Practicum in Supervision and Consultation (Psyc. 85408.30679)
Spring 2017

Professor Elliot L. Jurist
Day and Time: Thursday, 9:45am-11:40am
Classroom: NAC 8/132
Office Hours: Tues, 9am and by appointment
Contact Information: ejurist5@gmail.com and 212-650-5676

Course Description
This course is designed to equip advanced doctoral students with the fundamental theories, research, and techniques of clinical and 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 and academic work and organizational change results in a next level of consolidation of integrating 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, cognitive-behavioral, DBT, and family/couples) and different patient populations. 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 of a range of theories and associated practices of supervision, consultation, and mentoring
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. Jurist will be the core, coordinating professor for the course, and other clinical faculty members, as well as other experts in supervision and consultation, will teach 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; and student presentations of experiences in supervision that illustrate themes in the literature. 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.

Readings
There are two core texts for the course:

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

In addition, required and additional original source readings (journal articles, and chapters from other books) are listed by week.

Course Assignments

1) In-Class Presentation and/or Role-Play

You will present, and lead class discussion once during the semester on a topic of your choice that is germane to the course (with approval from the Professor). Required for these presentations are:

Oral Presentation and Class Discussion

Be prepared to summarize the highlights of your reading reflection paper in 20 minutes using a power point style presentation. The remaining 20-30 minutes will be a classroom discussion on the paper and the general topic, and you will lead or co-lead the discussion. We will try to coordinate the faculty lectures and student presentations according to content.
In your presentation you will summarize the main points of one or more of the primary source readings related to your topic. These presentations 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 articles/chapters?

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.

2) **Written Reflection based upon in-class presentation and discussion:** 8-10 pages.

**Course Grading**

Classroom Participation (asking relevant questions, offering thoughts, accurately answering questions about readings posed by instructors and fellow students):

   a. In-Class Participation: 10%
   b. Oral Presentation: 40%
   c. Written Reflection on Presentation: 50%

Participation is evaluated on quality (not quantity) of contribution to the class discourse. This does not mean talking a lot; quality of participation includes facilitation of group discussion, questioning, and integrating others’ ideas and comments.

Grading will reflect the following scale: Outstanding Work (A+), Quality Work (A/A-), Competent Work (B+/B/B-), Not Yet Competent (C+/C/C-/D/F).
WEEKLY TOPICS AND ASSIGNMENTS

2/9
Introduction
Faculty Lecturer: Elliot L. Jurist, Ph.D.

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

2/16
Ethics, Legal Issues, and Risk Management
Faculty Lecturer: Diana Puñales, Ph.D., Director, The Psychological Center

Required Reading:
-Clinical Supervision Chapter 7: Ethical and Legal Perspectives and Risk Management
-Casebook Chapter 8: Addressing Ethical and Legal Issues in Clinical Supervision

2/23
Developmental and Psychoanalytic Approaches to Supervision
Faculty Lecturer: Elliot L. Jurist, Ph.D.

Required Reading:
-Clinical Supervision Chapter 3: Building Technical Competence
Casebook Chapter 3: Developmental Approaches to Supervision

3/2
Relational Supervision
Faculty Lecturer: Mark Gerald, Ph.D. NYU Postdoctoral Program

Required Reading:
3/9
Supervising Gays
Faculty Lecturer: Arthur Fox, Ph.D. NYU Postdoctoral Program, and Clinical Associate, CUNY

Required Reading:

3/16
Consulting with Museums and the Arts
Faculty Lecturer: Billie Pivnick, Ph.D. W.A. White Institute

Required Reading:

3/23
Organizational Consulting
Faculty Lecturer: Jim Krantz, Ph.D. Principal, WORKLAB; Director, Annual Residential Group Relations Conference; Director, Center for Socio-Analytic Studies, IPTAR; Former faculty at Yale, Columbia, and Penn.

Required Reading:
3/30
Supervision, Immigration and Religion
Faculty Lecturer: Glen Milstein, Ph.D. Associate Professor, Department of Psychology, The City College of New York and The Graduate Center, CUNY.

Required Reading:

4/06
Supervising Lesbians, Queers and Transgenders
Faculty Lecturer: Anna Kramarsky, Ph.D., private practice

Required Reading:

4/13—Spring break

4/20
Fundamental Processes and Practices of Group Therapy Supervision and Consultation
Faculty Lecturer: Robert Grossmark, Ph.D. Adjunct Professor, The City University of New York Clinical Supervisor, The Psychological Center, CCNY, Supervisor, New York University Postdoctoral Program in Psychoanalysis & Psychotherapy; Supervisor, National Training Program in Psychoanalysis at the National Institute for the Psychotherapies Supervisor, The Doctoral Program in Clinical Psychology, Ferkauf Graduate School of Yeshiva University, Graduate, Doctoral Program in Clinical Psychology, CCNY/CUNY.

Required Reading:

4/27
Supervising DBT
Faculty Lecturer: Beth Brodsky, Ph.D., Associate Clinical Professor of Medical Psychology in Psychiatry at Columbia University, and Research Scientist in the Silvio O. Conte Center for the Neurobiology of Mental Disorders, at the New York State Psychiatric Institute, Department of Molecular Imaging and Neuropathology.
Required Reading:

5/4

**Supervising Children and Peer Supervision**
Faculty Lecturers: Ben Harris and Ryan McGuiness

Required Reading:

5/11

**CBT Supervision**
Faculty Lecturer: Dr. Lesia Ruglass Assistant Professor, Department of Psychology
The City College of New York and The Graduate Center, CUNY; Member-at-Large and Co-Chair, Diversity and Multicultural Committee Division 56 (Trauma Psychology), APA.

Required Reading:

5/18

**Supervising Couples and Families**
Faculty Lecturer: Peter Fraenkel, Ph.D., Professor of Psychology, CCNY and GC

Required Reading (will circulate articles)
-Fraenkel, P. (1997) *Systemic approaches to couple therapy*
Assimilation and beyond

**Need Date**
**The Supervisor-Supervisee Relationship: Ethics, Diversity and Social Location Issues**
Faculty Lecturer: Elliot L. Jurist, Ph.D.

Required Reading:
-Clinical Supervision Chapter 6: Building Diversity Competence in Supervision
-Casebook Chapter 6: Supervision, Culture, and Context