

# PSYC\*7996, Course Outline: Fall 2019

## General Information

**Course Title:** Clinical Supervision, Consultation, and Professional Development

**Course Description:**

This course is designed to introduce students to the theory, research, and practice of supervision and consultation in the field of clinical psychology. Students will become familiar with the professional literature relevant to supervision, gain competency with ethical, culturally-competent clinical supervision, and explore their own development as a supervisor.

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall 2019

**Class Schedule and Location:** Wednesdays, 11:30am – 2:20pm  
MCKN, room 261

## Instructor Information

Instructor Name: Kristel Thomassin, Ph.D., C.Psych.

Instructor Email: Kristel.Thomassin@uoguelph.ca

Office location and office hours: MacKinnon Extension, room 3016  
Office hours by appointment only

## GTA Information

N/A

## Course Content

**Specific Learning Outcomes:**

Upon successful completion of the course, students will be able to:

1. Explain major supervision models and theories.
2. Demonstrate knowledge of the multiple roles and responsibilities of supervisor and supervisee in the supervision process.
3. Engage in effective and appropriate supervision of other students.

4. Demonstrate knowledge of evaluation methods within and of the supervisory process.
5. Demonstrate knowledge of the ethical, legal, and contextual issues of supervision.
6. Demonstrate professional and ethical behavior when working with supervisees.
7. Develop competency in the teaching of evidence-based practices in youth psychotherapy.
8. Identify supervision goals and track progress in achieving these goals.

The above learning outcomes align with CCAP competencies as outlined below.

CCAP Competencies & Facets	Level*	Specific LO
<p><b>Professionalism &amp; Interpersonal Relationships</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of theories and empirical data regarding relationships (e.g., interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, etc.)</li> <li>2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)</li> <li>3. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function</li> <li>4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one’s competence)</li> <li>5. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)</li> <li>7. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback)</li> </ol>	<p>Intermediate</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p>	<p>3,6,7,8</p> <p>9</p> <p>3,6,7,8</p> <p>3,6,7,9</p> <p>3,7</p> <p>9</p>
<p><b>Assessment &amp; Evaluation</b></p> <ol style="list-style-type: none"> <li>5. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths</li> </ol>	<p>Advanced</p>	<p>3,7</p>
<p><b>Intervention &amp; Consultation</b></p> <ol style="list-style-type: none"> <li>5. Demonstrates knowledge of appropriate consultation practices (includes seeking and providing)</li> </ol>	<p>Advanced</p>	<p>1</p>

CCAP Competencies & Facets	Level*	Specific LO
<p><b>Ethics &amp; Standards</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology</li> <li>2. Demonstrates knowledge of standards and codes of professional conduct</li> <li>3. Demonstrates knowledge of jurisprudence and legislation in relation to psychology</li> <li>4. Proactively Identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical decision-making process in resolving professional and ethical issues.</li> <li>5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice.</li> </ol>	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p>	<p>5,6</p> <p>5,6</p> <p>5,6</p> <p>3,5,6</p> <p>3,5,6</p>
<p><b>Supervision</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee)</li> <li>2. Demonstrates knowledge of models, theories, and techniques of supervision, including evaluation methods within and of the supervisory process</li> <li>3. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee)</li> <li>4. Identifies supervision goals and learning objectives, and tracks progress in achieving these goals</li> <li>5. Engages effectively in the supervision process (individual, peer, and group supervision) as supervisee (e.g., prepared for supervision, openness to supervision, participation in collaborative supervision process, aware of limits, fosters open and participatory climate).</li> <li>6. Supervises learners effectively through individual, peer, and/or group supervision processes (e.g., openness to supervision, prepared, aware of limits, fosters open and participatory climate)</li> </ol>	<p>Advanced</p> <p>Intermediate</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Intermediate</p>	<p>2</p> <p>1</p> <p>5,6</p> <p>4,8,9</p> <p>9</p> <p>3,4,7</p>

**Lecture Content:**

The above learning outcomes will be met through the structure of the course. Specifically, students will be assigned a junior student they will supervise. The supervision, which will focus on one specific case the junior student is seeing for therapy, will involve 1 hour a week of

individual supervision and 1 hour a week of viewing the supervisee’s session (either live or taped). Supervision of supervision will occur weekly in group format.

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly Readings and Participation	Weekly	30%	1, 4, 5, 6, 8
Supervision of one case	Weekly	30%	2, 3, 4, 5, 6, 7, 8
Weekly Journal	Weekly	20%	2, 3, 4, 8
Workshop	Week of November 26 <sup>th</sup>	20%	2, 3, 7

**Additional Notes:**

1. Weekly Readings and Participation: Students are expected to come to class prepared to discuss assigned readings, which will focus on theory, research, and practice related to supervision. This participation requires the completion of assigned readings *prior* to class. Students are also expected to engage in discussion related to the process of supervision and their development as supervisors-in-training by sharing their personal experiences with supervising a junior student.
2. Supervision of one case. Students will be assigned one clinical case and junior student supervisee. Throughout the semester, students will offer weekly supervision to the junior student, which will include: review of therapy sessions and client documentation, teaching of evidence-based therapy techniques, assessment of supervisee competencies, and delivery of feedback to the supervisee. All of these activities will be conducted under the supervision of a CPS faculty supervisor, a registered psychologist.
3. Weekly journal: Throughout the semester, students will be required to keep a weekly journal. This journal will document (1) supervision activities (i.e., number of hours of supervision activities per week and the nature of those activities), (2) issues and challenges that arise during supervision, and (3) reflections on the self as a supervisor in training as well as on the assigned readings. Each entry should be no longer than 2 pages.
4. Plan and conduct a workshop. Students will choose a topic related to evidence-based practice with youth and their families and will organize and lead a workshop on the topic for junior students. The workshop should include didactic and experiential components.

**Final examination date and time:** NA

**Final exam weighting:** NA

## **Course Resources**

### **Required Texts:**

Bernard, J.M., & Goodyear, R.K. (2018). *Fundamentals of clinical supervision*. (6<sup>th</sup> ed). Upper Saddle River, NJ: Pearson.

## **Course Policies**

### **Grading Policies**

This course is not graded but rather a SAT/UNSAT grade will be assigned at the end of the semester. Students will receive regular written and oral feedback about their performance in the course with respect to competencies that need to be demonstrated. All components of the course are to be completed with sufficient competency to earn a SAT or satisfactory rating.

[Graduate Grade interpretation](#)

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#).

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday, November 29<sup>th</sup>. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).  
[Current Graduate Calendar](#)