



SUPERVISION WORKGROUP



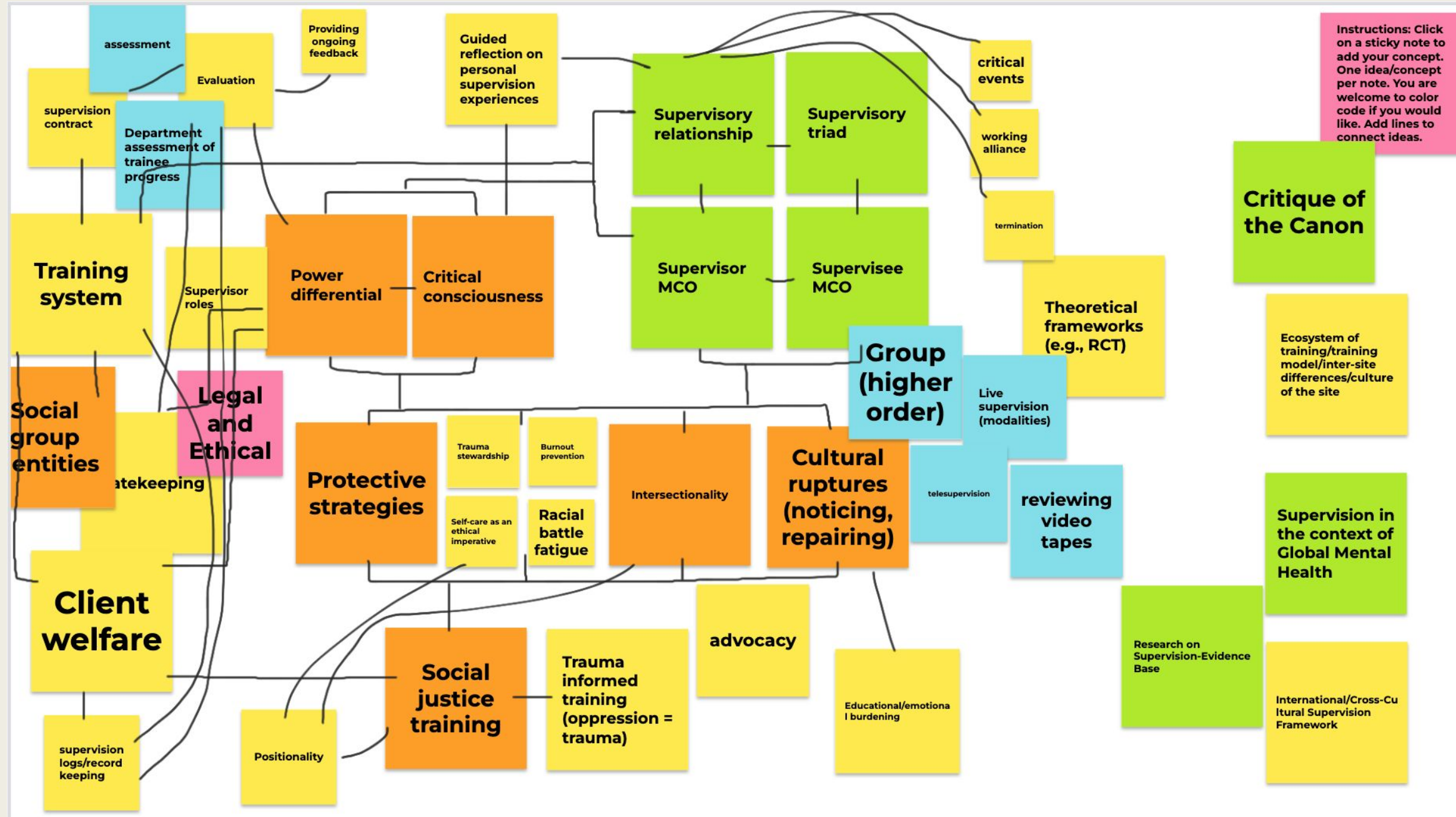
SUP Group Members

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- Robert Cox, Jr.
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- Brianna Werner
- Deborah Wiese
- Heidi Zetzer
- Stephanie Graham

