Coordinating Professor: Peter Fraenkel, Ph.D.
Faculty Presenters: Diana Diamond, Ph.D., Eric Fertuck, Ph.D., Denise Hien, Ph.D., Elliot Jurist, Ph.D., Diana Puñales Morejon, Ph.D., Steven Tuber, Ph.D, and guest faculty
Email: fraenkelorama@gmail.com
Day and Time: Wednesdays, 2:00 p.m. – 3:50 p.m.
Office Hours: By appointment via email

Course Description
This course is designed to equip advanced doctoral students with the fundamental theories, research, and techniques of clinical supervision and consultation. Many of graduates of our doctoral program include supervising and consulting as part of their careers. In addition, most find that after several years of absorbing clinical theories and practices as a student, the process of mentoring and guiding others in clinical work and organizational change results in a next level of consolidation in the integration of theory, research, and practice.

The course is modeled after the principles put forth by Falender and Shafranske (2004), who in their seminal APA text on competency-based, best-practice approaches to supervision, specify three interrelated pillars of supervision: the supervisory relationship, inquiry, and educational praxis. They also specify four “superordinate values informing supervision: integrity-in-relationship, ethical values-based practice, appreciation of diversity in all its form, and science-informed practice.” This course will examine the variables and processes that result in optimal or problematic supervisor-supervisee relationships; will encourage a stance of critical thinking about the ongoing sustaining and transformation of this relationship; will show students how to equip their trainees with a variety of theories and technical resources for conducting therapy and consultation— all within a frame of sensitivity to diversity issues, research, and ethics. In keeping with the integrative nature of our program, the course will cover supervision and consultation based on a range of theories (psychodynamic, systemic, cognitive-behavioral, and group). These same overarching principles will form the foundation for equipping students to consult to individuals, families, and small and large organizations.

Course Objectives
By the end of the course, students will be able to:
1. demonstrate knowledge a range of theories and associated practices of supervision and consultation
2. demonstrate knowledge of the ethical and social diversity issues that inform supervision and consultation
3. demonstrate enhanced understanding of their own supervisory experiences

Course Organization and Format

Dr. Fraenkel will be the core coordinating professor for the course, and other clinical faculty members (including Diana Diamond, Eric Fertuck, Ben Harris, Denise Hein, Elliot Jurist, Diana Puñales, and Steve Tuber), as well as other experts in supervision and consultation, will teach one or two classes. The course will include faculty member lectures, including some presentation of video- and audio-taped demonstrations of supervision and consultation; seminar-style discussion of readings, with students leading discussion of selected articles; student presentations of experiences in supervision that illustrate themes in the literature; and students engaging in supervising one another in class. Thus, the course combines the formats of a seminar with those of a practicum so that students acquire both general principles of best practices in supervision and consultation, and also learn to apply those practices to actual clinical/supervisory experiences.

Requirements and Grading

1. In-Class Presentation

You will present, and lead class discussion once during the semester on a particular week’s theme. Required for these presentations are:

*Reading Reflection Paper*

You will summarize, in a paper of not less than four and not more than six single-spaced pages in 12 point font, the important themes of one or more of the required primary source readings listed for a particular week’s theme. These papers should address the following:

a. **Key Points:** What are the essential “takeaway” points from this reading? What do you believe are the most important ideas, findings, or practices described by the author(s) for informing supervisory and consultative practice?

b. **Novelty/Interest:** Which ideas or findings intrigued you most about this article/chapter, and why?

Note that a & b may be written in a combined fashion – i.e., describing the ideas you believe most important and intriguing.

c. **Constructive Critique:** What was missing or seemed problematic about the position/conclusions advanced in this article/chapter?

d. **Application:** How have these ideas/findings/practices affected your experience in supervision or consultation work? You may either reflect on how, in retrospect you recognize that the themes described in this reading were important components of your experience; or how, after having read this material, it affected your experience in supervision or consultation. Alternatively, you may reflect on how your supervision experience might have been improved if influenced by these ideas/findings/practices. Be prepared to give at least one specific example.

