

## **Syllabus**

### **PSYC 6375: Supervision and Consultation**

**UT Tyler**

**Fall 2021, Monday 11-1:45pm in HPR 253**

**Instructor: Dennis R. Combs, Ph.D.**

**Professor of Psychology**

**Licensed Psychologist (Texas, Clinical)**

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**Description:** The development, planning, and process of supervision and consultation. Models and theories of supervision and current consultation practices will be reviewed.

**Note.** This course is required for Students in the Clinical Psychology Ph.D. Program. Students will gain supervision experience by assisting master's level students enrolled in PSYC 5392- Applied Counseling Practice.

#### **Student Learning Objectives:**

- 1) Student will learn about models of supervision and current supervision practices
- 2) Students will learn about the consultation process and how to implement consultation activities in a variety of settings
- 3) Students will develop a personalized model of supervision practices based on peer supervision activities

#### **Required Books:**

Falender, C.A. & Shafranske, E.P. (2020). *Consultation in psychology: A competency-based approach*. Washington DC: American Psychological Association.

Bernard, J.M., & Goodyear, R.K. (2019). *Fundamentals of clinical supervision*. (6<sup>th</sup> ed). Upper Saddle River, NJ: Pearson.

#### **Grading and Evaluation Activities:**

1. Prepare for and attend all class meetings and participate fully in these meetings (20% of your grade).
2. Keep a weekly journal throughout the semester. The journal should (1) document your supervision and consultation activities (i.e., number of hours of supervision activities per week and the nature of those activities), (2) include issues and problems that you would like to discuss during your individual meetings, and (3) reflect on the assigned readings as they relate to your development as a supervisor. Each entry should be no longer than 1, double-spaced page. (40% of your grade). The last journal

entry will be a 1-2 page summary of what you learned in your supervision activities and your perceived strengths and weaknesses.

3. Serve as a “peer supervisor” to students enrolled in the MS clinical psychology program. You will meet with your assigned student 4 times during the semester to provide ongoing peer supervision and support. One of the sessions will be recorded to review with Dr. Combs. Complete SCSE for supervisees and you will receive supervisor feedback from the class instructor/students on the SSRF as to your progress and development (40% of your grade).

**Course Grading Scale:**

A = 90-100

B = 80-90

C = 70-80

D = 60-70

F = Below 59

## **Tentative Class Schedule**

**8/23            Class Introductions and Assignments**

**8/30            Introduction to Clinical Supervision**

Bernard & Goodyear, Chapter 1, (**Introduction to Clinical Supervision**)

**9/6             Labor Day Holiday, No Class**

**9/13            Models of Supervision, Part 1**

Bernard & Goodyear, Chapter 2, (**Supervision Models: Psychotherapy-Based and Developmental Models**)

Cummings, J.A., Ballantyne, E.C. & Scallion, L.M. (2015). Essential processes for cognitive behavioral clinical supervision: Agenda setting, problem-solving, and formative feedback. *Psychotherapy, 52*, 158-163.

**9/20            Models of Supervision, Part 2**

Bernard & Goodyear, Chapter 3, (**Supervision Models: Process Models and Second-Generation Models**)

Vannucci, M.K., Whiteside, D.M., Saigal, S., Nichols, L., & Hileman, S. (2017). Predicting supervision outcomes: What is different about psychological assessment supervision? *Australian Psychologist, 52*, 114-120.

**9/27            The Supervisory Relationship**

Bernard & Goodyear, Chapter 5, (**Supervisor Relationships: Supervisee and Supervisor Factors**)

Phillips, J.C., Parent, M.C., Dozier, C., & Jackson, P.L. (2017). Depth of discussion of multicultural identities in supervision and supervisory outcomes. *Counseling Psychology Quarterly, 30*, 188-210.

**10/4            Organization and Format of Supervision**

Bernard & Goodyear, Chapter 7 (**Organizing the Supervision Experience**) and Chapter 8 (**Individual Supervision**)

Cooper, L.D., & Wieckowski, A.T. (2017). A structured approach to reflective practice training in a clinical practicum. *Training and Education in Professional Psychology, 4*, 252-259.

**10/11 Ethics and Evaluation of Supervision**

Bernard & Goodyear, Chapter 10, (Evaluation) and Chapter 11 (**Ethics and Legal Foundations**)

Reiser, R.P., & Milne, D.L. (2017). A CBT formulation of supervisees' narratives about unethical and harmful supervision. *The Clinical Supervisor, 36*, 102-115.

**10/18 Individual Supervision Meetings**

**10/25 Defining Consultation**

Falender & Shafranske, Chapter 1 (**Consultation in Psychology: A Distinct Professional Practice**)

**11/1 Best Practices in Consultation**

Falender & Shafranske, Chapter 2 (**The Competency Framework: Best Practices in Consultation**)

**11/8 Consultation Contexts**

Falender & Shafranske, Chapter 8 (**Medical Consultation**)

Campbell, C.D., O'Friel, M., Campbell, D.L., & Kennedy, J. (2009). Practicum training in emergency consultation in a rural hospital. *Training and Education in Professional Psychology, 3*, 177-183.

Edwards, K.S., Rosen, R.C., Smith, L.D., Garvert, D.W., Graham, B.C., Hoyman, L.C., Humphrey, S., & Ruzek, J.I. Group telephone consultation after online self-administered training: Acceptability and feasibility. *Training and Education in Professional Psychology, 3*, 198-206.

**11/15 Consultation Contexts, Ethics/Legal**

Falender & Shafranske, Chapter 5 (**Consultation in Interprofessional Practice and Collaboration**) and Chapter 3

**(Ethical, Legal and Professional Issues in Consultation for  
Psychologists)**

**11/22 Thanksgiving Break, No Class**

**11/29 Wrap Up and Discussion**

**Complete SSRF and Submit Last Journal Entry on Supervision  
Skills**