

PSYC*7996, Course Outline: Winter 2025 - ONLINE

General Information

Course Title: Clinical Supervision, Consultation, and Program Evaluation

Course Description:

This course is designed to introduce students to the theory, research, and practice of supervision, consultation, and program evaluation in the field of clinical psychology. Students will become familiar with the professional literature relevant to supervision, gain competency with ethical, culturally-competent clinical supervision, and explore models and methods of consultation and program evaluation.

The first 9 weeks we will focus on supervision.

The last 3 weeks we will cover program evaluation (readings/materials will be provided).

The instructor will be responsible for supervising your supervision work AND for the client your supervisee is working with for the first 9 weeks of classes. When we start program evaluation, we will transfer you/supervisee to another supervisor.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Winter

Class Schedule and Location: We will meet online (Instructor will send a zoom link) each Wednesday from 9:30 – 12:20.

Instructor Information

Instructor Name: Dr. Barbara Morrongiello

Instructor Email: bmorrong@uoguelph.ca

Office hours: Email me to arrange an online meeting please

NOTE: I am available 24/7 if any urgent matter arises for which you want a consultation [cell: 519-546-1637]

GTA Information

N/A

Course Content

Specific Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain major supervision models and theories.
2. Demonstrate knowledge of the multiple roles and responsibilities of supervisor and supervisee in the supervision process.
3. Engage in effective and appropriate supervision of other students.
4. Demonstrate knowledge of evaluation methods within and of the supervisory process.
5. Demonstrate knowledge of the ethical, legal, and contextual issues of supervision.
6. Demonstrate professional and ethical behavior when working with supervisees.
7. Identify models and methods (including research methods) of consultation and program evaluation in clinical psychology.
8. Self-reflect on own professional development (e.g., engagement in supervision-of-supervision, clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

The above learning outcomes align with CCAP competencies as outlined below.

CCAP Competencies & Facets	Level*	Specific LO
Professionalism & Interpersonal Relationships		
1. Demonstrates knowledge of theories and empirical data regarding relationships (e.g., interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology)	Intermediate	3,6,7
2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)	Advanced	8
3. Demonstrates knowledge of others, including the macro- (e.g., work, national norms) and micro-environments (e.g., personal differences, family, culture, gender differences) in which people function	Advanced	3,6,7
4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)	Advanced	3,6,8

5. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)	Advanced	3
7. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback)	Advanced	8
Assessment & Evaluation		
5. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths	Advanced	3,7
Intervention & Consultation		
5. Demonstrates knowledge of appropriate consultation practices (includes seeking and providing)	Advanced	1,7
Research		
3. Demonstrates knowledge of major research methods (quantitative, qualitative, mixed-methods) that directly and appropriately address research questions	Advanced	7
4. Demonstrates knowledge and skill in statistical and analytic approaches, and measurement theory, and their application to scientific inquiry	Advanced	7
5. Demonstrates basic knowledge of logic models and theory-of-change models as it applies to program evaluation	Advanced	7
6. Engages effectively with program partner during meeting interactions	Advanced	7
Ethics & Standards		
1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology	Advanced	5,6
2. Demonstrates knowledge of standards and codes of professional conduct	Advanced	5,6
3. Demonstrates knowledge of jurisprudence and legislation in relation to psychology	Advanced	5,6
4. Proactively identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical	Advanced	3,5,6

<p>decision-making process in resolving professional and ethical issues</p> <p>5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice</p>	Advanced	3,5,6
<p>Supervision</p> <p>1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee)</p> <p>2. Demonstrates knowledge of models, theories, and techniques of supervision, including evaluation methods within and of the supervisory process</p> <p>3. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee)</p> <p>4. Identifies supervision goals and learning objectives, and tracks progress in achieving these goals</p> <p>5. Engages effectively in the supervision process (individual, peer, and group supervision) as supervisee (e.g., prepared for supervision, openness to supervision, participation in collaborative supervision process, aware of limits, fosters open and participatory climate)</p> <p>6. Supervises learners effectively through individual, peer, and/or group supervision processes (e.g., openness to supervision, prepared, aware of limits, fosters open and participatory climate)</p>	<p>Advanced</p> <p>Intermediate</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Intermediate</p>	<p>2</p> <p>1</p> <p>5,6</p> <p>4,8</p> <p>8</p> <p>3,4</p>

Lecture Content:

The above learning outcomes will be met through the structure of the course. Specifically, students will be assigned a junior student they will supervise. The supervision, which will focus on one specific case the junior student is seeing for therapy, will involve UP TO 1 hour a week (or biweekly) of individual supervision and 1 hour a week of viewing the supervisee's session (taped). Supervision of student supervisors will occur weekly in group format during class, with individual written feedback provided every few weeks by the instructor.

