

# 2012-2013 LONG SIGNATURE SHEET



Proposal Number: PSYC 9-04-12

Proposal Title:

Clinical Supervision Consultation

UNC CHARLOTTE

Originating Department:

Psychology

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_

GRADUATE ☒ \_\_\_\_\_

UNDERGRADUATE & GRADUATE \_\_\_\_\_

(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/10/12	9/10/12	9/11/12	Approved	<u>DEPARTMENT CHAIR</u>  [print name here:] Fary Cachelin
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  [print name here:] Kent F. Buell
		10/26/12	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  [print name here:] C. Scott
	10/26/12	10/26/12	Approved	<u>COLLEGE DEAN</u>  [print name here:] C. Brody
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
12/2012	5-7-13	5-10-13	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only)  Rob Roy McInnes
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

**NEW GRADUATE COURSE**

**PROPOSAL FROM: PSYCHOLOGY DEPARTMENT**

**TITLE:** CREATION OF THE NEW GRADUATE COURSE IN CLINICAL SUPERVISION AND CONSULTATION IN PSYCHOLOGY

**A. PROPOSAL SUMMARY AND CATALOG COPY**

1. Summary

The Psychology Department proposes the addition of a new graduate course, Clinical Supervision and Consultation in Psychology (PSYC 8245), for students in the Clinical Track of the Health Psychology program. Coverage of this material is necessary for accreditation by the American Psychological Association (APA).

2. Proposed Catalog Copy

**PSYC 8245. Clinical Supervision and Consultation in Psychology (3).** Prerequisite: doctoral graduate standing or permission of the instructor. This course explores major theories, approaches, and techniques in clinical supervision and consultation in professional psychology. Students are provided with the knowledge and skills necessary to work as effective clinical supervisors and psychological consultants. (*Every other year*)

No other catalog changes are necessary.

**B. JUSTIFICATION**

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The American Psychological Association has identified instruction in supervision and consultation as a key component of education in professional psychology. Coverage of this material is necessary for APA accreditation. Though we had some coverage of this material in other courses, APA provided feedback that this was not sufficient and requested that we enhance coverage of this material. The proposed course is designed to do that. In addition, the course will provide students key supervision and consultation knowledge and skills that are increasingly necessary for professional practice of psychology. This is important as professional psychologists are increasingly serving as clinical supervisors and consultants.

2. Discuss the prerequisites/corequisites for the course including class-standing.

Prerequisites for this class are graduate standing in the psychology department or permission from the instructor.

3. Demonstrate that course numbering is consistent with the level of academic advancement of student for whom it is intended.

Course numbering is consistent with current university catalogs. It is numbered at the 8000-level because it will only be offered to doctoral students.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The course will bring the Clinical Track of the Health Psychology program into compliance with the American Psychological Associations accreditation guidelines. Students who graduate from an accredited program fare better professionally and, importantly, are more readily licensed.

### C. IMPACT

1. What group of students will be served by this proposal? Describe how you determine which students will be served.

This will serve doctoral students in Health Psychology program (Clinical Track). These are the only students who will need this course as APA accreditation is not relevant for students in the Community or General Tracks of the Health Psychology program.

2. What effect will this proposal have on existing courses and curricula?

*a. When and how often will the added course be taught?*

The three-credit section will initially be taught every other year in the Spring semester.

*b. How will the content and/or frequency of offering of other courses be affected?*

This course will not affect other graduate courses. The proposed course is not an alternative for existing courses, but is an addition to existing courses in psychology. The proposed instructor does not currently teach another graduate course that would be displaced by the new course.

*c. What is the anticipated enrollment in the course added?*

Enrollment is anticipated to be 10-12 students.

*d. How will enrollment in other courses be affected? How did you determine this?*

Enrollment in other courses will not be affected, because the proposed course is a required course and will fit within the existing curriculum.

*e. If the course has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.*

A version of this course was taught in Spring of 2012 as a Readings and Research in Psychology (PSYC 8899) course to approximately 10 graduate students.

*f. Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.*

No additional changes to the graduate catalog would be required. This additional requirement will be added the departmental graduate handbook.

#### **D. RESOURCES REQUIRED TO SUPPORT PROPOSAL**

##### **1. Personnel**

*a. New faculty....or increased load on present faculty.*

No new faculty would be required and the increased load would be minimal on the clinical faculty (i.e., one additional course every other year).

