

PSYC*7996, Course Outline: Winter 2026

General Information

Course Title: Clinical Supervision, Consultation, and Program Evaluation

Course Description:

This course is designed to introduce students to the theory, research, and practice of supervision, consultation, and program evaluation 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 models and methods of consultation and program evaluation.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Winter

Class Schedule and Location: Maplewoods

Instructor Information

Alexandra Gousse

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Maplewoods office 223, please email me to arrange a meeting

Stephanie Craig

Email: scraig07@uoguelph.ca

Office location and office hours: email me to arrange a meeting

GTA Information

N/A

Course Content

Specific Learning Outcomes:

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

1. Understand what supervision is and why it is a foundational competency in clinical psychology.
2. Explain major supervision models and theories.

3. Demonstrate knowledge of the multiple roles and responsibilities of supervisor and supervisee in the supervision process.
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. Identify evaluation methods within the supervision process
7. Identify models and methods (including research methods) of consultation and program evaluation in clinical psychology.
8. Self-reflect on own professional development (e.g., engagement in supervision-of-supervision, clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

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

CCAP Competencies & Facets	Level*	Specific LO
<p>Professionalism & Interpersonal Relationships</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of theories and empirical data regarding relationships (e.g., interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology) 2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits) 3. Demonstrates knowledge of others, including the macro- (e.g., work, national norms) and micro-environments (e.g., personal differences, family, culture, gender differences) in which people function 	<p>Intermediate</p> <p>Advanced</p> <p>Advanced</p>	<p>1,2, 3, 5, 8</p> <p>8</p> <p>3,5,7</p>
<p>Assessment & Evaluation</p> <ol style="list-style-type: none"> 5. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths 	<p>Advanced</p>	<p>3,7</p>
<p>Research</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of major research methods (quantitative, qualitative, mixed-methods) that directly and appropriately address research questions 	<p>Advanced</p> <p>Advanced</p>	<p>7</p> <p>7</p>

2. Demonstrates knowledge and skill in statistical and analytic approaches, and measurement theory, and their application to scientific inquiry	Advanced	7
3. Demonstrates basic knowledge of logic models and theory-of-change models as it applies to program evaluation.	Advanced	7
4. Engages effectively with program partner during meeting interactions.		
Ethics & Standards		
1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology	Advanced	1, 3, 4, 5
2. Demonstrates knowledge of standards and codes of professional conduct	Advanced	3, 5, 6
3. Demonstrates knowledge of jurisprudence and legislation in relation to psychology	Advanced	3, 5, 6
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.	Advanced	3, 5, 6
5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice.	Advanced	3,5,6
Supervision experiences		
1. Identifies supervision experiences that correspond to the theoretical models of supervision.	Intermediate	2
2. Relates the roles and responsibilities of supervisors to their experiences in supervision, as both a supervisee and a supervisor.	Advanced	3, 5
3. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision.	Advanced	3, 5, 6

Lecture Content:

Date	Topic
Wednesday January 7	Introduction, learning goals, expectations and evaluation. Intro to clinical supervision as a competency
Wednesday January 14	Definitions and functions of supervision. Format of supervision. Contracts, record keeping, and methods.
Wednesday January 21	Models of supervision, with evaluation of strengths and limitations of main models.

Wednesday January 28	Ethics and jurisprudence in clinical supervision
Wednesday February 4	Evaluations. Roles and relational consideration. Diversity in supervision.
Wednesday February 11	When problems occur in supervision.
Wednesday February 25	Intro to Program Evaluation and Considerations for Partnerships
Wednesday March 4	The art and science of evaluation Diversity Considerations
Wednesday March 11	Logic models and Theory of Change
Wednesday March 18	Quantitative Evaluation and Qualitative Analyses Ethics
Wednesday March 25	Meeting with community partner (TBD)
Wednesday April 1	Presentation of Logic Models

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly Readings and Participation	Weekly	30%	1, 2, 3, 4, 5, 6, 7, 8
Journal/reflections	February 25, 2026	25%	1, 3, 4, 5, 6, 8
Brief presentation of a model of supervision	Week 3 – January 21	20%	1, 2, 5, 6
Program Evaluation Theory of Change	By the last day of class	25%	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 they may have had in layered supervision opportunities at Maplewoods.
2. Journal/reflections: Each week, students will select a theme of their choosing from the readings and/or class discussion. They will reflect on this specific theme or issue in relation to their experience being supervised and/or providing supervision. Each entry will be 1-2 pages, with a total of 6 entries (6-12 pages total). Due February 25.

3. Brief class presentation of a model of supervision. This will be assigned during the second week of class. Students will briefly present the characteristics of their assigned model and engage the class in a discussion of the strengths and weaknesses of their model.
4. Program Evaluation Proposal. In groups, students will develop a program evaluation Logic Model or Theory of Change with a community partner. Described below

Assignment: Program evaluation assignment

Learning Outcomes: 7

In the CCAP program, there is a strong emphasis on the scientist-practitioner model. With this foundation, both CCAP students are ideally placed to plan and effect an evaluation of the effectiveness of mental health intervention and prevention programs. As we will learn in the course, evaluations are essential because intervention and prevention are sometimes not indicated nor effective. Of greater concern both clinically and ethically, some programs are iatrogenic – making the problems worse not better. It is essential to view our programs efforts with an objective and critical eye.

In groups of two to three, you will be required to write a Logic Model and/or Theory of Change for a community program related to mental health. For this project, you will need to collaborate with a community partner who are keenly interested in a state-of-the-art evaluation of their clinical services. This could include a current Maplewoods program, a community partner through Dr. Craig's collaborators, or one through your own connections. Through a collaborative process with the community partner, groups of students will develop a Logic Model and/or Theory of Change. The objective of the project is to present a summary of the current theory and understanding of the problem being addressed through the program. These are the first essential steps to creating a program evaluation.

You will present your Logic Model and/or Theory of Change model to the class on the last day of class (roughly 30-45 minutes per group depending on number of groups).

Final examination date and time: N/A

Final exam weighting: N/A

Course Resources

Required Texts:

Campbell, J. (2006). *Essentials of Clinical Supervision*. Wiley

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

Disclaimer: Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

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 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 April 6, 2026. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)