Theories and Models of Consultation and Supervision
Psy 610-Fall 2021

Instructor: Maureen Zalewski, Ph.D.
Office: 215 Straub; Office Hours: By appt
Class Time: Tuesday, 8-9:50 (Weeks 2, 4, 6, 8, 10; 10/5, 10/19, 11/2, 11/16, 11/30) STRAUB 257

Course Overview:
Students will learn about major theories, models, modes of delivery, and ethical/legal considerations of clinical consultation and supervision. Through didactics, reflective writings, review of original empirical research, applying methods to case vignettes, and practice exercises, students will work towards foundational APA competencies for supervision in consultation. Specifically, these competency benchmarks will be anchored around readiness for internship. The course is designed for students who have completed at least one year of clinical practicum.

Course Objectives:
- Understand major theories and models of supervision
- Knowledge of the purpose for roles in supervision
- Knowledge of procedures and processes of supervision
- Knowledge about the impact of diversity on all professional settings and supervision participants
- Knowledge of ethical and legal issues pertaining to practice of supervision
- Apply knowledge to case vignettes;
- Understand the role of the consultant
- Knowledge on identifying the referral question as a consultant and consultee
- Apply knowledge of consultation in case example

Course Texts:


APA ethics code
Readings are subject to change; you will be notified in advance of changes

Evaluation: This is a pass/no pass course. Unsatisfactory performance on any of the evaluation components could result in a ‘no pass’ designation. Students will be evaluated on the following class components/assignments:

1) 15%. Empirical Report. In groups of 2-3 (need to be 4 groups total), students will select a ‘recent’ (2015-present) article from the Clinical Supervisor or Training and Education in Professional Psychology in which empirical research was reported on the topic of supervision or consultation. The article should correspond with the topic of that week’s class. Students will present a 15-20 minute powerpoint to the class covering:
   - Introduction of the topic and why you choose the specific article (~5 min),
   - Methods and results (~5-10 minutes),
   - Discussion of implications,
   - If applicable, one realistic recommendation for how our program could implement a change that would align with the article results,
   - Then, the class will discuss the article for 5-10 more minutes.

2) 50%. Response papers. (10% each) Starting in advance of the first class, I will provide various paper prompts based on the readings. The responses are to be approximately 400-500 words in
length. The prompt will be due by Sunday 10pm so I have time to review them Monday before class. Upload responses to canvas.

3) 35%. **Supervision & Consultation practice skills.** Students will gain experience practicing supervision and consultation skills and or working in small groups on case vignettes.

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**UNIVERSITY POLICIES**

**Academic Disruption due to Campus Emergency.** In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.”

**COVID Containment Plan for Classes**

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention, containment, and support.** Here is information critical to how the UO is responding to COVID-19.

- **Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:
  1. Must comply with [vaccination policy](#)
  2. Must [wear face coverings](#) in all indoor spaces on UO campus
  3. Complete weekly [testing](#) if not fully vaccinated or exempted
  4. [Wash hands](#) frequently and practice social distancing when possible
  5. Complete daily [self-checks](#)
  6. Stay home/do not come to campus if feeling [symptomatic](#)
  7. Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.

- **Containment:** If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
  - **Vaccinated and Asymptomatic students:** Quarantine not required, but daily self-monitoring before coming on campus is advised; sign up for testing through MAP 3-5 days after exposure if advised you are a contact.”
  - **Unvaccinated or partially vaccinated students:** 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
  - **Symptomatic students:** stay home (do not come to class/campus), complete the [online case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provide to arrange for immediate COVID-19 testing.

Students identified as a close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

- **Support:** The following resources are available to you as a student.
  - [University Health Services](#) or call (541) 346-2770
Good Classroom Citizenship

- Wear your mask and make sure it fits you well
- Stay home if you're sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer

Complete the UO COVID-19 case and contact reporting form if you test positive or are a close contact of someone who tests positive.”

Accessible Education. The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Academic Misconduct. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-plagiarism.

Inclement Weather. It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here:

Reporting Obligations. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.”

Accommodation for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university
discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (https://registrar.uoregon.edu/calendars/religious-observances) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.
Readings may change as the term evolves; the weekly folder on canvas will reflect the final reading selections for that week

<table>
<thead>
<tr>
<th>Date and Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>1. 10/5</td>
<td>Class Overview; Supervision Introduction; Distinguishing between Supervision, Consultation, and Teaching;</td>
<td><strong>Chapter 1</strong>&lt;br&gt;Keenan-Miller, D., &amp; Corbett, H. I. (2015). Metasupervision: Can students be safe and effective supervisors? <em>Training and Education in Professional Psychology</em>, 9(4), 315–321. <a href="https://doi.org/10.1037/tep0000090">https://doi.org/10.1037/tep0000090</a></td>
<td>Reflection 1 due prior to class; we fill form group pairings</td>
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<td>2. 10/19</td>
<td>Models of Supervision: Psychotherapy based, developmental, and process models</td>
<td><strong>Chapters 2 &amp; 7</strong>&lt;br&gt;Individual Supervision</td>
<td>Reflection 2 due prior to class</td>
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<td>4. 11/16</td>
<td>Consultation Consultation in Psychology: A</td>
<td><strong>Chapter 1</strong>&lt;br&gt;Consultation in Psychology: A</td>
<td>Reflection 4 due prior to class</td>
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<tr>
<td>5. 11/30</td>
<td>Consultation; Consultation in Medical Settings School based consultation</td>
<td><strong>Chapters 8 &amp; 11</strong></td>
<td>Reflection 5 due prior to class</td>
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