*b. Qualified faculty member interested in teaching the course.*

Terri Rhodes, Ph. D., Assistant Training Director at the Counseling Center, taught the course as a Readings and Research in Psychology course. Other clinical faculty members have the expertise to teach this course and have expressed interest.

##### **2. Physical Facility**

No new or additional resources will be necessary.

##### **3. Equipment and Supplies**

No new or additional resources will be necessary.

##### **4. Computer**

Existing campus computing services are adequate for this course.

5. Audio

No equipment or services will be needed from Media Services.

6. Other Resources

None.

7. Sources of funding

No new funding required

**E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS/UNITS**

1. Library Consultation

The library consultation indicated that our holdings were adequate for this course (see attached library consultation form).

2. Consultation with Other Departments or Units

We have not consulted other department or units as this is a fairly specialized course designed to meet APA accreditation requirements. While the Department of Counseling in the College of Education has a class in supervision (CSLG 8110 Clinical Supervision in Counseling) this course would not meet our accreditation requirements as it does not cover consultation.

**F. INITIATION AND CONSIDERATION OF THE PROPOSAL**

1. Originating Unit

The Department of Psychology.

2. Other Considering Units

None.

**G. ATTACHMENTS**

1. Relevant documentation of consultations with other units are attached in the following order:

Consultation on Library Holdings

2. Course syllabus

See attached sample.

**To:** George J. Demakis, Psychology & Health Psychology  
**From:** Judy Walker, Education/Curriculum Materials Librarian  
**Date:** 9/4/12  
**RE:** Consultation on Library Holdings

**Course/Program:** PSYC 8245: Clinical Supervision & Consultation in Psychology

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker **Date:** 9/4/12

**Please Check One:**

Holdings are superior	<u>          </u>
Holdings are adequate	<u>  X  </u>
Holdings are adequate only if Dept. purchases additional items.	<u>          </u>
Holdings are inadequate	<u>          </u>

**Comments:**

The library's print holdings compare favorably with several other institutions known for their excellent programs in psychology. We subscribe to APA's PsycArticles & PsycBooks which are major resources in the field. Students will also have access to PsycInfo (APA's resource database) plus supporting databases such as Medline, PubMed and Web of Science. For those resources not available from our library, students can use the library's interlibrary loan service.

## Sample Syllabus Clinical Supervision and Consultation in Psychology (PSYC 8245)

### Course Description and Objectives

Professional psychologists occupy a number of roles and provide a wide range of services to clients across a range of settings. The settings may or may not be involved with the delivery of mental health services. Increasingly, clinical psychologists, traditionally trained primarily in the delivery of psychological assessment and psychotherapy, are assuming administrative, consultative, and supervisory responsibilities. For instance, in North Carolina, many Ph. D. level licensed psychologists supervise Licensed Psychological Associates. The American Psychological Association has recognized this trend and now requires accredited programs to provide training in clinical supervision and consultation. The objective of this course is to meet these accreditation standards and to provide an introduction into the basic models, approaches, research findings, and ethics of clinical supervision and consultation.

### Required Text

Falender, C. & Shafranske, E. (2004). *Clinical supervision a competency based approach*. (pp. 37-58 & 59-80). Washington D. C.: American Psychological Association.

Robinson, R. & Reiter, J. (2007) *Behavioral consultation and primary care: A guide to integrating services*. New York: Springer Science-Media.

### Course Requirements

1. **Class attendance and participation (25 points)** is expected. I expect you to have read all the assigned readings before each class so that you can meaningfully contribute to the discussion.
2. **Two examinations (50 points each)**, a mid-term and a final will be administered. Each examination will be in class, closed book, and cumulative. Tests will be composed primarily of essay questions, test profile analyses, and brief report writing exercises. Because no attempt is made to exhaustively cover all assigned reading topics in the lecture, questions from the text or readings may or may not have been covered in class. No make-up examinations will be administered without adequate **prior** notification and verification of illness, serious accident, or death/illness in one's family.
3. **Class presentation (50 points)**. You will be responsible for leading a class session about a contemporary issue in supervision and consultation that we have not yet covered. Possible topics include: legal issues, including NC supervisory law; boundary and role issues in supervision; history and future directions in supervision; developmental issues in supervision; psychological consulting with special populations not covered below (e.g., forensic, school); psychological report as consultation, etc. Other topics are possible, but should be cleared with the instructor.

