. In addition,

students may discuss other aspects of their training or their life that 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. In addition, to prepare students for their future role as supervisor, the class will read professional articles related to supervision.

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. Students' 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 you feel uncomfortable or unincluded at any point, so that I can foster a more inclusive learning environment.

Student Success: The faculty and staff at Rutgers are committed to students' 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 students 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: <https://academicintegrity.rutgers.edu>.

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. All students must also complete the practicum paperwork outlined on time2track. Lastly, 1st and 3rd year students must complete paperwork linked to the Peer Supervision program in order to receive a PA grade for practicum.

Required practicum documentation on Time2Track:

- 1) Practicum contract: Student completes with input from supervisor, supervisor approves (checks 2 boxes indicating agreement with observation and contract; signs document). **Due 10/15** (start of Fall semester) and **2/3** (start of Spring semester).
- 2) Rating of student competencies: Supervisor completes and signs. Student reviews and signs. **Due 12/16** (end of Fall semester) and **5/2** (end of Spring semester).
- 3) Site/supervisor evaluation: Student completes and signs. Site supervisors will not see students' feedback about the site. **Due 5/2** (end of Spring semester).
- 4) Weekly documentation of hours and activities at practicum via Time2Track (needed for APPIC). Information about Time2Track documentation can be found on Canvas.

Required documentation for the Peer Supervision Program – 1st & 3rd Year students:

The documents listed below can be found on the “Practicum, T2T, and Licensure Resources” Canvas site. Obtaining a PA grade for the practicum course is contingent upon timely submission of paperwork.

- 1) 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 and both the 1st year and 3rd students will sign the document. 1st year student should submit by **12/16 (Fall) & 5/2 (Spring)**.
- 2) At the end of the supervisory experience, both 1st and 3rd year students will review and independently complete the document entitled Peer Supervision Record Form. **Due 5/2 (Spring)**.
- 3) At the end of the supervisory experience, 3rd year students should submit via Canvas the Self Reflection Form via canvas. **Due 5/2 (Spring)**.