

**Graduate School of Applied and Professional Psychology
Rutgers University
School Psychology Program**

Advanced Group Supervision

18:826:605:01

Fall 2024

Mondays 4:45-7:30

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Office Hours: By Appointment

COURSE DESCRIPTION:

This course provides licensed, doctoral-level supervision to second and third year students who are currently completing practica and externships at schools and other agencies in the field. This course will provide students with the opportunity to engage in self-reflection regarding their professional practice and will encourage the increased competence in foundational psychological skills, including assessment, intervention, consultation, supervision, and advocacy.

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).

RATIONALE:

This class is an essential part of training as most doctoral psychologists will have the opportunity to supervise students as they progress throughout their career. This class focuses on establishing a knowledge base regarding models of supervision, development of rapport, knowledge of current issues within the field, as well as a discussion of pertinent ethical, cultural, and professional topics. In order to facilitate a successful group, this class will deviate from the traditional lecture format to be an open discussion among colleagues. This presents an opportunity for peer supervision, personal reflection, as well as a space to begin developing one's supervisory style. As such, active participation by each group member will be a critical aspect of this course. This syllabus provides an outline of the aspects of this course but should be viewed as a fluid document which can be shifted or modified to meet the unique interests or needs of this class.

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

PROFESSION-WIDE COMPETENCIES & DISCIPLINE-SPECIFIC KNOWLEDGE:

School Psychology Profession-Wide Competency (SP-PWC) Elements

2.1 Demonstrates knowledge of and adherence to APA Ethical Principles, Code of Conduct and relevant laws, professional standards and guidelines governing psychological practice.

2.2 Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolved those dilemmas.

2.3 Conducts self in an ethical manner across professional activities.

3.1: Displays an 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 the 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 world.

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 services.

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 Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.

Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.

Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.

Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

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.

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

LEARNING OBJECTIVES:

At the end of this first semester of this year long course, each student 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.

GOALS OF ADVANCED GROUP SUPERVISION:

The following goals should be considered general goals for advanced group supervision:

- 1) To enhance the professional development of students as future doctoral level school psychologists and supervisors through collaborative work towards the acquisition of knowledge, skills and attitudes gained from group discussions, readings and written tasks.
- 2) To familiarize students with the process of planning for and conducting group supervision.
- 3) To increase students' ability to utilize self-reflection as a tool in working as a professional psychologist and supervisor.
- 4) To identify factors impacting the interpersonal relationship between supervisor and supervisee, challenges in the school psychology environment, and development of an effective supervisory relationship.
- 5) To develop an awareness and sensitivity to gender and multicultural issues in the supervisory relationship.

ASSESSMENT OF LEARNING OBJECTIVES:

- 1) Attendance at all scheduled meetings.
- 2) Active group participation (i.e. contributing to EACH supervision meeting).
- 3) Facilitate one group supervision meeting per semester
- 4) Completion and discussion of assigned exercises and assignments.
- 5) Completion of all paperwork on Time2Track

GRADING CRITERIA (PASS/FAIL):

Attendance and Participation:

In order to receive a Passing grade, attendance is required at all supervision meetings, excluding religious holidays and illness. Repeated lateness and/or absences will result in your receiving a failing grade. Other meetings, practicum, workshops, meetings with faculty, interviews and Clinic cases are not excusable absences. However, there may be times when the group, as a whole, elects to attend a colloquia or outside presentation.

Professional Development Plan:

Students will create a brief professional development plan including individual areas of strengths and weakness as well as plans for the future.

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.

Student Presentations: 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.

READINGS:

All readings are available on Canvas. Since each of the four advanced group supervision classes are taught by different instructors, at the end of this syllabus, there are common content areas that will be discussed across all four classes. However, as a way of supporting the individual needs and areas of interest for each of the classes, additional topics of discussion will be developed by the instructor and students.