Our Process

- Group zoom meetings monthly and then biweekly
- Social location examination as well as relationship to supervision and teaching of supervision courses discussed
- Discussed what would be helpful to produce (and not produce) given call of workgroup
 - *Present: create a tool to help with syllabus development/review*
 - *Future: discussion spaces for instructors, advocacy efforts with COA*
- Used Concept Mapping to determine themes for inclusion in SUP curriculum as well as other relevant considerations in teaching supervision theory and practice

Concept Map 1



Concept Map 2



Curriculum Checklist/Worksheet

- Inspired by [CCTC 2020: Social Responsiveness in Health Service Psychology Education & Training Toolkit](#)
- Organized around [Bronfenbrenner \(1974\) Ecological Systems Theory](#) and [Stern et al.'s \(2021\) “towards an anti-racist” adaptation](#) of the Bronfenbrenner Model.
- Used concept maps to identify 6 major themes/layers for course design:
 - *Context*
 - *People*
 - *Structure of Supervision*
 - *Supervision Process*
 - *Experiential Learning*
 - *Lifelong Learning*

Example of *Context* Layer: Appears as Columns on the Worksheet

Context: Embodying Social Justice & Critical Consciousness

- Field
- Region
- Institution
- Clinical setting
- Training program

Curriculum (questions to consider in development of course)

1. Is there sufficient attention to context in the program, department, school, university, community, state, country?
2. Course resources and constraints
 - a. Representative?
 - b. Accessible?
 - c. Affordable?
3. Are societal/professional pressures and current events (e.g., state and federal legislation, international events) visible and relevant?
4. Faculty situating the class in context and supporting trainees to situate themselves into their supervision context
 - a. How does the context of the classroom mirror the context of supervision?
 - b. How is the content of this course represented in practicum training? Is there an opportunity to disseminate or share the course content with practicum supervisors so that they can support the students' early learning?
5. Teaching - In what ways is your class presenting barriers to liberation/decolonization because of situation and context? How do you deal with this in the classroom and support students in learning to navigate this in their role as supervisor?

Course materials (readings, videos, texts, examples)

- [Stern et al., 2022](#) "Working toward anti-racist perspectives in attachment theory, research, and practice" (this is a modification of the Bronfenbrenner model)
- [Dr Kenneth V. Hardy interview with Psychotherapy Networker](#) and how he learned to be a "pretty good white therapist," but not a Black-identified therapist

Experiential Classroom Activities (give examples...)

- Cultural context, identities, and values: [Sources of Cultural Programming \(Gardenswartz & Rowe, 2010\)](#); [Privilege Walk \(different versions online\)](#)
- [Mini-presentation: Culturally situated supervision models](#)

Example of *People Layer*: Appears as Columns on the Worksheet

People: Embodying Social Justice & Critical Consciousness

- Supervisees
- Supervisors
- Clients

Curriculum (questions to consider in development of course)

1. Who are the trainees? How do their identity group members intersect with developmental level?
2. What does it mean to be a supervisor and psychologist in the US? Consider positionality as a US based practitioner and supervisor, international contexts and impact on supervision, knowledge of critical events historical and otherwise of international importance, cultural definitions of supervision, knowledge of and sensitivity towards mental health across continents (e.g. critical differences in global north and global south w.r.t. psychology, mental health and clinical supervision), and flexibility to international supervisee perspectives and contexts (e.g. mentoring vs. supervision, coaching; unique circumstances of supervising across international borders)
3. Examine power across the supervision triad including all supervision processes and procedures clarifying processes as needed (e.g., evaluation processes, professionalism, etc.)
4. Client population: Specific issues, systemic resources and constraints, history with mental health field, healthy distrust of the field, internalized stigma around help-seeking, mental illness, community messages and values around healing, around various marginalized identities. How do these interact with supervisee(s)/supervisor?

Course materials (readings, videos, texts, examples)

- [Nilsson, J. E., & Wang, C. \(2008\). Supervising international students in counseling and psychology training. *Psychotherapy supervision: Theory, research, and practice*, 2, 70-81.](#)
- [Lee \(2018\): Clinical Supervision of International Supervisees: Suggestions for Multicultural Supervision](#)
- [Video Series: Systems Approach to Psychotherapy Supervision](#)

Experiential Classroom Activities (give examples...)

- Supervision timeline. Prompt: Without disclosing names (use a pseudonym) or practicum sites, describe the following: 1) a positive supervisor and supervisory experience, 2) a negative or challenging supervisor and supervisory experience. Reflect on: Supervisee characteristics Supervisor characteristics Supervisory context and any salient aspects