**Total point breakdown**

<b>Assignment</b>	<b>Points</b>
Participation	25
Examinations	100
Class Presentation	50
<b>Total</b>	<b>175</b>

Grades will be based on the total number of points earned with the grade distribution based on the following cutoffs: A = 90%, B = 80%, C = 70%, U = < 70%. You must earn at least 70% of the points to pass the course. Late assignments will be penalized 10 points per day late.

UNCC's codes of Student Academic Integrity and Student Responsibility will be followed and enforced in this course. In particular, the Code of Student Academic Integrity prohibits cheating, fabrication and falsification, multiple submissions, plagiarism, abuse of academic materials, and complicity in academic dishonesty. A fuller description of this code can be obtained on p. 25 of the graduate catalog, as well as on-line (policy #105 The Code on Student Academic Integrity). Violation of the code will result in failure for that activity, possible failure of the course, and possible reporting to Department Chair and Dean. Please see me if you have any questions regarding what constitutes academic dishonesty.

**Course Outline and Required Readings****I. Supervision Definitions and Processes**

Falender, C. & Shafranske, E. (2004). *Clinical supervision a competency based approach*. (pp. 37-58 & 59-80). Washington D. C.: American Psychological Association.

Campbell, J. M. (2006). *Essentials of clinical supervision*. (pp. 1-16, 160-193, 197-241, 244-270). Hoboken, New Jersey: John Wiley & Sons.

Belar, C. (2008). Supervisory issues in clinical health psychology. In C.A. Falender, & E.P. Shafranske (Eds.), *Casebook for clinical supervision: A competency-based approach* (197-209). Washington D.C.: American Psychological Association.

Campbell, J. M. (2000). *Becoming an effective supervisor*. (pp. 19-38). Ann Arbor Michigan: Sheridan Books.

Gray, L. A., Ladany, N., Walker, J. A. & Ancis, J. R. (2001). Psychotherapy trainees' experience of counterproductive events in supervision. *Journal of Counseling Psychology*, 48, 371-383.

**II. Relationships in Supervision**

Falender, C. & Shafranske, E. (2004). *Clinical supervision a competency based approach*. (pp. 95-114). Washington D. C.: American Psychological Association.



Safran, J. D., Muran, J. C., Stevens, C. & Rothman, M. (2008). A relational approach to supervision: addressing ruptures in the alliance. In C.A. Falender, & E.P. Shafranske (Eds.), *Casebook for clinical supervision: A competency-based approach* (137-157). Washington D.C.: American Psychological Association.

J. M. Campbell. (2000). *Becoming an effective supervisor*. (pp. 89-112). Ann Arbor Michigan: Sheridan Books.

### **III. Multicultural Issues in Supervision**

Falender, C. Shafranske, E. (2004). *Clinical supervision a competency based approach*. (pp.115-149). Washington D. C.: American Psychological Association.

Vargus, L. A., Porter, N. Falender, C. A. (2008). Supervision, culture, and context. In C.A. Falender, & E.P. Shafranske (Eds.), *Casebook for clinical supervision: A competency-based approach* (121-136). Washington D.C.: American Psychological Association.

Garrett, M. T., Borders, L. D., Crutchfield, L. B., Torres-Rivera, E., Brotherton, D., & Curtis, R. (2001). Multicultural supervision: a paradigm of cultural responsiveness for supervisors. *Journal of Multicultural Counseling and Development*, 29, 147-158.

Constantine, M. G., & Sue, D. W. (2007). Perceptions of racial microaggressions among black supervisees in cross-racial dyads. *Journal of Counseling Psychology*, 54, 142-153.

Hernandez, P. (2008). The cultural context model in clinical supervision. *Training and Education in Professional Psychology*, 2, 10-17.

Tummala-Narra, P. (2004). Dynamics of race and culture in the supervisory encounter. *Psychoanalytic Psychology*, 21, 300-311.

### **IV. Ethical Issues in Supervision**

Falender, A., A., Shafranske, E. P., (2004). *Clinical supervision a competency based approach*. (pp.151-194). Washington D. C.: American Psychological Association.