The main content areas that will be discussed across all advanced group supervision classes include:

- APA & NASP Guidelines
- Assessing Supervisee Levels
- Assessment: Diagnosis and Classification Systems
- Child Therapy/Counseling
- Consultation Models and Methods
- Crisis and Suicide Assessment
- Ecological Theory, Education Policy and Student Performance
- Equity, Social Justice, Racism & Microaggressions
- Ethics
- Giving Feedback
- Grief
- Impact of Covid on Anxiety & Depression
- Models of Supervision
- Peer Mentoring & Peer Supervision
- Principles of Cultural Competence in School and Agency Settings
- Resilience
- Roles & Functions of Psychologists in Schools and Agencies
- School Avoidance
- Social Media and Psychologists
- Supervision
- Trauma
- Vicarious Traumatization & Self Care
- Vulnerability
- Working with Challenging Parents

CLASSROOM FORMAT:

Unlike classes in which the instructor establishes the outline, all group members assume an active role in establishing a format for the group. There will be some combination of scheduled topics/assignments and open-ended discussion of issues and cases from the field. Please be sure to prepare for each supervision session by reading the listed article(s) or completing the assignment for that date.

Given that potentially challenging and complicated topics will be discussed as part of this class, establishing a safe and respectful environment is paramount. Although differences among group members are likely to arise, it is important that these differences be managed in a constructive manner free of criticism. Knowledge of working collaboratively with others is an essential skill to thrive within school psychology. Part of the

instructor's role involves making the group a safe place to talk. The instructor can be most effective in making this a good training experience if students share thoughts and goals regarding the group experience.

One goal in professional development is to establish a sense of self-awareness. This knowledge is essential in understanding professional areas which require ongoing supervision and monitoring, personal areas of expertise and weakness, as well as populations with whom one works most effectively. However, supervision is not synonymous with therapy and you will not be required to disclose anything in group that you believe violates your privacy.

Self-reflection is also integral to developing one's own style as a future supervisor. As such, students will be asked to develop some personal goals for the supervision group, and each instructor will ask students to set and share their intention for what they hope to gain from supervision as a process. It is beneficial for students to consider issues that arise in practicum each week and develop talking points for supervision sessions.

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://ods.rutgers.edu/students/registration-form>.

STATEMENT ON ACADEMIC INTEGRITY

The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

STUDENT SUCCESS:

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

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.

I would like to acknowledge that we are all individuals with multiple sociocultural identities and intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia and heterosexism in efforts to create a safe learning environment for all of us. I

ask that you also join me in this commitment to foster respect for one another, enhance solidarity and build community.

TECHNOLOGICAL DEVICES:

Although multitasking is an important part of our everyday lives, in group supervision, monotasking is the goal and allows us to be more present with each other. The use of any technological devices (i.e., phones, laptops, tablets) during group is limited to educational materials for the group to view as a whole.

Otherwise, the individual use of phones, laptops, etc. excludes other group members and is inconsistent with the purpose of group supervision in establishing a safe forum. Phones should be put away and all laptops, iPads, etc. closed during group – unless the class is discussing an article or viewing a video. If a student is experiencing a personal/family situation/emergency, please let the instructor know that you may need to step out of the classroom in order to receive/make a call.

ATTENDANCE:

In these exceptional times of ongoing sociocultural stressors as well as the effects of an ongoing pandemic I will all be as flexible as I can when it comes to attendance, engagement, and participation. If you are unable to attend class and/or adhere to the schedule of assignments, please notify me at your earliest convenience. I understand that graduate school is only one facet of your life and I understand that other areas of your life will require your time and attention. I will endeavor to work around any circumstances to assist.

APA STANDARDS ON TRAINING IN SUPERVISION:

APA's most recent Professional Standards require specific training in supervision. This is reflected in a new School program competency whereby students are evaluated regarding their ability to both receive and conduct supervision. One of the goals of the Advanced Supervision groups is to provide an opportunity for students to gain experience functioning as a supervisor. Each semester, you will be asked to facilitate part of our supervision group and develop a written plan and evaluation for your supervision.

This opportunity is also an excellent way to learn more about group process, including some of the obstacles to effective group process/functioning that can arise.

In addition, starting last year, this class began incorporating 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 opportunity for students to learn about supervision techniques and approaches while they are graduate students (as most of you will undoubtedly serve as supervisors during your career). Thus, during this year long advanced group supervision course, students will receive didactic training in supervision, along with an experiential component of actually "doing" supervision.

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:

- **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).**
- **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).**

- **Site/supervisor evaluation:** Student completes and signs. Site supervisors will not see students' feedback about the site. **Due 5/2 (end of Spring semester).**
- 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.

- 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).**
- 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).**
- At the end of the supervisory experience, 3rd year students should submit via Canvas the Self Reflection Form via canvas. **Due 5/2 (Spring)**