Instructor: Bill Strein   Mon. 4:15 – 7:00
Office Hours by appt.   3233 Benjamin Bldg.

Effective supervision is critical to success at all levels of school psychology training and practice, even while acting as a supervisor. In the field of school psychology, the quality, quantity, and understanding of supervision practices vary widely. Supervision is an intervention with its own distinct theory, techniques, and research base in mental health fields. Training and practice are required to become an effective supervisor.

This course is designed to provide students with an understanding of the current body of knowledge regarding supervision in professional psychology, generally, and in the specialty of school psychology, in particular. Given that supervision is one of the emerging roles and functions of doctoral-level school psychologists, this course supports the program's objective (3b) that: *Students will demonstrate knowledge of the specialty of school psychology in terms of its historical development, traditional and emerging roles and functions, and its scope of research and practice.*

By completion of this course, students will demonstrate:
1. An understanding of theory and research as it relates to the supervision of school psychology students and practitioners;
2. An understanding of supervision methods and techniques in the areas of consultation, counseling, and assessment;
3. Basic supervision skills, including skills in self-reflection, in one of the following areas: consultation, counseling, or assessment.
4. Describe a framework to guide their own practice of supervision that incorporates existing models in the literature and their practical experiences as a supervisor/supervisee.

Academic Integrity:

In all class work and assignments, we expect the highest personal and professional standards that reflect both the objectives of the University and our professional ethics. Proper citations, paraphrasing and proper quotations are essential in all your work. We expect that each student's work will be consistent with the affirmation included in the University's *Code of Academic Integrity* (www.inform.umd.edu/CampusInfo/Departments/JPO/).

Accommodations:

If you have a documented disability and wish to discuss academic accommodations, please see the course instructor as soon as possible.

Course Evaluation: Because this course only has three students enrolled, you will not be able to participate in Your CourseEvalUM, but you can, and should, complete the CHSE Dept. Small Course Evaluation.

Course evaluation is a responsibility you hold as a student member of our academic community, and is important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Your feedback will be treated by the department as confidential material.

Readings:

Texts: Bernard, J.M., & Goodyear, R.K. (2008). *Fundamentals of clinical supervision, 4th ed*. Upper Saddle River, NJ: Merrill. ISBN-10: 0205591787

Harvey, V.A., & Struzziero, J. (2008). *Professional development and supervision of psychologists: From intern to expert*. Bethesda, MD: NASP. ISBN: 978-141295-327-6.

Individual Readings: Available on the ELMS site; full citations included below.

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[1] This core of this syllabus is based on the work of school psychology students participating in a seminar on supervision, with leadership from Katie Burkhouse and Sylvia Rosenfield, and on refinements made by Dr. Jill Berger. Materials used by permission of the named individuals.

Course Requirements (Grading rubrics for the three graded activities will be provided in a separate handout)*:*

Class Preparation/Participation. Prepare for class each week, which will include readings in text and/or assignments: Classroom discussion and activities will be based on the assumption that the readings and assignments have been completed. In order to maximize the effective use of class time and your contribution to group activities, it is critical that you be prepared for class each week

Co Leadership of Seminar. Each student will choose one of the weekly topics beginning with Week 6 (3/10) and work with the instructor to lead that week's session. Preparation will include at least: (a) thoroughly reading the assigned material; and (b) finding and reporting on an additional journal article, book chapter, or other material relevant to the topic. The student should meet with the instructor at least one week in advance of the class date to discuss planning the session (20% of grade).

Supervision Case: Throughout the semester you will be responsible for supervising a student in EDCP 632 Cognitive Assessment. The course instructors for this class and for EDCP 632 will assign a supervisee to you. Students will meet approximately weekly with their supervisees and will also participate in "meta-supervision" sessions with the course instructor of their supervisee each week. All supervision sessions will take place in person, on campus, and outside of class time (students should sign up for lab rooms in the department's suite). Students will audio record sessions with supervisees and after each session, listen to their tapes and write process notes before their meta-supervision meeting. Meta-supervisors will provide more details on expectations for supervision in each of their courses. *An additional handout will provide more detailed and important information regarding expectations for the Supervision Case* (40% of grade).