Course Assignments:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
SUPERVISION SECTION:	Weekly: Questions are due the Monday before class by noon	30%	1, 4, 5, 6, 8

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly Readings - Questions and Participation			
SUPERVISION SECTION: Supervision of one case	Weekly	30%	2, 3, 4, 5, 6, 8
SUPERVISION + PROGRAM EVAL: Submit Qs weekly and Journal for certain weeks	Due on the Monday before class by noon	30%	2, 3, 4, 8
Program Evaluation	Logic model development	10%	7

Additional Notes about SUPERVISION ASPECTS OF COURSE (first 9 weeks):

1. **Weekly Readings/Questions and Participation:** Students are expected to come to class prepared to discuss assigned readings, which will focus on theory, research, and practice related to supervision. This participation requires the completion of assigned readings *prior* to class. Students are also expected to engage in discussion related to the process of supervision and their development as supervisors-in-training by sharing their personal experiences with supervising a junior student.

Students are expected to submit to the instructor (Word doc) up to 4 questions that arose as they did the readings or that relate to their recent supervisee/supervising experiences. These are due the Monday before class by noon. The instructor will organize these for discussion in class.

2. **Supervision of one case:** Students will be assigned one clinical case and junior student supervisee (Tamara is doing this pairing). Supervisees will see this client bi-weekly (although this is open to discussion, depending on what the client needs). Throughout the semester, students will offer weekly supervision to the junior student, which will include: review of therapy sessions and client documentation, teaching of evidence-based therapy techniques, assessment of supervisee competencies, and delivery of feedback to the supervisee. All of these activities will be conducted under the supervision of the instructor, a registered psychologist.

NOTE: The instructor is assuming responsibility (liability) for the supervisee's clinical work with these clients. Hence, ***you are expected to provide her access to the videos of your supervisee working with the client AND your supervision meeting with the supervisee (YES, these need to be taped)***. Please send her direct links to these videos. The instructor WILL review supervision videos on an intermittent basis, with at least one video reviewed every 3 weeks (she will provide you feedback on this supervision session). Please bring to the instructor's attention if any particular parts of a supervision session/video merit her review (e.g., you had to provide difficult feedback to your supervisee or to teach them a

tool to use and you are unsure of how it went) and she will focus her review on that part of the video.

NOTE: Just before the last 3 weeks of class, supervisor+supervisees will be reassigned to an alternate supervisor than the instructor; Tamara will handle this. Thus, when we start on the program evaluation section (last 3 weeks) you and your supervisee will be supervised by another person (not the instructor)

- 3. Journal:** Throughout the semester, students will be required to keep a weekly journal; although I am only reviewing these periodically, please complete one weekly. This journal will document (1) 'Supervision Activities' = number of hours of supervision activities per week and the nature of those activities, (2) 'Issues and Challenges' that arise during supervision IF ANY – there may not be any and that is okay **[THESE SHOULD BE SUBMITTED AS DISCUSSION QUESTIONS EACH WEEK]**, and (3) 'Reflections on the Self' as a supervisor in training (FYI: they will be treated confidentially by the instructor). Periodically, these should be submitted to the instructor (see dates on syllabus) with all parts included; no longer than 2 pages single spaced (Use headers to clearly demarcate each of the four sections; different sections can be different lengths). **Please submit (Word doc) to the instructor by noon the Monday before class (see syllabus for weeks these are expected).**

Additional Notes about PROGRAM EVALUATION part of the course (last 3 weeks).

Weekly Readings/Questions and Participation: Students are expected to come to class prepared to discuss assigned readings on program evaluation.

Journal: This will continue but focus on program evaluation readings and questions/thoughts that arose as you did these.

Logic Model Activity: You will develop a logic model for a program the instructor provides. This work will include identifying research questions, deciding what constructs to include in the model (e.g., what are possible mechanisms of change), and identifying outcomes to measure. We may also discuss measures/methods, as time allows (e.g., qualitative or quantitative measures). These will be shared/presented in the last class so everyone gains experience with logic models. MORE ABOUT THIS WILL BE DISCUSSED IN CLASS.

In the CCAP program, there is a strong emphasis on the scientist-practitioner model. With this foundation, CCAP students are expected to be able to plan an evaluation of the effectiveness of mental health intervention and prevention programs. As we will learn in the course, evaluations are essential because intervention and prevention are sometimes not effective. The program evaluation material will provide a general overview of program evaluation considerations.

Course Resources

Required Texts: [available on Amazon]

Campbell, J. (2006). *Essentials of Clinical Supervision*. Wiley.

ADDITIONAL READINGS WILL BE PROVIDED

Course Policies

Grading Policies

This course is not graded but rather a SAT/UNSAT grade will be assigned at the end of the semester. Students will receive regular written and oral feedback about their performance in the course with respect to competencies that need to be demonstrated. All components of the course are to be completed with sufficient competency to earn a SAT or satisfactory rating.

[Graduate Grade interpretation](#)

University Policies

Disclaimer: Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow this link: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for academic consideration: [Grounds for Academic Consideration](#).

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the

responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#).

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

Drop Date

The last date to drop one-semester courses, without academic penalty, is April 4, 2025. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)