Training, Supervision, and Consultation:  
Expanded Roles and Competencies of Health Service Psychologists

GSAPP Course #: 18:821:655:01  
Spring, 2018

Instructor:  
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Class Details:  
Classroom: A317  
Class Time: Wednesday, 9:00 AM – 11:45 PM

Office Hours: By appointment at:  
https://BrianChuPhD.youcanbook.me

Class Discussions & Questions: Please use Sakai

Special Guest Instructor:  
Karen Riggs-Skean: kskean@aol.com

Teaching Assistants:  
Julia Brillante: julia.brillante@gmail.com  
Laura McCann: ljmac83@yahoo.com

Course Description: The professional roles of psychologists are ever-expanding and today’s clinical psychologists must be prepared to assume multiple roles throughout one’s career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. The course includes multiple experiential assignments and learning opportunities to begin the student’s development in training and supervisory competencies.

- Training refers to the educational and instructional processes involved in the initial (e.g., graduate education) or ongoing (e.g., continuing education) learning to establish competence as a psychologist.
- Supervision refers to mentored activities that influence a provider’s direct or indirect service with clients of psychological care.
- Consultation refers to a diverse array of activities wherein psychologists provide specialty services or work in collaboration across professions and in diverse settings (e.g., medical, school, forensic, business).

Learning Goals for the course include:
1. Become familiar with, and demonstrate knowledge of, current body of research and approaches in psychological training, supervision, and consultation roles.
2. Complete experiential assignments in Clinical Supervision, including meeting with a novice clinician, providing peer consultation-supervision, and demonstrating ability to reflectively evaluate the supervisory process.
3. Complete experiential assignments in Psychological Training to demonstrate initial competencies in formulating and proposing training activities.

REQUIRED BOOKS
2. Other required and recommended readings are listed in the course schedule below.
Sakai site:
1. We will use Sakai site to distribute resources and submit assignments: [http://sakai.rutgers.edu/](http://sakai.rutgers.edu/)
2. Click tab for **18:821:655:01 (TRAIN SUPV CONSULT 01 Sp18)**
3. If you do not see the tab, follow the directions for “Join a Class Worksite” posted on Sakai.
4. To upload assignments, go to the ASSIGNMENTS link and upload on the same page where the assignment is assigned.
5. When you upload assignments, please label your file (using Save As) STARTING with YOUR LAST NAME (e.g., “Guarino_HW1.doc”).

### Abbreviated Course Outline

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<td>5/9</td>
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<td><strong>Training Workshop Proposal due at 11:59pm</strong></td>
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### Grading:
Your grade will be based on the following elements:

1. **10% Attendance and participation**
2. **20% Successful completion of Supervisory Experiential Component:** Accept peer supervision assignment, meet with supervisee, video-record supervision meetings, hand-in recordings to instructor. Documentation will also include supervisee completion of supervisor evaluation.
3. **40% Supervision Work Sample:** Written component of supervisory experience.
4. **30% Training Workshop Proposal**.
READINGS/CLASS PRESENTATION:
Readings are expected to be read for the class in which they’re listed. The course focuses on training in training/supervisory competence, so this relies on knowing the literature base. Class instruction will likely not dissect each reading, but each is necessary to perform the professional skills adequately.

ATTENDANCE, TARDINESS, & PARTICIPATION
Attendance and participation are essential parts of class. Excused absences include religious and recognized cultural holidays that fall on the day of class. Because conferences are an important part of professional development, these may also be excused, but please seek permission from the instructor before any proposed absences. If you will be absent for an excused reason, please let the instructor know ahead of time with your reason. If you miss 3 classes for any reason, you will not receive a grade higher than a “C.” Exceptions (e.g., chronic illnesses, medical emergencies, a number of religious holidays) can be made at the discretion of the instructor, but please discuss these issues as soon as possible. When a student does miss a class, even with prior approval, the student must arrange for a fellow student to audio-record the class and the absent student must: (a) listen to the audio-recording and (b) submit a summary of the class’s top 2-3 take-home points, connecting them to their own clinical experiences. This summary (no longer than a page) must be submitted prior to the next class.

Computer use in class: Students are not to use computers for purposes other than class-related activities.