Integrative Paper OR Final Project: Each student will write an integrative paper (12 to 15 pages) OR complete a final project (5 to 7 pages and 10 to 15 minute presentation). For both assignments, students are expected to demonstrate an understanding of theory and research as it relates to supervision in school psychology and describe a framework to guide their own practice of supervision. Both papers should follow APA formatting guidelines (40% of grade).

- The **Integrative Paper** will describe the student's own model of supervision, which may be one of the models named in the literature, and associated practices. The paper must include: (a) conceptual framework for supervision, (b) methods and/or practices used in supervision, (c) alignment between the student's approach and standards for supervision set forth by APA and NASP, and (d) review of relevant research. Students are expected to write in the first person and discuss their supervision cases from the semester throughout the paper.

- As an alternative to the integrative paper, students have the opportunity to propose, and if approved, complete a **Final Project**. Students wishing to complete a final project will need to meet with the instructor to propose their idea by Week 10 (10/18). The final project will involve the development of practical tool related to supervision for use in the field. Students will write a shorter paper describing their tool, including (a) a how their tool fits into their own or one of the existing models of supervision, (b) how their tool might be used in practice with examples from their own supervision experience(s), and (c) relevant literature describing theoretical and empirical support. For the final project, students will also present their project to the class at the end of the semester.

Weekly Class Schedule

Date	Topic(s)	Readings
9/8	Wk 1: Overview of Course; Role and Function in Supervision	McIntosh & Phelps (2000); Murphy (1981); NASP (2011)
9/15	Wk 2: Theoretical Backdrop for Supervision in Professional Psychology I	B & G, Ch. 1; H & S, Ch. 1; Alexander (1997); Newman (2013), Ch. 6
9/22	Wk 3: Models of Supervision in Professional Psychology	B & G, Ch. 4; Kaufman & Schwartz (2003); Welsh et al. (2003)
9/29	Wk 4: The Supervisory Relationship I	B & G, Ch. 5 (p. 109-126); H & S, Ch. 2: pp. 29-48;
10/6	Wk 5: The Supervisory Relationship II	B & G, Ch. 6, 7; H & S, Ch. 2: pp. 48-64; Bordin (1983)
10/13	Wk 6: Techniques of Supervision: Individual and Group	B & G, Ch. 8 - 10
10/20	Wk 7: Supervision in Assessment and Cognitive/Academic Skill Areas	*H & S, Ch. 11; Dumont & Willis (2003); Yalof & Abraham (2009)
10/27	Wk 8: Ethical and Legal Issues	B & G, Ch. 3; H & S, Ch. 6; APA (2002, particularly Stnrds. 7.06, 7.07); Crespi & Dube (2005), NASP (2010b, Standard IV.4, p.13)
11/3	Wk 9: Evaluation; Supervision of School Psychological Services	B & G, Ch. 2; H & S, Ch. 15; NASP (2010a, Organizational Principles 5 & 6); Sullivan (2014)
11/10	Wk 10: Multicultural Issues in Supervision	B&G, Chapter 5 (p. 126-148); H & S, Ch. 3; Allen (2007); APA & NASP (1993); APA (1993);
11/17	Wk 11: Supervision in Consultation	*H & S, Ch. 10; Cramer & Rosenfield (2003); Newman (2012); Newman, et al. (2013).
11/24	Wk 12: Supervision in Counseling	*H & S, Ch. 12; Fiorini (2008)
12/1	Wk 13: Supervision of Systems-Level Change	H & S, Ch. 5; Allison & Upah (2008)
12/8	Wk 14: Research and Evaluation	B & G, C. 12; H & S, Ch. 4

Note. For chapters marked with an *, you need only read the "Applications to Supervision" sections.