At the beginning of the semester, you will select a topic/week and will indicate the reading(s) listed for that week that you will present and write about. You must email this paper to me and the entire class by two evenings before the class for which the article/chapter is assigned. Failure to submit the paper will result in no credit. Please be sure to label your electronic file so that it is easily recognizable, with the following elements in the following sequence:
Oral Presentation and Class Discussion

Be prepared to summarize the highlights of your reading reflection paper in 20 minutes. The remaining 20-30 minutes will be a classroom discussion on the paper and the general topic, and you will lead the discussion. The remaining time in class will be a faculty member lecture/presentation on the same topic (but focusing on different readings). We will decide ahead of time the order of the faculty lecture and student presentation.

2. Term Paper

The term paper will be an 8-10 page single-spaced version of your reading reflection paper that incorporates feedback from the class discussion and that includes material from at least one more reading. This paper will be due one week following the last class, and must be emailed to the instructor.

Grading
1. Classroom Participation (asking relevant questions, offering thoughts, accurately answering questions about readings posed by instructors and fellow students): 15%
2. In-Class Presentation: 30% (percentage to be adjusted downward if each student does two presentations/semester)
   a. Reading Reflection Papers: 15%
   b. Oral Presentation: 15%
3. Term Paper: 55%

NOTE ON LATE PAPERS:
Please note that, in order to be fair to your classmates, papers will lose a half grade per day late.

Required Texts

There are four core texts for the course. One copy of each text will be on reserve in the clinical psychology administrator’s office (Sheren Brunson’s office):

ISBN: 978-1-59147-11-6
List Price: $49.95
Member /Affiliate Price: $49.95

ISBN: 978-1-4338-0342-0
List Price: $59.95
Member /Affiliate Price: $49.95

ISBN: 978-0415945585
List Price: $42.65
ISBN: 0471705101
List Price: $67.46

Assigned chapters in these books are listed by week. The books are indicated by a shortened version of their respective titles in italics (for instance, *Clinical Supervision, Casebook…*)

In addition, required and additional original source readings (journal articles, and chapters from other books) are listed by week. These readings are listed in APA style starting with author names.

**Weekly Reading Assignments and Class Topics**

**Week One: The Three Pillars and Four Superordinate Values of Competency-Based Supervision and Consultation: 8/31/11**
Faculty Lecturer: Peter Fraenkel

*Clinical Supervision* Chapter 1: The Practice of Clinical Supervision
*Clinical Supervision* Chapter 2: What Makes for Good Supervision?
*Clinical Supervision* Chapter 9: The Evolving Practice of Clinical Supervision
*Casebook* Chapter 2: A Competency-Based Approach to Supervision


**Week Two: The Supervisor-Supervisee Relationship and Impact on Therapist-Patient Relationship: 9/7/11**
Faculty Lecturer: Peter Fraenkel
Student Presentation

*Clinical Supervision* Chapter 4: Addressing Personal Factors in Supervision
*Clinical Supervision* Chapter 5: Alliance in Therapeutic and Supervisory Relationships


**Week Three: The Supervisor-Supervisee Relationship and Impact on Therapist-Patient Relationship(continued) 9/14/11**
Faculty Lecturer: Elliot Jurist
Student Presentation

*Clinical Supervision* Chapter 3: Building Technical Competence
*Casebook*: Developmental Approaches to Supervision


**Week Four: The Supervisor-Supervisee Relationship: Focus Ethics, Diversity and Social Location Issues  9/21**
Faculty Lecturer: Peter Fraenkel
Student Presentation

*Clinical Supervision* Chapter 6: Building Diversity Competence in Supervision  
*Casebook* Chapter 6: Supervision, Culture, and Context  
*Integrative Family Therapy Supervisor* Chapter 9: Cultural and Contextual Issues in Supervision