Academic Integrity:
All Rutgers students should review and adhere to the University principles of academic integrity, available at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Accommodations due to disability:
If you seek accommodations due to a documented disability, please see the instructor and refer to university guidelines at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

MAJOR ASSIGNMENTS/EXPERIENCES

1. Peer Consultation-Supervision Experience and Work Sample:
   a. Peer supervisors (3rd year students enrolled in class) will be paired up with 1st-year students (trainees) who are seeing their first cases through 1st-year supervision groups (Foundations class) in the clinic. Peer supervisor will conduct FOUR supervision sessions with the trainee, focusing on one case. The peer supervisor can choose to supervise in either Psychodynamic or CBT approaches. The first meeting helps the peer supervisor set up the context for supervision, complete supervision contract, develop a supervisory relationship, and discuss trainee goals. The remaining meetings aim to model a supervised supervision experience.

   b. The formal relationship is most accurately called a “peer consultation.” The peer supervisor will not have binding responsibility or authority in any guidance they give to the trainee. Instead, we hope that this will serve to COMPLEMENT the supervision that the foundation supervisor is doing. It will help both students dive more into specific issues and help give the trainee more support (important since all foundation supervision occurs in group format).
c. The grade is based on your completion of the supervisory experience with your trainee and your completion of the work sample.

d. Further details to follow, but the most immediate steps will be:
   (1) Week 1: Complete sign-up sheet with your contact info and supervision orientation.
   (2) Week 2: We will be getting a similar sign-up list of first years.
   (3) Week 2: We will then match supervisor-trainee pairs.
   (4) Week 3-4: You will have an introductory meeting where you complete a Peer Supervision Contract. This will get you Therasoft access to the trainee’s case notes.
   (5) Week 5 on: Complete your FOUR supervision meetings.
   (6) You will record your supervision meetings in PsyViewer: please request clinic coordinators to give instructors and TAs access to these videos.

2. Training Work Sample: Workshop Proposal
Details of this assignment will be given in class. The goal of this assignment is for students to gain the experience of proposing a workshop or professional presentation that they, themselves, would deliver to a group of professionals based on their own interests, experience, and competencies. The workshop could look like a continuing education training workshop or it could be something like proposing a grand rounds at a medical center. The work sample would consist of submitting a business proposal that describes the workshop, details learning objectives, and outlines the learning activities that would be taught. The student would also submit his/her c.v. to highlight his/her experience in that area.

COURSE SCHEDULE

Class 1 (1/17)
Overview: The expanded role of Clinical Psychology; Emerging Roles and Professional Competencies
   a. Review Syllabus; Explain work sample assignments and experiential component
   b. Trends in the profession of clinical psychology, including new opportunities in diverse settings and related fields.
   c. Required Readings
      (1) Falendar & Shafranske, Ch 1-2, pp. 3-38.
   d. Further Readings


**Class 2 (1/24)**  
Intro to Supervision: Preparing to become a supervisor  
a. Supervision Models, Role of the supervisor, Supervisor Interventions  
b. Required Readings  
   (1) Falendar & Shafranske, Ch 3, pp. 9-56.  
   (2) Falendar & Shafranske, Ch 4, pp. 57-96.  

c. Further Readings  

**Class 3 (1/31)**  
CBT Supervision 1: Doing supervision in the context of cognitive and behavioral approaches  
a. Background and principles in CBT supervision; Conceptualizations and recommended activities  
b. Setting Supervisor and Trainee Goals  
c. Required Readings  
   (1) Falendar & Shafranske, Ch 11, Appendix A & B; pp. 211-246.  

d. Further Readings  
   (1) Beidas, R. S., Cross, W., & Dorsey, S. (2014). Show me, don’t tell me: Behavioral rehearsal as a training and analogue fidelity tool. *Cognitive and Behavioral Practice, 21*, 1-11.  
Class 4 (2/7)
CBT Supervision 2: Demonstrations of CBT Supervision
a. Practice exercises in conducting CBT supervision.

