



PSYC 750.12

Consultation & Supervision in Clinical Psychology

Winter 2020

Instructor: Joshua Madsen, Ph.D.

Lecture Location: EDC 281O

Phone: 403-210-7994

Lecture Days/Time: M 9:00-11:45am

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Office: EDC 281M

Office Hours: By appointment

Course Description

The purpose of this module is to familiarize students with theory and practice in clinical supervision and consultation. Course material will cover prominent models and concepts in clinical supervision and consultation, ethical and professional issues in these areas of professional practice, and exposure to practical skills. This module will be run as a seminar and will include the following learning strategies: didactic presentations by the instructor and guest lecturers; discussion of assigned readings; video review of prominent models and strategies; and participation in one inter-disciplinary learning lab in which clinical psychologists provide consultation.

Prerequisites

Admission to the Clinical Psychology Graduate Program.

Required Text

There is no required text for this course. Required readings will be made available via D2L.

Recommended Texts

Supervision

Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of Clinical Supervision (6th edition)*. Upper Saddle River, NJ: Pearson Education, Inc.

Falender, C. A., & Shafranske, E. P. (2004). *Clinical Supervision: A Competency-Based Approach*. Washington, DC: American Psychological Association.

Rousmaniere, T., Goodyear, R. K., Miller, S. D., & Wampold, B. E. (2017). *The Cycle of Excellence: Using Deliberated Practice to Improve Supervision and Training*. Hoboken, NJ: John Wiley & Sons.

Consultation

Falender, C. A., & Shafranske, E. P. (2019). *Consultation in Psychology: A Competency-Based Approach*. Washington, DC: American Psychological Association.

Assessment Methods

Final grades will be based on (1) four in-class quizzes, and (2) attendance at one Patient-Centred Communication Lab or Family Medicine Counselling Lab. Quizzes will be cumulative potentially covering

content from both the preceding week and/or readings expected for the current class session (e.g., Quiz 2 will relate to Falender & Shafranske, 2012, but may also include questions about Class 1 material). Five quizzes are scheduled; the lowest quiz grade will be dropped so only four will apply toward final grades. In addition to maximizing the likelihood that readings will be completed by the greatest number of students, and therefore providing for richer class discussions, quizzes are also evidence-based strategies to promote learning (Lang, 2016).

Attendance at the lab must occur on or before Wednesday, April 15, 2020, and must be arranged in advance.

Grading Scale: This course is evaluated as credit/no credit. Students must receive an average grade of at least 80% on the four quizzes and attend one of the afore-mentioned labs to receive credit for the course. Students will only be expected to attend the labs as an observer; therefore, credit will be granted merely for attendance (i.e., active participation is not required).

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. For the purpose of this course, this will apply to the score on the quizzes—to determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic and Readings	Activity
M Jan 06	Winter term begins.	
M Jan 13	MWF Lectures Begin	
R Jan 23	Last day to drop a class without financial penalty	
F Jan 24	Last day to add or swap a course	
F Jan 31	Tuition and Fee Payment Deadline	
Feb 16-22	Reading Week. No lectures. University open (except Family Day).	
M Feb 17	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
Class 1: M Mar 2	<ul style="list-style-type: none"> • Defining Supervision • “Good” vs. “Bad” Supervision • The Expertise-Development Model of Supervision and Consultation <p><u>Reading:</u> Goodyear, R.K. (2014). Supervision as pedagogy: attending to its essential instructional and learning processes. <i>The Clinical Supervisor</i>, 33, 82-99.</p> <p>Recommended. Watkins, C.E., Jr. (2013). What matters in psychotherapy supervision? Some crucial features of international import. <i>International Journal of Psychotherapy</i>, 17, 63-73.</p>	Quiz 1