References for Readings

Alexander, P.A. (1997). Mapping the multidimensional nature of domain learning: The interplay of cognitive, motivational and strategic forces. In M. L. Maehr & P. R. Pintrich (Eds.). *Advances in motivation and achievement*, v. 10 (pp. 213-250). Amsterdam: Elsevier.

Allen, J. (2007). A multicultural assessment supervision model to guide research and practice. *Professional Psychology: Research and Practice, 38*, 248-258.

Allison, R., & Upah, K. R. (2008). Best practices in supervising and leading school psychology staff to operationalize system-level supports. In A. Thomas & J. Grimes (Eds.). Best practices in school psychology V. Bethesda, MD: NASP.

APA & NASP (1993). *Resolution on lesbian, gay and bisexual youths in schools*. Washington, DC:/Bethesda, MD: Authors.

APA (1993). *APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. American Psychologist, 48*, 45-48.

APA (2002). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author. [Read relevant sections, particularly Standards 7.06, 7.07 .]

Bordin, E. S. (1983). Supervision in counseling: II. Contemporary models of supervision: A working alliance based model of supervision. *The Counseling Psychologist, 11*, 35-42.

Cramer, K. & Rosenfield, S. (2003). Clinical supervision of consultation. *The Clinical Supervisor*, 22, 111-124.

Crespi, T. D., & Dube, J. M. B (2005). Clinical supervision in school psychology: Challenges, considerations, and ethical and legal issues for clinical supervisors, *The Clinical Supervisor*, 24, 115-135.

Crespi, T. & Lopez, P. (1998). Practicum and internship supervision in the schools: Standards and considerations for school psychology supervisors. *The Clinical Supervisor, 17*, 113-126. [ordered from ILL]

Dumont, R. & Willis, J.O. (2003). Issues regarding supervision of assessment. *The Clinical Supervisor, 22* (1), 159-176.

Fiorini, J. J. (2008) Supervising counselors who work with special needs children*. In A. A. Drewes and J. A. Mullen (Eds.). Supervision can be playful: Techniques for child and play therapist supervisors* (pp. 93-110). Lanham, MD: Jason Aronson.

Kaufman, J. & Schwartz, T. (2003). Models of supervision: Shaping professional identity. *The Clinical Supervisor,* 22, 177-190.

McIntosh, D. & Phelps, L. (2000). Supervision in school psychology: Where will the future take us? *Psychology in the Schools*, 37 (1), 33-38.

Murphy, J. (1981). Roles, functions and competencies of supervisors of school psychologists. *School Psychology Review*, 10, 417-424.

NASP (2010a). *Model for Comprehensive and Integrated School Psychological Services*, Organizational Principles 5 & 6. Bethesda, MD: Author.

NASP (2010b). *Principles of Professional Ethics*, Standard IV.4, p.13. Bethesda, MD: Author.

NASP (2011). *Supervision in School Psychology* (Position Statement). Bethesda, MD: Author.

Newman, D. S. (2012). Supervision of consultation training: Addressing the content and process concerns of novice consultants. In S.A. Rosenfield (Ed.). Becoming a school consultant: Lessons learned (pp. 49-70). New York: Routledge.

Newman, D. S. (2013). *Demystifying the school psychology internship: A dynamic guide for interns and supervisors.* New York: Taylor & Francis. – Chapter 6

Newman, D. S., Nebbergall, A. J., & Salmon, D. (2013). Structured peer group supervision for novice consultants: Procedures, pitfalls, and potential. *Journal of Educational & Psychological Consultation*, *23*(3), 200-216. doi:10.1080/10474412.2013.814305

Sullivan, J. R. (2014). Best practices in supervision of interns. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*. Bethesda, MD: National Association of School Psychologists.

Welsh, J.S. (2003). Competency-based pre-internship supervision of school psychologists: A collaborative training model. *The Clinical Supervisor, 22*, 177-189.

Yalof, J., & Abraham, P. (2009). An integrative approach to assessment supervision. *Bulletin of the Menninger Clinic*, *73*(3), 188-202. doi:10.1521/bumc.2009.73.3.188