



Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Fall 2025

18:821:653: Supervision and Professional Development
Credits: 1.5
Level: Graduate
Alternate Mondays 8:45-11:30AM
Smithers 200 and ONLINE

Instructor: Peter J. Economou, Ph.D., ABPP

Office: Smithers 219 and virtual

Phone: 848-445-9395

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Office Hours: By appointment.

The instructor will make every reasonable effort to meet with students whenever necessary.

Course Assistants:

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Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending

psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

COURSE DESCRIPTION

- 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 specific strengths as well as areas in need of improvement as a supervisee through discussions and self-assessment. Student will develop your own capacity for self-reflection about what occurred during a session as well as being responsive to the feedback of others.

□ Student can demonstrate active self-evaluation

□ Student begins 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.

REQUIRED TEXT

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

ASSIGNED READINGS

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.

Gottlieb, L. (2019). Maybe you should talk to someone. Houghton Mifflin.

Eells, T.D. (2015). Psychotherapy case formulation. Washington, DC: American Psychological Association.

Kim, A. S., & Del Prado, A. (2019). It's time to talk (and Listen). Oakland, CA: New Harbinger Publications.

Israel, T. (2020). Beyond Your Bubble: How to Connect Across the Political Divide, Skills and Strategies for Conversations That Work (Illustrated ed.). APA LifeTools.

*Other readings will be linked in Canvas.

GRADES

Grading will be based on:

30% Attendance and class participation

30% Small group participation

15% Class presentations

25% Final assignment

Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0)
F	Failure	69 or below (0.0)
INC	Incomplete	

S	Satisfactory
U	Unsatisfactory
PA	Pass
NC	No credit given

Discussions, Participation and Attendance- Student are expected to interact online and in class. Grades are evaluated by a Check Plus, Check, or Check Minus. These check marks represent completion of discussion boards on time, logging in on time, engaging in chats (whether in a chat box or in person). In terms of attendance, it is important and refers to on-time presence in the classroom as well as “mindful” attention to the course (i.e., no cell phones or computer use, and careful attention/participation when we are meeting virtually). Grades will be affected and credit may not be given if more than two classes are missed (other than for observance of religious holidays). Please contact the instructor before class if you must be absent.

SCHEDULE OF READINGS AND ACTIVITIES (subject to change)

Week 1 9/8	Introductions, Practicum and doctoral training in psychology, APA's profession wide competencies, first year grad school	APA 2014, May-Working definitions of profession-wide competencies. CoA Communications.	Values and expectations of doctoral training. Set goals. Small groups assigned. The Portable Mentor Chapter 3
Week 2 9/15	CPS Training with Kelly Moore, PsyD and/or Anrea Quinn, PsyD	CPS clinic orientation; HIPAA and client privacy.	Bring laptops
Week 3 9/22	CPS Training with Kelly Moore, PsyD and/or Anrea Quinn, PsyD	CPS clinic orientation; Risk assessment and crisis management.	Bring laptops
Week 4 9/29	CPS Training with Kelly Moore, PsyD and/or Anrea Quinn, PsyD	CPS clinic orientation; EMR and session recording.	Bring laptops
Week 5 10/6	CPS Training with Kelly Moore, PsyD and/or Anrea Quinn, PsyD	CPS clinic orientation; All intro clinical topics.	Bring laptops
Week 6 10/13	Debrief in small groups with the student course assistants		Work on CV, personal statement, clinical hours, supervision and other hours, how to choose a practicum
Week 7 10/20	Your role as a professional, imposter syndrome, online presence and how it relates to APA competencies	Professional identity NJNYDOT, PENDELDOT, practicum applications	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
Week 8 11/10	Self-care, duty to warn, diversity in clinical work,		Portable Mentor Chapter 10

	ethic issues in psychology		
Week 9 11/24	Supervision, updates on practicum sites/choices,	Finalize CV, and other practicum materials	Small groups to focus on practicum selection, career planning, and trajectory

Important Dates:

Withdrawal dates from the Rutgers site:

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

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.

Attendance and Participation:

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5% point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

Artificial Intelligence:

There is a growing role of artificial intelligence (AI) in education and its potential to enhance learning, critical thinking, and innovation. AI tools can serve as valuable resources for research, problem-solving, and skill development when used ethically and responsibly. However, it is essential that students understand the limitations and ethical considerations surrounding AI usage. While AI can assist in generating ideas and summarizing information, it should not replace original thought, critical analysis, or academic integrity. Students are encouraged to use AI as a supplemental tool to enhance their learning experience while ensuring that their work remains their own and aligns with course expectations. And if students choose to use AI, they must cite according to APA guidelines.

Misuse of AI, including plagiarism or reliance on AI-generated content without proper attribution, may result in academic penalties in accordance with institutional policies. Students are encouraged to engage in open discussions with their instructors about the appropriate and ethical use of AI in their coursework. Our goal is to foster an environment where technology supports, rather than undermines, academic growth and integrity.

See: <https://it.rutgers.edu/ai/>

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Academic Integrity

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>
APA Style Manual. All papers MUST be written using the APA style (6 ed.).

Students who do not agree should contact the course instructor immediately.

Student Resources

For more information visit: <https://gsapp.rutgers.edu/current-students/important-links>

Accommodations due to Disability

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

Title IX: <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Late-night Escort: <https://ipo.rutgers.edu/publicsafety/rupd/escorts>