<p>Class 2: M Mar 9</p>	<ul style="list-style-type: none"> • Supervisory Alliance • Competency-Based Supervision (with DVD review) <p><u>Reading:</u> Falender, C.A., & Shafranske, E.P. (2012). The importance of competency-based clinical supervision and training in the twenty-first century: Why bother? <i>Journal of Contemporary Psychotherapy</i>, 42, 129-137.</p> <p>Recommended. Falender, C.A. & Shafranske, E.P. (2016). <i>Supervision Essentials for the Practice of Competency-Based Supervision</i>. Washington, DC: American Psychological Association. **Available in test library.</p> <p>Watkins, C.E., Jr. (2014). The supervisory alliance as quintessential integrative variable. <i>Journal of Contemporary Psychotherapy</i>, 44, 151-161.</p>	<p>Quiz 2</p>
<p>Class 3: M Mar 16</p>	<ul style="list-style-type: none"> • Multicultural Competence in Supervision • The Integrative Developmental Model of Supervision (with DVD review) <p><u>Reading:</u> Inman, A.G., & Ladany, N. (2014). Multicultural competencies in psychotherapy supervision. In F.T.L. Leong (Ed.), <i>APA handbook of multicultural psychology: Vol. 2. Applications and Training</i> (643-658). Washington, DC: American Psychology Association.</p> <p>Stoltenberg, C.D. et al. (2014). The Integrative Developmental Model of Supervision. In C. Edward Watkins, Jr. & Milne, D.L. (Eds.), <i>The Wiley International Handbook of Clinical Supervision</i> (576-597). West Sussex, UK: John Wiley & Sons. http://mastor.cl/blog/wp-content/uploads/2016/09/C.-Edward-Watkins-Jr.-Derek-L.-Milne-The-Wiley-International-Handbook-of-Clinical-Supervision-Wiley-Blackwell-2014.pdf#page=594 (retrieved Dec. 14, 2017) – Only pp. 584-597 required.</p> <p>Recommended. McNeill, B.W. & Stoltenberg, C.D. (2016). <i>Supervision Essentials for The Integrative Developmental Model</i>. Washington, DC: American Psychological Association. **Available in test library.</p>	<p>Quiz 3</p>
<p>Class 4: M Mar 23</p>	<ul style="list-style-type: none"> • Ethical Issues in Supervision • Psychotherapy-Based Supervision Models (with DVD review) <p><u>Reading:</u> Falender, C.A., & Shafranske, E.P. (2010). Psychotherapy-based supervision models in an emerging competency-based era: a commentary. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 47, 45-50.</p> <p>Goodyear, R.K., and Rodolfa, E. (2012). Negotiating the complex ethical terrain of clinical supervision. In S.J. Knapp (Ed.), <i>APA handbook of ethics in</i></p>	<p>Quiz 4</p>

	<p>psychology: Vol. 2. Practice, Teaching, and Research (261-275). Washington, DC: American Psychology Association.</p> <p>Recommended. Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration (CPA, 2009).</p> <p>Beck, J.S., Sarnat, J.E., & Barenstein, V. (2008). Psychotherapy-based approaches to supervision. In C.A. Falender & E.P. Shafranske (Eds.), Casebook for clinical supervision: A competency-based approach (57-96). Washington, DC: American Psychology Association.</p>	
<p>Class 5: M Mar 30</p>	<ul style="list-style-type: none"> • Basic Concepts in Consultation: Definitions and Ethical Issues • How do supervision and consultation differ? <p>Recommended. Falender, C. A., & Shafranske, E. P. (2019). <i>Consultation in Psychology: A Competency-Based Approach</i>. Washington, DC: American Psychological Association.</p>	Quiz 5
<p>Class 6: M Apr 6</p>	<ul style="list-style-type: none"> • Consultation on Interdisciplinary Teams: Behavioural Medicine and Mental Health Perspectives. Guest Lecturer: Dr. Lianne Tomfohr-Madsen <p>Recommended. Falender, C. A., & Shafranske, E. P. (2019). <i>Consultation in Psychology: A Competency-Based Approach</i>. Washington, DC: American Psychological Association.</p>	
W Apr 15	<p>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</p>	
Apr 18-29	<p>Winter Term Final Examinations.</p>	
F Apr 10	<p>Good Friday</p>	
Apr. 30	<p>End of Term</p>	

Reappraisal of Graded Term Work: See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: See <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Copyright Legislation:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. **Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam.** At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam unless there are extenuating circumstances. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website <http://www.ucalgary.ca/mentalhealth/>

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Please check this website and note the nearest assembly point for this course.

Student Organizations

The Psychology Graduate Students' Association (PGSA) is an organization built to provide support for all graduate students in the Department of Psychology. They can be contacted at pgsa@ucalgary.ca

The Graduate Student Association (GSA) Vice-President Academic can be reached at (403) 220-5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: <https://gsa.ucalgary.ca>

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca
<https://www.ucalgary.ca/student-services/ombuds>

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, January 23, 2020**. Last day add/swap a course is **Friday, January 24, 2020**. The last day to withdraw from this course is **Wednesday, April 15, 2020**.