b. Required Readings

c. Further Readings

Class 5 (2/14)
Dynamic Supervision 1: Doing supervision in the context of psychodynamic approaches
a. Guest Lecturer: Nancy McWilliams
b. Background and principles in Dynamic supervision
c. Conceptualizations and recommended activities
d. Active discussion of student examples from supervisory experiences Background in Dynamic supervision, didactics
e. Required Readings
   (1) Falender & Shafranske, Ch 5. Addressing personal Factors in Supervision. pp. 97-120.
   (2) McWilliams, N. (2004). Some observations about supervision/consultation groups, NJ Psychooloigst, Winter,

f. Further Readings


**Class 6 (2/21)**

Dynamic Supervision 2: Demonstrations of Psychodynamic Supervision

a. Guest Lecturer: Karen Riggs-Skean

b. Building the Supervisory Relationship and Alliance Ruptures

c. Practice exercises in conducting Dynamic supervision.

d. Required Readings:


e. Further Readings:


Class 7 (2/28)
Intensive Supervision Break-out Groups I
a. Special Guest Co-instructor: Karen Riggs-Skean
b. TAs: Laura McCann, Julia Brillante
c. Class breaks into 4 groups (2 CBT; 2 Dynamic) and will meet with 2 faculty and 2 TAs.
d. In advance of this, students will be preparing a written assignment that helps them reflect on the supervisory process with their junior clinician. (See Final Work Sample).
e. In class, students present a portion of their taped supervision meetings with their 1st year student. The group discusses the case, the junior clinician, and the senior supervisor’s work. The focus will be on the supervisor’s conceptualization of the case, the conceptualization of the junior clinician’s work, the activities engaged in the supervision, and a reflection on their own work.
f. Readings

Class 8 (3/7)
Intensive Supervision Break-out Groups II
a. Special Guest Co-instructor: Karen Riggs-Skean
b. TAs: Laura McCann, Julia Brillante
c. Repeat activities from Break-out Groups I to cover all students.
d. Class breaks into 4 groups (2 CBT; 2 Dynamic) and will meet with 2 faculty and 2 TAs.

3/14: Spring Break!!!!

Class 9 (3/21)
Supervision as an Antidote to Clinician Burnout: Diversity Issues and Family Therapy
a. Nancy Boyd-Franklin
b. Multi-cultural competency from the supervisor’s perspective
c. Family therapy focus.

d. Required Readings
e. Further Readings


Class 10 (3/28)
Consulting in Diverse Settings 2: Medical Centers/Primary Care

a. Lynn Clemow, family medicine

b. Unique roles of psychologists in medical centers and Primary Care

c. Practical application: role plays or in-class consultation (e.g., students can bring examples from practica and receive class/instructor consultation).

d. Required readings

e. Further readings

**Class 11 (4/4)**

Consultation Overview and Group Supervision check-in (whole class)

a. Interprofessional Work across settings

b. Required Readings


c. Further Readings


**Class 12 (4/11)**

Consulting in Diverse Settings 3: Psychiatry

a. Ted Petti; Theresa Miskimen, RWJ Medical School

b. Consulting with Psychiatry – working collaboratively

c. Practical application: role plays or in-class consultation (e.g., students can bring examples from practica and receive class/instructor consultation).

d. Readings:

   (1)

**Class 13 (4/18)**

Consulting in Diverse Settings 1: Schools

a. Maurice Elias

b. Unique roles of psychologists in setting in schools

c. Practical application: role plays or in-class consultation (e.g., students can bring examples from practica and receive class/instructor consultation).
d. Required readings

e. Further readings


Class 14 (4/25)

Training Models 1: Graduate Education and post-graduate training and continuing education

a. Training in Psychology Graduate Schools: Models, structure, and content
b. Competency-based program development: identification of competencies and input and output elements.
c. Modern learning structures for continuing education: self-learning, train-the-trainer, PLCs
d. Review workshop assignment.

e. Required Readings


f. Further Readings for Graduate Training

(1) COA competencies (either G&P domain B or SOA version)
(2) GSAPP Clinical Competencies (review competency profile and practicum evaluation forms)


g. Further Readings for Continuing Ed


Class 15 (5/2)

Legal and Ethical Issues; Supervision Check-in

a. Legal and Ethical Issues; Class-wide supervision check-in

b. Required Reading:

   (1) Falendar & Shafranske, Ch 8, Addressing Ethical and Legal Issues. pp. 159-180

**ADDITIONAL READINGS (Deep grooves)**

**Classic Works in Psychoanalytic Supervision**


**Edited Volumes of Essays in Psychoanalytic Supervision**


