

**PH.D. PROGRAM IN PSYCHOLOGY  
THE CITY UNIVERSITY OF NEW YORK**

**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

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**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:

Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.

ISBN: 978-1-59147-11-6

List Price: \$49.95

Member /Affiliate Price: \$49.95

Falender, C. A., & Shafranske, E. P. (eds.) (2008). *Casebook for clinical supervision: A competency-*

*based approach*. Washington, DC: American Psychological Association.

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*
- Petrucelli, J (2010) Serve, Smash, and Self-States: Tennis on the Couch and Courting Steve Mitchell, *Contemporary Psychoanalysis*, 46: 578-588.
- Fitch, J, Pistole, C., and Gunn, J. (2010) The Bonds of Development: An attachment-caregiving model of supervision. *The Clinical Supervisor*, 29: 20-34.
- Ogden, T (2005) On Psychoanalytic Supervision, *International Journal of Psychoanalysis (hereafter abbreviated as IJP)*, 86: 1265-1280

**3/2**

### **Relational Supervision**

Faculty Lecturer: Mark Gerald, Ph.D. NYU Postdoctoral Program

Required Reading:

- Berman, E. (2000). Psychoanalytic Supervision. *International Journal of Psychoanalysis*, Vol 81(6), Dec, 2000. pp. 1224-1225.
- Sarnat, J (2012) Supervising Psychoanalytic Psychotherapy: Present Knowledge, Pressing Needs, Future Possibilities, *Journal of Contemporary Psychotherapy*, 42: 151-160.

3/9

### **Supervising Gays**

Faculty Lecturer: Arthur Fox, Ph.D. NYU Postdoctoral Program, and Clinical Associate, CUNY

Required Reading:

-Halpert, S. et al. (2007). Affirmative Clinical Supervision. *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender patients*. Bieschke, K., Perez, R., and DeBord, K. (Eds). Washington, DC: American Psychological Association, 341-358

-M. Dimen (2001). Perversion is us? Eight notes. *Psychoanalytic Dialogues*, 11:825-860.

3/16

### **Consulting with Museums and the Arts**

Faculty Lecturer: Billie Pivnick, Ph.D. W.A. White Institute

Required Reading:

-Pivnick, B. (2015). Spaces to Stand In: Applying Clinical Psychoanalysis to the Relational Design of the National September 11 Memorial Museum, *Division/Review*, 13, 19-24.

- Pivnick, B.A. (2013). What the living did: September 11th and its aftermath. In Adelman, A & Malawista, K. (Eds.) *The therapist in mourning: From the faraway nearby*. NY: Columbia University Press.

- Pivnick, B.A. (2010). A museum visitor's guide to the universe. *Curator: The Museum Journal*, 53, 3, 359-371.

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:

-Maltz, M. (2012). Learning to reflect, act and learn: Organizational thinking born of psychoanalysis. *Psychoanalytic Dialogues* 22(5): 565-568.

-Davis, T. (2014). A literature review exploring the potential of mindfulness as a tool to develop skills and qualities for effective consultation. A literature review exploring the potential of mindfulness as a tool to develop skills and qualities for effective consultation. *Mindfulness*, 5(6): 669-681.

Elder, M. and Silvers, S. (2009). The Integration of Psychology Into Primary Care: Personal Perspectives and Lessons Learned. *Psychological Service*, 6(1): 68-73.

**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:

-Ali, O., Milstein, G, and Marzak, P. (2005) The Iman's Role in Meeting the Counseling Needs of Muslim Communities in the United States, *Psychiatric Services*, 56(2): 202-205.

-Milstein, G., Manierre, A., and Yali, A.M. (2010), Psychological Care for Persons of Diverse Religions: A Collaborative Continuum, *Professional Psychology*, 4(5): 371-381.

**4/06**

**Supervising Lesbians, Queers and Transgenders**

Faculty Lecturer: Anna Kramarsky, Ph.D., private practice

Required Reading:

Pachankis, J. & Goldfied, M. R. (2013). Clinical Issues In Working With Lesbian, Gay, and Bisexual Clients. *Journal of Sexual Orientation and Gender Diversity*, 1(S), 45-58.

**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:

-Moss, E. (2008). The holding/containment function in supervision groups for group therapists. *International Journal of Group Psychotherapy*, 185-201

**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:

- Swales, M. (2010) Implementing DBT: Selecting, training and supervising a team. *Cognitive Behavioral Therapist*, 3 (2): 71-79.
- Linehan, M. and McGhee D. (1994). A Cognitive-behavioral model of supervision with individual and group components. *Clinical perspectives on psychotherapy*. Greben,S. and Ruskin, R. (Eds). Washington: American Psychiatric Press, 165-183

**5/4**

**Supervising Children and Peer Supervision**

Faculty Lecturers: Ben Harris and Ryan McGuinness

Required Reading:

- Tuber, S. B., and Caflisch, J. (2011). *Starting treatment with children and adolescents: A process-oriented guide for therapists*. New York: Routledge Press. Chaps. 5, 6 and 10
- Watkins, E (2010). Psychoanalytic Developmental Psychology and the Supervision of *Psychotherapy Supervisor Trainees, Psychodynamic Practice: Individuals, Groups and Organizations*, 16: 393-407.

**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:

- Rosenbaum, M., & Ronen, T. (1998). Clinical supervision from the standpoint of cognitive-behavior therapy. *Psychotherapy: Theory, Research, Practice, Training*, 35(2), 220-230.
- Newman, C. F. (2010). Competency in conducting cognitive-behavioral therapy: Foundational, functional, and supervisory aspects. *Psychotherapy: Theory, Research, Practice, Training*, 47(1), 12-19.
- Reiser, R. P., & Milne, D. L. (2013). Cognitive behavioral therapy supervision in a university-based training clinic: A case study in bridging the gap between rigor and relevance. *Journal of Cognitive Psychotherapy*, 27(1), 30-41.

**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*
- Fraenkel, P. and Pinsof, (2001) W. *Teaching family therapy-centered integration:*

*Assilimilation and beyond*

-Fraenkel, P. (2009) *The Therapeutic Pallete: A guide to choice points in integrative couple therapy*

**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

-Tummala-Narra, U. (2004) Dynamics of Race and Culture in the Supervisory

Smith, L. (2009). Enhancing training and practice in the context of poverty.

*Training and Education in Professional Psychology*, 3(2), 84-93.

-Falender, Burnes and Ellis (2013), Multicultural Clinical Supervision and Benchmarks:

Empirical Support Informing Practice and Supervisor Training, *The Counseling*

*Psychologist*, 41(1): 8-27.