Kooxhwe, G. P., Shafranske, E., P., & Falender, C. A. (2008). Addressing ethical and legal issues in clinical supervision. In C.A. Falender, & E.P. Shafranske (Eds.), *Casebook for clinical supervision: A competency-based approach* (159-180). Washington D.C.: American Psychological Association.

Ladany, N., Lehrman-Waterman, D., Molinaro, M., & Wolgast, B. (1999). Psychotherapy supervisor ethical practices: Adherence to guidelines, the supervisory working alliance, and supervisee satisfaction. *The Counseling Psychologist*, 27, 443-475.

## V. Basic issues in Psychological Consultation

Block, P. (2000). Ch. 1: A consultant by any other name. In *Flawless Consulting: A guide to getting your expertise used*. New York: John Wiley & Sons.

Block, P. (2000). Ch. 2: Techniques are not enough. In *Flawless Consulting: A guide to getting your expertise used*. New York: John Wiley & Sons.

Block, P. (2000). Ch. 3: Flawless consulting. In *Flawless Consulting: A guide to getting your expertise used*. New York: John Wiley & Sons.

Doherty, W. (2008). Beyond the therapy consulting room: Therapists as catalysts of social change. *Psychotherapy Networker*. <http://www.psychotherapynetworker.org/magazine/currentissue/326-beyo>

Dougherty, A. M. (). Part II: The stages of consultation and collaboration. In *Psychological Consultation and Collaboration: A Casebook*. New York: Brooks Cole.

Kontos, N., Freudenreigh, O., & Querques, J. (2007). Ownership, responsibility and hospital care: Lessons for the consultation psychiatrist. *General Hospital Psychiatry*, 30, 257-262.

Remley, T. P. (1993). Consultation contracts. *Journal of Counseling & Development*, 72, 157-158

## VI. Doing Psychological consultation

Dougherty, A. M. (2005). The stages of consultation and collaboration. In *Psychological consultation and collaboration in school and community settings: A casebook* (4th ed., pp. 43-56). Belmont, CA: Thompson Brooks/Cole.

Flaspohler, P.D., (2007). Making a difference in research and practice: A commentary on "Consulting to facilitate planned organizational change in schools". *Journal of Educational and Psychological Consultation*. 17, 119-124.

Chinman, M., Imm, P., & Wandersman, A. (2004). Getting to Outcomes 2004: Promoting accountability through methods and tools for planning, implementation and evaluation. *Rand*.

Wandersman, A., Snell-Johns, J., Lentz, B. E., Fetterman, D. M., Keener, D. C., Livet, M., Imm, P. S., & Flaspohler, P. (2005). The principles of empowerment evaluation. In Fetterman, D. M., Wandersman, A. (Eds.), *Empowerment evaluation principles in practice* (pp. 27-41). New York: Guilford Press.

## VII. Consultation with physicians

Szigthy, E., Ruiz, P., DeMaso, D., Shapiro, F., Beardslee, W. (2002). Consultation-Liaison Psychiatry: A longitudinal and integrated approach. *Journal of the American Psychiatric Association*, 159, 373-378.

Untzer, J, Shoenbaum, M., Druss, B.G., & Kanton, W.J. (2006). Transforming mental health care at interface with general medicine: report for the president's commission. *Psychiatric Services*, 57, 37-47.

Masters, K. S., Stillman, A. M., Browning, A. D., & Davis, J. W. (2005). Primary care psychology training on campus: Collaboration within a student health center. *Professional Psychology: Research and Practice*, 36, 144-150.

McDaniel, S.H., Belar, C., Schroeder, C., Hargrove, D.S., and Freeman, E.L. (2002) A training curriculum for primary care psychologists in primary care. *Professional Psychology: Research and Practice*, 33, 1, 65-72.

McDaniel, S.H. (1995). Collaboration between psychologists and family physicians: Implementing the biopsychosocial model, *Professional Psychology: Research and Practice*, 26, 2, 117-122.

Pace, T. M., Chaney, J. M., Mullins, L. L., & Olson, R. A. (1995). Psychological consultation with primary care physicians: Obstacles and opportunities in the medical setting. *Professional Psychology: Research and Practice*, 26, 123-131.

Robinson, R. & Reiter, J. (2007) *Behavioral consultation and primary care: A guide to integrating services*. New York: Springer Science-Media.

## **VII. Student presentations**