Meeting Time: Wednesdays from 9:30 to 10:20 am beginning September 18, 2013

Seminar Objective

The Sup of Sup seminar will provide a didactic experience as well as a structure within which to review extern progress as well as extern clinical care of CAPS clients.

Outcomes

As a result of participation in the weekly seminar, interns will be able to:

- Outline their general supervisory stance and identify the aspects of their own clinical belief system including but not limited to his/her theoretical/research knowledge base as well as past experiences of supervision that shape his/her approach to a supervisee and the care of clients in the supervisee’s clinical care
- Identify the components of competent supervision
- Identify basic ethical requirements of a supervisor in the practice of supervision
- Identify their supervisory strengths and areas for growth

This will be demonstrated through seminar discussions, review of extern cases, and group review of recorded material.

The primary organizing activities of the seminar will be the presentation and discussion of extern clinical data, data from supervision sessions including tracking of the supervisory dyad’s ability to manage and utilize the supervisory relationship, along with a review of tapes.

Readings


“Toward an Events-Based Understanding of the Supervisory Process” and “Negotiating Role Conflicts: If It Were Easy, It Wouldn’t Be Called Supervision.” Chapters 1 & 4 of Critical Events in Psychotherapy Supervision: An Interpersonal Approach by Nicholas Ladany (2005).
Our point of entry – or Starting Assumptions

1. The practice of supervision is a distinct competency, separate from clinical, teaching and/or research competence.

2. Supervision is a competency comprised of two explicit functions: Client care and welfare and trainee development.

3. Within the practice of supervision, there are many implicit functions including but not limited to the continuation of the profession, passing on of clinical traditions, the transmission of clinician world views, as well as the shaping of the identities both of the supervisee and the supervisor.

4. The ability for psychologists and psychologists in-training to locate themselves in relation to the practice of supervision is critical to overall professional identity development and growth, e.g., What kind of supervisor are you? What are your aims as a supervisor? What do you expect of your supervisee? How do you achieve supervisory aims? How do you know goals have been met? Are you the kind of supervisor who even likes to ask any of these questions?, etc.

5. Two (or more) separate minds are always better than one mind.

6. (fill in yours...), 7., ... etc.