**Week Five: Ethics, Legal Issues, and Risk Management  10/05**
Faculty Lecturer: Diana Puñales
Student Presentation

*Clinical Supervision* Chapter 7: Ethical and Legal Perspectives and Risk Management  
*Casebook* Chapter 8: Addressing Ethical and Legal Issues in Clinical Supervision  
*Integrative Family Therapy Supervisor* Chapter 12: Supervisory Responsibilities and Administrative Tools


**Week Seven: Bridging Psychoanalytically-Oriented Supervision and Evidence-Based Psychodynamic Treatment**  10/19
Faculty Lecturers: Diana Diamond and Eric Fertuck
Student Presentation

Readings: TBA

**Week Eight: Research Supervision in Study of Empirically-Supported Psychodynamic Therapies**
Faculty Lecturer: Eric Fertuck  10/26
Student Presentation

Required:


Optional:


**Week Nine: Psychodynamic Supervision of Child and Adolescent Therapy**
Faculty Lecturer: Steve Tuber  11/02
Student Presentation


**Week Ten: Psychodynamic Supervision of Child and Adolescent Therapy (continued)**
Faculty Lecturer: Ben Harris  11/09
Student Presentation

Readings (see Week Nine)

**Week Eleven: Fundamental Processes and Practices of Family and Couple Therapy Supervision**
Faculty Lecturer: Peter Fraenkel 11/16

*Casebook* Chapter 9: Multisystemic Approaches to Supervision: Tale of Woe (Cultural Nonconnect) in Supervision and Understanding the Fit.
*Integrative Family Therapy Supervisor* Chapter 3: Getting Started: A Basic Framework to Guide Integrative Supervision
*Integrative Family Therapy Supervisor* Chapter 7: Modalities of Supervision: Live, Videotape, Audiotape, and Case Presentations


**Week Twelve: Evaluation of the Supervisory Process**
Faculty Lecturer: Denise Hien 11/23

*Clinical Supervision* Appendices
*Casebook* Chapter 11: Evaluating and Enhancing Supervision: An Experiential Model


**Week Thirteen: Fundamental Processes and Practices of Group Therapy Supervision and Consultation**
Guest Lecturer: Robert Grossmark, Ph.D. 11/30

Adjunct Professor and Clinical Supervisor, The City University of New York, Clinical Supervisor, The Psychological Center, CCNY
Supervisor, New York University Postdoctoral Program in Psychoanalysis & Psychotherapy; National Training Program in Psychoanalysis at the National Institute for the Psychotherapies; The Doctoral Program in Clinical Psychology, Ferkauf Graduate School of Yeshiva University
Graduate, Doctoral Program in Clinical Psychology, CCNY/CUNY
Private Practice

*Consultation Skills* Chapter 1: Introduction
Chapter 7: Working with Teams and Groups


Week Fourteen: Consultation to Individuals and Small Organizations
Guest Lecturer: Mark Horney, Ph.D. 12/07
Director, Executive MBA Career Management - Columbia Business School
Affiliate Coach, Karlin Sloan & Company
Principal, Dattner Consulting
Alumni Board Member, Columbia Coaching Certification Program
Executive Committee Member, MBA Career Services for Working Professionals Alliance
Graduate, Doctoral Program in Clinical Psychology, CCNY/CUNY
Private Practice (MAH Consulting)

Student Presentation

Consultation Skills Chapter 2: Clinical Career Assessment and Counseling
Chapter 4: Leadership, Management, and Supervision
Chapter 6: Executive Coaching and Performance Enhancement


Week Fifteen: Consultation to Large Organizations 12/14
Guest Lecturer: James Kranz, Ph.D.
Founder and Managing Director, WorkLab, LLC
Former Senior Consultant, Wharton Center for Applied Research
Former Action Research Fellow, Tavistock Institute of Human Relations
Faculty, Universidad de Chile
Former Faculty Member at Wharton School, William Alanson White Institute, Yale School of Organization and Management, and Columbia University Department of Social and Organizational Personality
Student Presentation
Consultation Skills Chapter 3: Organizational Context

Chapter 8: Training and Team Building
Chapter 10: The Nature of Organizations
Chapter 11: Assessment of Organizations
Chapter 12: Organizational Intervention

